

MICROTEACHING



Familiar?



Learning Objectives

By the end of this presentation you should be able to:

- State the ***need*** for microteaching
- Describe the ***process*** of a microteaching session
- Draw the microteaching ***cycle***
- List the important ***teaching skills***
- Outline the process of giving ***feedback***

Learning to teach

- No formal training
- Observation
- Trial and error.....!

Do we need to improve our teaching skills?

What is microteaching?

- Method of *improving* teaching skills
- Originated at Stanford University in 1961.
Named so by **Allen** and his group in **1963**
- **Scaled down** teaching encounter
- Designed to **develop** new skills
- **Refine** existing ones

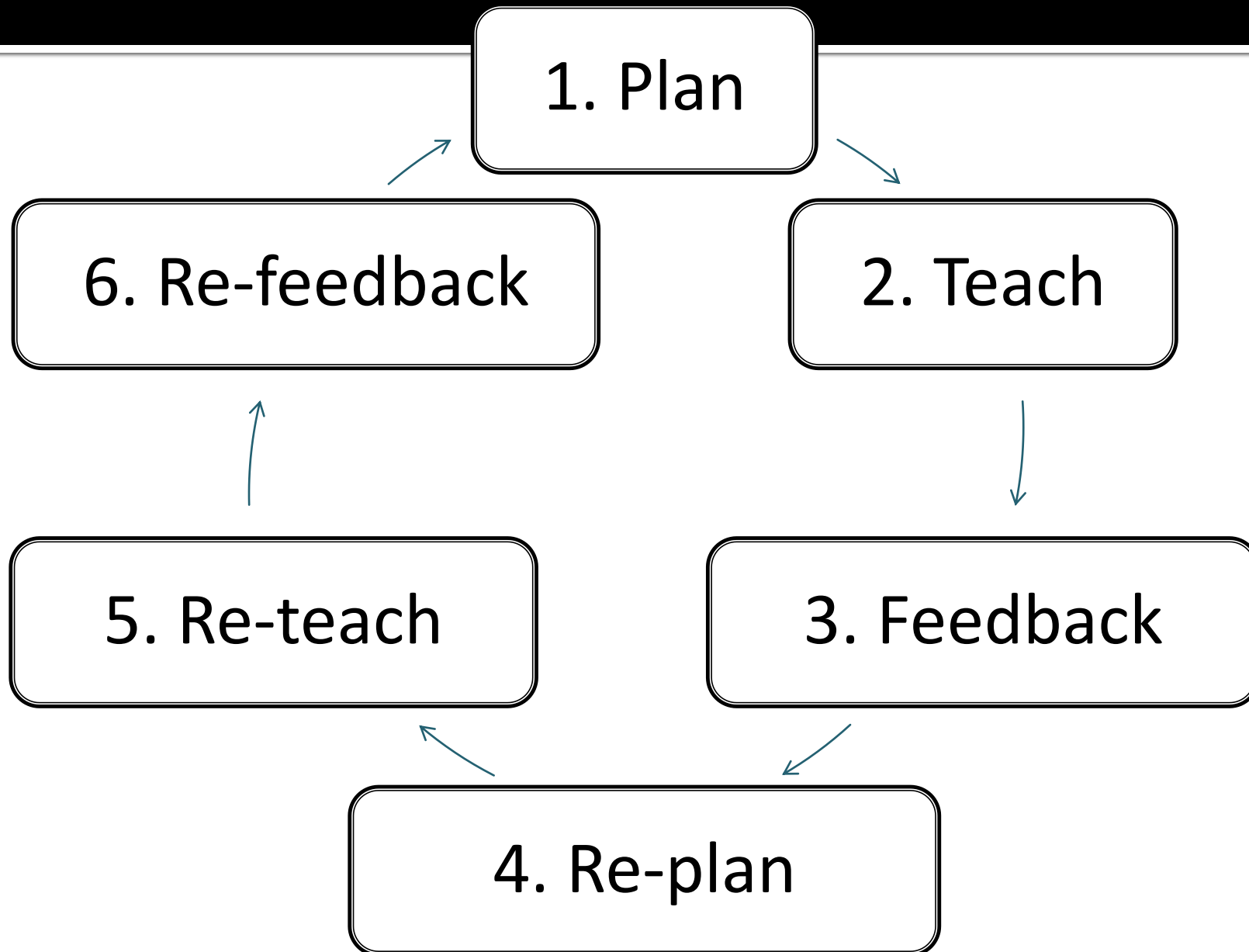
How is it scaled down?

