



“SELF ASSESSMENT OF TRAINEE TEACHERS ON MICRO TEACHING PRACTICE”

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ABSTRACT:

“The art of teaching is the art of assistive discovery”

- Mark Van Doren

Teaching is not a child’s play. It takes lot of efforts to become a good teacher. Keeping this in view, the current study aims to investigate the trainee teachers’ micro teaching practice through self assessment. Micro teaching plays a crucial role for real classroom teaching. In fact it is the base which helps trainees to learn “how to teach” followed by appropriate teaching techniques. As a supervisor/mentor the author identified some aspects i.e self assessment through video recording can bring desirable changes in their behaviour. In order to achieve this, the objectives of the study are: i) To realize the importance of microteaching practice, ii) To become familiar with different skills of micro-teaching, iii) To identify their (talent/creativity) innovative performances through this practice. Research questions are given followed by objectives. A systematic review of articles/papers is undertaken. Self prepared questionnaire was given to the trainee teachers to obtain data. The author has reviewed articles in various educational databases and found the gap. The data were analyzed by using SPSS software version 19.0. Results were discussed and interpreted through graphs.

Key words: Self assessment, trainee teacher, peer teaching, micro teaching and teaching practice



INTRODUCTION:

Micro teaching is an exposure of real classroom teaching for the trainee teachers to practice. It is an important teaching technique practiced worldwide in teacher education courses. It provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent (Ambili Ramesh,2013). Microteaching is often conducted as part of a group activity on teacher-training courses and involves planning and teaching a short lesson or part of a lesson to a group of fellow student teachers; this is followed by feedback from the teacher trainer and the peers (Richards & Farrell, 2011).

The benefits of this instructional approach have long been discussed and acknowledged by teacher educators worldwide making it an integral part of most pre-service Teacher Education programmes (Kuter et al., 2012). Student teaching practice is invariably too short, poorly supervised and generally a matter of survival rather than a genuine learning situation where different techniques can be tried out, repeated, and perfected. As a result, hundreds of thousands of papers are on analyzing teaching practice, yet as pre-service teachers, they still know relatively little about it even if they have had one more month of their teaching internship (Wang Ping, 2013).

NEED AND SIGNIFICANCE OF THE STUDY:

As mentioned earlier, micro teaching is an essential and integral part of teaching. It is practiced as a practice session in teaching rather than seriously acquiring skills. Trainee teachers should realize the importance of micro teaching in which they can be acquainted with several skills in teaching. Talking about assessment, no doubt peer teachers will provide feedback immediately after teaching session but some are passive receivers through which definitely hinders others understanding about particular skills. In this



scenario, the researcher allowed trainee teachers to record their teaching practice and can assess by themselves. The researcher felt there is a need for the present study.

REVIEW OF RELATED LITERATURE:

1. **Salwa Al Darwish & AbdulAzeez Sadeqi (2016):** identified impact on student teachers' performance- a case study from Kuwait

The findings from this study shows that many student teachers have learnt from peers and from reflection from their own teaching when they were watching the video- tape. A lot of training skills the student teachers gained through their observation which: 1. increased the chance of the transfer of an innovation from the training session into classroom practice; 2. tested participants' understanding of the new teaching skill. In addition, the microteaching sessions lead the student teachers to be more conscious of their classroom behavior.

2. **Stella Kurieous (2016):** conducted a study on video-mediated micro teaching- a stimulus for reflection and teacher growth.

The results from this study suggest that merely bombarding the trainees with language teaching theories, as is currently the case in the university where this study took place does not ensure an integration of the language teaching skills required of prospective primary teachers. To attain this, a reflective component must be included in the learning to teach process, which will bridge the gap between theory and practice. Trainees need to develop the ability to observe and reflect upon others' and their own teaching in order to make sense of their leaning experiences. The incorporation of video into the practice of microteaching seemed to have had a positive impact on student teachers' awareness of the relevant theory and of aspects of primary language teaching through focused observation and reflective feedback

3. **Ambili Ramesh (2013):** represented conceptual frame on microteaching, an effective technique for learning effective teaching. This paper presents an outline of the various phases of microteaching, core teaching skills, implementation aspects,



and the impact of microteaching on medical education. It also describes microteaching as an Efficient Learning Technique for Effective Teaching. Learning is a change in behavior, which is brought about by activity, training, or experiencing at any age. When the learner is more experienced, learning becomes more effective. The most important quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching-learning goals.

OPERATIONAL TERMS DEFINED:

1. **Self assessment:** assessment or evaluation of oneself or one's actions, attitudes, or performance.
2. **Trainee teacher:** student undergo in order to qualify as a teacher
3. **Peer teaching:** teach other students, giving the help, the cooperative learning groups
4. **Micro teaching:** is a teacher training or technique to develop teaching skills.
5. **Teaching practice:** student teacher spends teaching at a school/college as part of his training.

