

EFFECT OF MICRO TEACHING AND USE OF MULTIMEDIA ON TEACHING COMPETENCE OF PROSPECTIVE TEACHERS

Dr. Devender Kumar Aggrawal

Assistant Professor

Indus College of Education, Rohtak

INTRODUCTION

Micro teaching has been described as an important innovation in teacher education. Micro teaching is a training procedure aimed at simplifying the complexities teaching procedure the trainee is engaged in a scaled down teaching situation. Allen (1968) described micro teaching as a scaled down teaching encounter in class size and time. Passi (1976) stated that it is a training technique which requires pupil teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time.

Micro teaching is a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions. It suggested that microteaching group showed significant gain in teaching performance from initial lesson to final lesson. Micro teaching as a teacher training procedure which reduces the teaching situation to a simpler and micro controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size. This technique could be used as a training technique in developing insight among student-teachers and thus making them better teachers the student-teachers trained through micro teaching significantly changed their verbal teaching behavior in classroom as compared to the student-teachers trained in the traditional classroom. A more suitable technique to develop the teaching skills. It was adjusted as decidedly a superior technique for the training of pre-service teachers in the development of various classroom teaching skills self concept of student-teachers can be enhanced significantly through micro teaching practice in simulated conditions.

OBJECTIVES

The following objectives were undertaken:

- To study the effect of micro teaching skills on teaching competence of prospective teachers.
- To study the effect of microteaching on teaching competence of prospective teacher through skill of probing questioning.
- To study the effect of microteaching on teaching competence of prospective teacher through skill of pupils' participation.
- To study the effect of microteaching on teaching competence of prospective teacher through skill of reinforcement.

- To study the effect of microteaching on teaching competence of prospective teacher through skill of recognizing attending behaviour.
- To study the effect of microteaching on teaching competence of prospective teacher through skill of achieving closure.
- To study the effect of multimedia on teaching competence of prospective teachers.
- To study the effect of conventional method of teaching on teaching competence of prospective teachers.
- To study the interaction of Micro teaching, Multimedia and conventional method.
- To study the interaction of micro teaching and conventional method.
- To study the interaction of multimedia and conventional metho

EFFECTS

In this study effect refers to a particular treatment given to a subject to bring about to desired behavioural change. This change will be observed in Teaching Competence.

Micro Teaching

A method of teacher training whereby teacher trainers gain stimulated teaching experience with few students in small groups and employing audio and or video recording for playback and discussion.

Multimedia

Multimedia means more than two media of communication involved in a learning package.

Teaching Competence

Teaching competence means the ability to use knowledge, understanding and practical skills to perform effectively for instance at national standards required in employment. Teaching competence can be knowledge, attitudes skills, values or personal values, Teaching competency can be acquired through talent, experience or training.

Prospective Teachers

Prospective teachers refer to those who are studying in Bachelor of Education (B.Ed) Course.

REVIEW OF LITERATURE

The training of teachers demands our urgent attention. The minimum requirement of any training programmes is that it should be enable the trainee to acquire the basic skills and competencies of a good teacher, such as the capacity to manage a class with pupils of varying abilities; to communicate ideas logically and with clarity; to use the technology available to make teaching effective; to organize education experiences outside of class and to learn to work with the community and help the students to do so. But the training programme does not provide for developing respectively to induction of modern educational aids nor does it impart skills to operate even audiovisual equipments.

MICRO TEACHING

Olivero (1964) conducted a critical study of micro teaching techniques with a view to suggest improvement in its implementation in colleges of education, department of post-graduate education and research. The objective of the inquiry was to study the opinions of training-college teachers about micro teaching in the light of their experience while guiding and observing lessons. The sample consisted of training college teachers teaching different subject methodologies and 20 experienced and effective teachers. The study indicated that while training the science student-teachers, activities such as teacher talk, questioning blackboard work, and demonstration should be taken into account in preferential order and mathematics teachers needed training, in order of priority, in activities such as explanation, questioning, and blackboard work.

Allen and Eve (1968) explained that micro teaching is a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions.

Bell (1968) suggested that micro teaching group showed significant gain in teaching performance from initial lesson to final lesson. Kallenback and Gall (1969) compared the effectiveness of micro teaching approach and conventional approach in training elementary school interns and pointed out that micro teaching approach was superior to the other in terms of time required for training.

Harris (1970) indicated the value of micro teaching that micro teaching experiences promoted use of background in information provision of concrete materials utilizing children's observations, allowing to develop conclusions, helping children to verifies conclusions etc. In traditional training system the global supervisory comments fail to provide a systematic and specific feedback to the pupil teacher to plan improvement in subsequent teaching. Some of the pupil teacher after such traumatic experience, develop such a fear for teaching that they are reluctant to face the class, but micro teaching remove these conditions.