- Limited *time* (5-10 min)
- Limited *content*
- Small number of *pupils* (4-10)
- Usually concentrating on one or few *skills*

Microteaching session

- *Groups* of participants
- *Each group* – participants, supervisor, students
- In each group:
 - each participant *presents* a *topic* (5 minutes)
 - *feedback* by peers, supervisor and students
 - discussion

Microteaching cycle



Skills

- Set induction
- Planning
- Presentation
- Pupil participation
- Use of AV aids
- Closure

Feedback

- Who is given feedback?
- By whom?
- How?

MICRO TEACHING

MICRO-LESSON: PEERS / PEER STUDENTS OBSERVATION SHEET

Directions: Please check (✓) the statement, which most closely corresponds to your observation

Name of Teacher _____ Skill(s) practiced _____

Skill	Teacher's action	Yes	To some extent	No
1. Set induction	1.1 Aroused interest in the beginning by relation to previous learning, throwing a new idea, questioning, etc.			
	1.2 Specified the objectives of presentation			
2. Planning	2.1 Organized material in a logical sequence			
	2.2 Used relevant content matter			
3. Presentation	3.1 Changed the pace of presentation by Shifting emphasis, joke, etc.			
	3.2 Used specific example to illustrate main Ideas			
	3.3 Used non-verbal cues, eye contact, etc.			
4. Pupil participation	4.1 Allowed questions from students			
	4.2 Asked questions			
	4.3 Solicited/Raised questions			
	4.4 Rewarded pupil effort			
5. Use of AV aids	5.1 Used proper AV aids			
	5.2 Used the aid(s) effectively			
6. Closure	6.1 Summarized most important points at the end of the session			
7. Lesson on the whole was effective				

FEEDBACK FORM

Feedback

- ***Descriptive***, rather than evaluative
- ***Specific***, rather than general
- Focuses on ***behavior***, rather than person
- Behavior that receiver can ***modify***
- Emphasizes ***sharing*** information
- Comes in ***manageable*** amounts
- ***Clear*** communication ensured

Choosing a topic

- *Relevant* to your discipline
- *Narrow* and small-scale
- Aimed at appropriate *level*
- Appropriate for *interactive* learning

Summary

- ***Microteaching*** – method for improving teaching skills
- ***Scaled down*** teaching encounter
- ***Microteaching cycle*** – teach, feedback, re-teach
- ***Topic*** – needs to be chosen carefully
- ***Feedback*** on well defined skills in non-threatening atmosphere

DIVISION INTO GROUPS FOR MICRO-TEACHING SESSION (meet back at 12:30 pm)

Group 1 – Benson Nyambega (will remain in the training hall)	Group 2 – Claudio Owino (Department – seminar room)	Group 3 – Jessie Githanga (Department – PACE boardroom)	Group 4 – Anthony Ayieko (KAVI – Post graduation room)
Ingash (Hannah Inyama)	Stone (Titus Kahiga)	Felix Musili	Duru (Drusilla Makworo)
Edwin Wambari	Small David (David Githanga)	Lucy Ndahi	Evaristus Opondo
Simon Karanja	Peter Mwaniki	Joe (Joseph Mbutia)	Doris Kinuthia
Kez (Kezia K'Oduol)	Glado (Gladys Mwangi)	Gilbert Munyoki	Peris Thamaini
Catherine Mwenda	Harun Kimani	Ann Gatuguta	Frankie Odhiambo
Cookie (Jeanette Dawa)	Edna Kamau		

THANK YOU