



Micro-Teaching

Course Overview

*"Tell me and I forget, teach me and I may remember,
involve me and I learn"*

- Benjamin Franklin



Why Micro-TEACHING?

Teaching is one of the core responsibilities for any faculty member of any academic institution. Essentially, good teaching skills are necessary to communicate the knowledge and expertise a teacher intends to deliver to our students. Having expertise in any particular area does not automatically mean that an individual has skills to teach it to others.

Teaching is not just a simple process of transfer of knowledge. It involves a complex process that influences the learning process of students depending on the set of teaching skills a teacher employs. Classroom must not be used for learning primary teaching skills at the cost of students learning. Core teaching skills such as lesson planning, presentation, illustrating with examples, arousing curiosity, reinforcement, stimulus variation, classroom management and appropriate use of audio-visual aids must be learnt outside classroom through professional development opportunities.

Micro-teaching is an organized teaching practice that involves the preparation and delivery of a complete unit of instruction. This is an established tool of faculty capacity development that is used across several world reputed institutions such as Massachusetts Institute of Technology, Harvard University and University of Kentucky. The objective is to give participants the opportunity to develop and teach a section of a lecture in the form of a 15-minute lesson.

Over time, research has shown effectiveness of micro-teaching in increasing teachers' confidence, classroom performance and management in multiple settings and across various disciplines including medical sciences and mathematics. It is a proven technique to improve teaching practice of teachers in an effective yet friendly way. It is a learner- centered experience that helps the learner to learn in a peer-supported environment.



What to EXPECT?

The workshop aims to achieve the following two outcomes:

- Participants begin to think more critically about their teaching style and lecture content.
- Most participants experience immediate improvement in their teaching performance both in style and organization of the content for lessons.





Course METHODOLOGY

After attending theory sessions, each participant has to deliver lecture on any topic/theme in a recording session for about 8-10 minutes. During his/her lecture, he/she will try to demonstrate the ten core teaching skills including planning, set induction, presentation, questioning, encouraging students to question, exemplification, communication, methodology, judging the students' problems and appropriate summing up. Thereafter, the resource person and the participants together viewed the videotape to find out what has worked, which aspects have fallen short, and what needs to be done to improve the teaching technique.

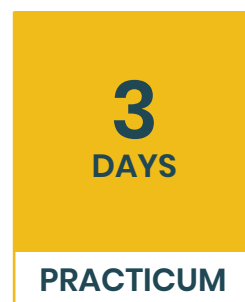
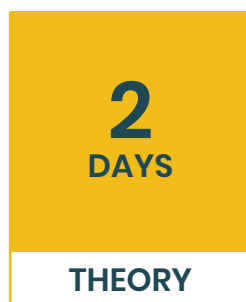
Hands on Activity

After watching the video, the participants will be invited to comment on their own performance. They will have to identify three major strengths that they think it needs to keep and reinforce. Also, they will have to identify three major skills requiring improvement. In addition to oral feedback, all participants will have an evaluation performa to provide written comments to the presenter.

Afterwards, peers will be invited to comment on the presenter performance in a similar way identifying their strengths and areas of improvement. At the end of each micro-teaching session, participants will pass one the evaluation performa to the presenter for his/her record.

Workshop Contents

The workshop consists of two parts, theory and practice. Each session will be of 90 minutes. The workshop will be conducted in two parts. After 2-theory sessions, participants will have one week before they will come back to present their micro-teaching presentations. Participants will be guided how to prepare their micro-teaching presentations.



Sr. No.	Session Type and No of Sessions	Activities
1	Theory – 2 Session (0.6 day)	Critical reflection on teaching styles and understanding the process of microteaching.
Two days gap to prepare microteaching presentations		
2	3 Sessions for Practice – (1.6 days) – 3 sessions in one day	Participants' presentations are video-taped, and the resource person and colleagues provide feedback.



Who should **ENROLL?**

- Newly Inducted Faculty Members





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