

APPENDIX G

AN ESSAY DEVELOPED OUT OF THE REACTIONS OF THE
STUDENT-TEACHERS TOWARDS MICROTEACHING IN THE
OPEN ESSAYS

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An experiment in microteaching was conducted at CASE, Faculty of Education and Psychology, The M.S. University, Baroda, during the year 1973-74. In all eighteen student-teachers were involved when an experiment was concluded the student-teachers were asked to write about their reactions to the programme.

- (a) Almost all the student-teachers felt that they could now face the real classroom situations as they gained self-confidence. In the microteaching experiment they taught their colleagues so they were free from anxiety and fear of facing the class. Due to this they gained self-confidence.
- (b) All the student-teachers felt that immediate feedback gave them insight into their performance. The various sources of feedback, namely, peers, self, supervisors and audio-recorder helped them to analyse the aspects of their performance. All these feedback they were able to implement into reteach sessions.
- (c) The student-teachers realised that the criticism for discussion was for their improvement, so they also took active part in discussion. They also understood the criticisms by peers, self and supervisors were based on their observations.
- (d) Also after the sessions, they heard their tapes and they realized their mistakes.

- (e) Many student-teachers state that microteaching made them aware of various important teaching skills.
- (f) The student-teachers felt that the skill of reinforcement was very helpful in teaching-learning process. This skill was very easy to acquire and they started using divergent reinforcers and increased pupil participation in classroom interaction.
- (g) The skill of silence and nonverbal cues was interesting to acquire. They also state that this skill helped in remedying teacher-talk, which hampers the classroom climate. The skill of silence and nonverbal cues was talent searching, especially some student-teachers who had initial ability of nonverbal cues, linked the skill.
- (h) While expressing their reactions towards supervision in microteaching, they expressed that supervision in microteaching was much potent. The attitude of supervisors towards student-teaching was helping and co-operative.
- (i) The scale-down process of microteaching is helpful in acquiring the skills. It helped the student-teachers in selecting small units and dividing in further smaller units. The small units made them plan the lesson easily and acquire the skill.
- (j) Most of the student-teachers also felt that though the skill of silence and nonverbal cues was interesting they felt it was artificial and difficult to practise. But it needs more practice to acquire and for observation.
- (k) Few student-teachers expressed that the time duration of five minutes is not sufficient.

- (l) Most of the student-teachers felt that the microteaching sessions should not be kept in the morning.
 - (m) All the student-teachers suggested that micro-teaching should be made compulsory to all the B.Ed. students.
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