Ward (1970) focused that micro teaching improved the attitude of staff as well as students towards education. Encyclopedia of Education (1971) edited by Deighton that micro teaching is a real, constructed scaled down teaching encounter which is used for teacher training, curriculum development and research.

Linn (1972) opined that micro teaching can subsequently improve students skills in evaluating aspect of teaching. Abraham (1974) reported that micro teaching was effective in developing. The skills of fluency in questioning and probing questions.

Bhattacharya (1974) reported that this technique with poly technique teachers and proves that micro teaching was more effective than the conventional technique is two development of indirect teacher behaviour. Joshi (1974) pointed out that Micro Teaching was effective in developing the skills of reinforcement and silence and non verbal cues.

Buch (1975) explained micro teaching is a teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounter with a small group of real classroom students, often with an opportunity to observe the performance video tape.

Clift (1976) have explained it that a teacher training procedure which reduces the teaching situations to a simpler and more controlled encounter achieved by limiting the practice to a specific skill and reducing teaching time and class size.

Passi (1976) stated that it is a training technique which requires pupil teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time. Brunis (1978) suggested that the effectiveness of micro teaching and feedback in the development of the skills of recognizing attending behaviour and teacher's liveliness among in service teachers.

Mathew (1978) focused that for the development of general teaching competence the effect of micro teaching is significantly than that of equivalent traditional group of acquiring same teaching skills. The traditional teaching training entire practice teaching programme was not suited to individual talent development.

Paintal (1980) investigated an evaluation of micro teaching and other recent innovations in educational technology. The main objective of the investigation was to know the effect of transferring the self-instructional micro teaching course on effective questioning. The sample consisted of 164 subjects (30 males and 134 females) out of whom 83 were B.Ed. students, 70 in service teachers and 11 teacher educators from Delhi and Haryana. Paintal found that there was significant difference in the teaching behaviour before the course and immediately after the course.

Kulshreshta (1982) conducted a study of the relative effectiveness of the mini-teaching and the micro teaching approaches in training teachers. The objective of the study was to study the relative effectiveness of micro teaching and mini-teaching in case of teacher training belonging to socio-economic status, different level of intelligence. The study was based on a sample of 40 trainees drawn from DAV College of Education Dehradun and 20 trainees drawn from DWT College of Education, Dehradun. The study indicated that the effectiveness of mini-teaching was found significant on DATS in the case of G4 and G5 in average and low socio-economic status, respectively and the pupils of teacher trainees trained through mini-teaching scored significantly higher than the students taught by trainees trained through micro teaching.

Naik (1984) conducted a comparative study of the Effect of micro teaching and conventional approaches of teacher training upon pupils' achievement, pupils' perception and general teaching competence of pre-service student teachers. The objectives of the study were to study the pupils' perception of student teachers trained through micro teaching and conventional teacher training approaches, and to study the differential effect of micro teaching and conventional teacher training approaches in relation to the general teaching competence of student teacher. The sample consisted of 644 student teachers and 620 eighth standard pupils and concluded the total gain in achievement in physics, the experimental group scored significantly higher than the control group and the experimental group scored significantly higher on general teaching competence than the control group.

THE COLLEGE SAMPLE

The college sample was drawn from the representative education colleges. A list of affiliated colleges with Kurukshetra University, Kurukshetra was procured from B.Ed. prospectus

and website of K.U.K. In order to get relevant information from colleges, the investigator researched website. Random sampling technique was used in choosing Sirsa District from Haryana. Random sampling technique was used for choosing three education colleges namely, Mata Harki Devi College of Education, Odhan (District Sirsa), J.C.D. College of Education, Sirsa, Lala Dheeramal Arora National College of Education, Sirsa and again random sampling technique was used for distribution of groups.

BIBLIOGRAPHY

- Nimavathi, V. and Gananadevan (2009)* Developing Study Habit through Multimedia Program. *Edutrack*, 9(3), 33-35.
- Olivero, J.L. (1964)* Video Recordings as a Substitute for Live Observations in Teacher Education, Unpublished Doctoral Dissertation, Stanford University, Standard.
- Paintal, I. (1980)* Evaluation of Microteaching and Other Recent Innovations in Educational Technology, Unpublished thesis of Ph.D., Delhi University, Delhi.
- Parhar, M. (1994)* A study of effect of media on student learning. Unpublished thesis of Ph.D., University of Jamia Millia Islamia, Tamil Nadu.
- Passi, B.K. (1976)* Becoming Better Teacher : Micro teaching, Approach, Ahmadabad : Sahitya Mudranalayan.
- Patil, Sandeep (2010)* Modernization of Instructional Scenario in Indian Teacher Education. *The CTE National Journal*, VII & VIII, 1,2,61.
- Perlberg, Arya (1970)* Micro teaching; An Innovative laboratory Procedure *Prospects in Education*, (4), 23.