

## **BEST PRACTICES**

### **TITLE OF THE PRACTICE**

Micro Skills and Teaching Strategies

### **OBJECTIVES OF THE PRACTICE**

Scaled down micro-teaching has been used as a technique for modification of teacher behaviour for more than five decades. Student-teachers are conditioned to behave in a certain acceptable manner which is suited to the behaviourists approach. However, with shift in the paradigm from the behaviourist to constructivist approach to teaching-learning, student- teachers are required to master another set of new skills more suitable to constructivist Techniques and Strategies. While it is important that a teacher exhibits behaviours that are conducive to the teaching learning process, it is equally imperative that he/she possesses the skills and abilities to facilitate learning in a constructivist environment.

Therefore, the objectives formulated for the practice were to –

- Make the student-teachers understand that the classroom should be learner centered
- Build the confidence of the student-teachers to use the different strategies required in a constructivist environment
- Let the student-teachers acquire the different skills required to facilitate student learning
- Capacitate the student-teachers in coping with the situational changes of the classroom environment
- Focus the understanding of the student-teachers on the fact that the teacher's behaviour and his/her skills determine learning outcomes

### **THE CONTEXT**

Various Commissions and Committees have emphasised the essentiality of student involvement in the teaching-learning process. The NCF 2005 in its document, under Teaching for Construction of Knowledge (2.4.1) states that in the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). If knowledge is constructed by the child and teaching should aim at enhancing the child's natural desire and strategies to learn, then surely, attempt is to be made in changing the way teachers are prepared in facilitating learning? Teachers need to move away from taking the center stage and allow students to experiment and explore the world around them and make sense of it all. Doing this would mean developing a new set of skills. Skills, which would help the teacher effectively aid or facilitate students in their construction of knowledge. Skills, which would require to smoothly adopt the techniques and strategies in a student controlled classroom. Therefore, micro teaching strategies would have had to be planned from the perspective of the various strategies which will be used by the teacher and the engagement of the class in activities. Where traditionally the micro-teaching focussed on the act of the teacher, now it should focus on the organizing and facilitating skills of the teacher.

### **THE PRACTICE**

Micro-teaching has always been an important and essential teacher preparation programme. It focuses on the skills that the teacher needs to possess in order to make his teaching effective, as well as manage the classroom. Micro-teaching sessions have for a long time focussed on the

core skills like Introducing a Lesson, Stimulus Variation, Re-inforcement, Use of Blackboard, Probing Questioning and Illustrating with Examples. These skills are practiced in a controlled situation and focuses on the behaviour of the teacher.

This traditional scaled down teaching encounter which lays the foundation for real time classroom teaching has been adopted in the new practice. Since the benefits of micro teaching process for the preparation of teachers cannot be underestimated, discarding it completely was deemed unnecessary and unwise. Therefore, while retaining the elements of the skills a few changes are made in terms of:

- i) Time – 10 -12 minutes to facilitate group learning (traditional 5 – 8 mins)
- ii) Participants in a micro group - 12-15 members (traditional 5 – 6 members)
- iii) Strategy / Technique – Whereas, in a micro teaching programme where a skill is first introduced by a talk on a particular skill and followed by demonstration, now in keeping with the constructivist approach, the introduction of each strategy (and skill) is done with a demonstration/ modelling class by the teacher educator. This would be followed by feedback and discussion (in groups) on observations made by the students on the demonstration. The components of the strategy (and skill) is introduced after the discussion followed by lesson planning.

The status quo of the traditional micro teaching cycle (plan, teach, feedback, re-plan, re-teach and re-feedback) is maintained to strengthen the ability of the student teachers in using the techniques/ strategies.