OBJECTIVES:

1. To realize the importance of microteaching practice.
2. To become familiar with different skills of micro-teaching.
3. To know their perception about microteaching practice.
4. To identify their (talent/creativity) innovative performances through this practice.

RESEARCH QUESTIONS:

1. Is microteaching a basic step for trainee teachers' teaching?
2. Whether trainee teachers have positive attitude towards microteaching practice?

PROCEDURE OF THE STUDY:

As a part of teacher training course, the investigator (as a mentor) of the study allotted students in small groups of 5-10 and oriented regarding micro teaching skills along



with its various components (including desirable and undesirable behaviours). The different pedagogy masters demonstrated micro teaching skills for their better understanding and asked to practice among themselves preferably with video recording. Immediately after the practice of skills, peer mates were giving feedback and trainee teachers also assessed themselves by looking into video carefully. In the same manner trainees practiced various micro teaching skills for a month. The investigator of the study took their feedback through questionnaire in order to understand their attitude towards micro teaching practice. In this way the study took place systematically.

METHODOLOGY:

1. Samples and sampling technique:

For the present study, the investigator selected all the trainee teachers through adopting purposive sampling technique. The total samples were taken for the study is 50 trainees.

2. Method and tool:

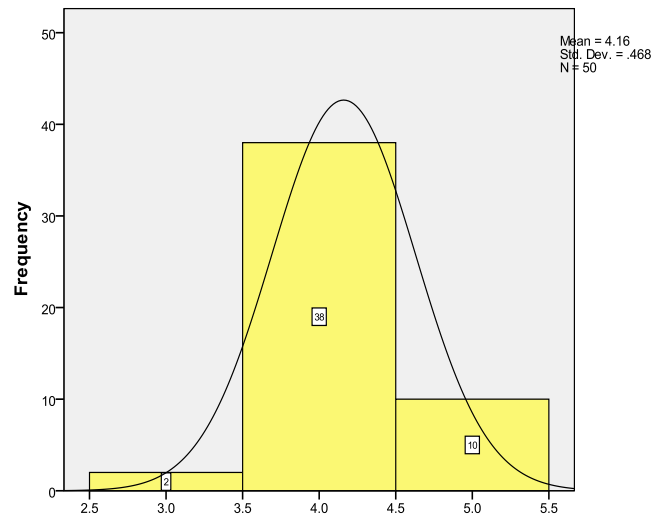
Survey method has followed by the researcher and self prepared questionnaire was used to obtain data.

3. **Statistical technique:** Mean, SD and percentage analysis was used.

4. **Analysis And Interpretation Of Data:** based on the collection of data, the data is interpreted with the help of SPSS 19.0 version

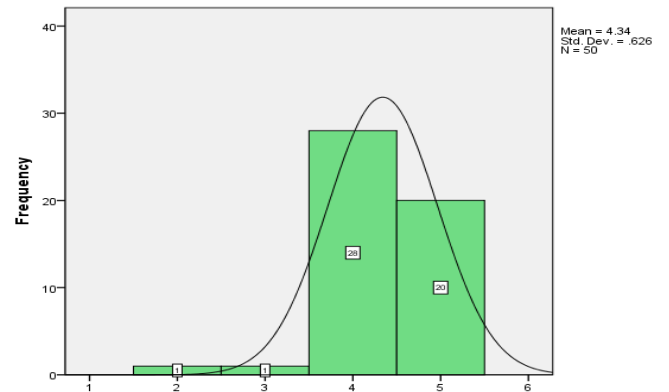
1. I am now aware of different skills in micro teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	2	4.0	4.0	4.0
Valid Agree	38	76.0	76.0	80.0
Valid Strongly agree	10	20.0	20.0	100.0
Total	50	100.0	100.0	



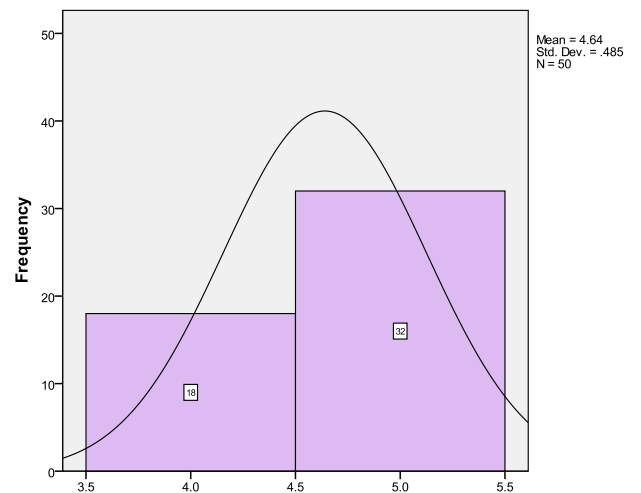
2. I feel bore in practicing micro teaching skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	1	2.0	2.0	2.0
Valid Neutral	1	2.0	2.0	4.0
Valid Disagree	28	56.0	56.0	60.0
Valid Strongly disagree	20	40.0	40.0	100.0
Total	50	100.0	100.0	



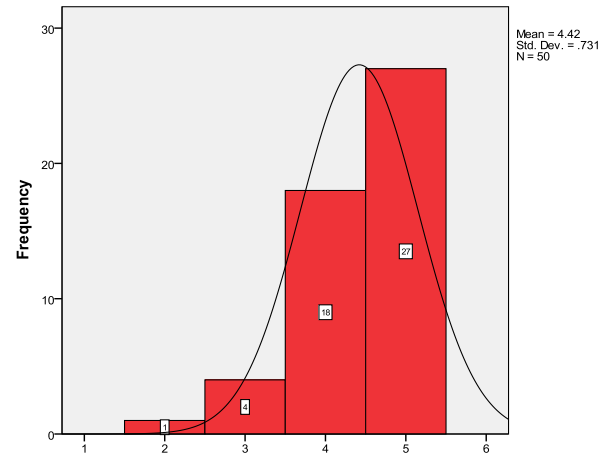
3. I gained lot of confidence through practicing micro teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	18	36.0	36.0	36.0
Valid Strongly agree	32	64.0	64.0	100.0
Total	50	100.0	100.0	



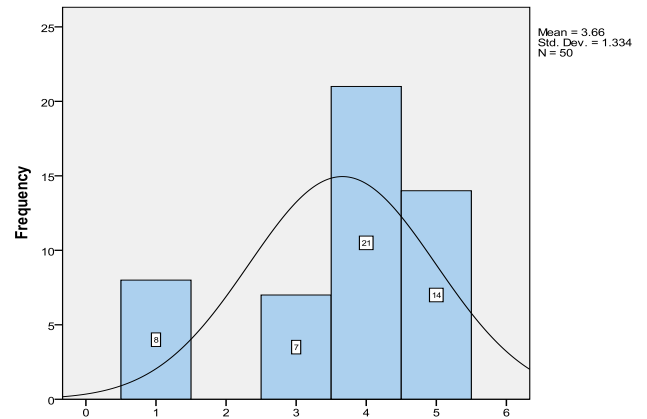
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	3	6.0	6.0	6.0
Agree	19	38.0	38.0	44.0
Strongly agree	28	56.0	56.0	100.0
Total	50	100.0	100.0	

4. Teacher educators gave proper guidance in practicing micro teaching skills.



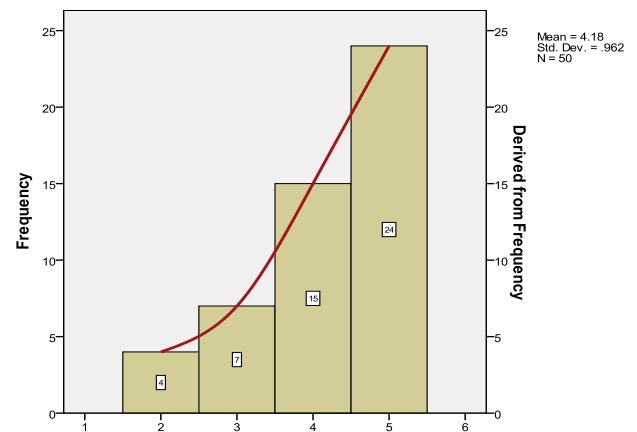
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2.0	2.0	2.0
Neutral	4	8.0	8.0	10.0
Agree	18	36.0	36.0	46.0
Strongly agree	27	54.0	54.0	100.0
Total	50	100.0	100.0	

5. I like to rate only for desirable components



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	8	16.0	16.0	16.0
Neutral	7	14.0	14.0	30.0
Disagree	21	42.0	42.0	72.0
Strongly disagree	14	28.0	28.0	100.0
Total	50	100.0	100.0	

6. I can rectify my mistakes through receiving feedback and video recording





FINDINGS AND DISCUSSION:

The incorporation of video recording into teaching practice can bring positive impact on student teachers' behaviour. It has become evident that reflective feedback did not only involve individuals reflecting on their teaching practices but also promote reflection as a part of discussion. Because peer interactions act as a medium through which the participants were articulated their personal interpretations of the recorded lessons they had watched and were assisted to identify gaps. In this way they were enabled to gain understanding of their teaching experiences through self assessment.

CONCLUSION:

To conclude we can say that through this practice trainee teachers' can understand instructional behaviours and can bring necessary modifications in teaching. microteaching sessions are likely to raise student teachers' awareness of knowing and doing, increase an understanding of themselves as learners, and teach observation and feedback skills (Allen & Ryan; McIntyre, McLeod & Griffiths, Wabda cited in Legutke & Ditfurth, 2009, p.213). The teacher educators should play an important role in proper guiding and assisting them in acquiring teaching skills can surely prove as a foundational basis for maintaining quality in teacher education programmes.

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