**Samples**

**1. Observation Schedule for the Skill of organizing Cooperative Learning**

Sl No.	Components	0 (Poor)	1 (Fair)	2 (Neutral)	3 (Good)	4 (Excellent)
1.	Appropriateness of grouping technique					
2	Clarity of instruction given for the task					
3.	Appropriateness of TLM used					
4.	Effectiveness of process evaluation					
5.	Encouragement and prompts					
6.	Facilitating pupils participation					
7.	Ability to organise pupils' ideas					
8.	Time management					

Name of Supervisor:

Name of Observer:

**2. Observation Schedule for the Skill of Brainstorming & Use of Writing Board**

Sl. No.	Components	0	1	2	3	4

1.	Appropriateness of grouping technique (if applicable)					
2.	Clarity of instruction given for the task					
3.	Ability to creatively organise points/ideas presented by pupils					
4.	Ability in handling irrelevant ideas					
5.	Efficiency in establishing conclusion					
6.	Ability to facilitate pupils' participation					
7.	Legibility of handwriting					
8.	Neatness in Board Work					
9.	Appropriateness of writing work					
10.	Miscellaneous (Writing Work)	Yes	No			
i)	Checked before/after use whether board is clean					
ii)	Came in between the board and pupils while using the board					
iii)	Avoided squeaking noise while writing					
iv)	Applied adequate pressure while writing					
v)	Committed mistake in spelling or illustration/diagram					
vi)	Polluted the air while cleaning the board					

Scale: 0=poor; 1=fair; 2=neutral; 3=good; 4=excellent

Name of Supervisor:

Name of Observer:

**Sample of Schedule**

**State College of Teacher Education  
Kohima, Nagaland**

**Schedule for Practice Session on  
Micro Skills & Transactional Strategy, B.Ed. 4<sup>th</sup> Semester**

Date: 12<sup>th</sup> – 16<sup>th</sup> Feb. 2018

Number of Days: 5

Date	Morning Session 9.30 am – 12.30 pm	Afternoon Session 1 pm – 3 pm	Facilitator
Day	Practice	Talk, Discussion & Explanation	For Afternoon Session
12/02/2018 Monday	• Concept of Micro Skills	• Skill of Engagement	Dr. Bendangyapangla Sandip
13/02/2018 Tuesday	Skill of Engagement	Skill of Questioning & Reinforcement	Anisha & Thronlem
14/02/2018 Wednesday	Skill of Questioning & Reinforcement	Skill of Organising Cooperative Learning	Neize & Rokonuo

15/02/2018 Thursday	Skill of Organising Cooperative Learning	Component of Brainstorming & Skill of Black board	Atula & Dzuvi
16/02/2018 Friday	Component of Brainstorming & Skill of Black board	Discussion on: <ul style="list-style-type: none"> <li>• Project &amp; Assignment</li> <li>• Scaffolding</li> <li>• Use of ICT in Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Khriezo</li> <li>• Vedulu</li> <li>• Mego</li> </ul>

**Note:**

1. Facilitators are requested to follow the pattern:  
**Demonstration → Discussion → Explanation of the respective skill/strategy Components.**
2. Students will be divided into four groups of 14 to 15 members.
3. In the practice session, every member has to deliver a demonstration of 10 minutes (max.) of the previous day's observed skill/strategy.
4. Multipurpose Hall, ICT Room, Curriculum Lab & B.Ed 4<sup>th</sup> Sem. Class room will be engaged for Practice session.
5. For Afternoon Sessions Hall-1 will be engaged.
6. Supervisors need to provide feedback to every demonstrator followed by peer members.
7. Superiors duty chart & Students' group division for Morning Practice sessions will be intimated in time.

**EVIDENCE OF SUCCESS**

The practice of combining the traditional micro skills with the constructivist strategies has benefited the student-teachers in multiple ways. They are able to transfer the skills of these skills and strategies into the real classrooms where the teacher is expected to adopt the constructivist teaching-learning strategies. The students are more actively involved in the learning process unlike the traditional teaching practices. The use of ICT as a tool for facilitating learning has increased during the internship programme. Classrooms, where the student-teachers are assigned during the internship (practice teaching), are transformed into a joyful, interactive and student controlled environment.

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

- Seating arrangement in the classrooms is not conducive for practice of the micro skill and learning strategies. It restricts movement during group interaction
- It is sometimes difficult to complete the lesson as planned since it is student directed and the micro teacher has to facilitate accordingly
- Strategies like scaffolding cannot be practiced unless situations are created by the micro group peer members and which often is the case.
- ICT facilities are essential for practice of the strategies but availability is limited and expensive