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Impact of Micro-Teaching on Teaching Effectiveness in Teacher Education Programmes

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Abstract

Micro-teaching is a scientifically designed teacher training technique that focuses on the systematic development of teaching skills through planning, practice, feedback, and re-teaching. In teacher education programmes, micro-teaching plays a crucial role in enhancing teaching effectiveness by enabling prospective teachers to acquire pedagogical competence, classroom management skills, and reflective practices. The present paper examines the conceptual foundations, instructional processes, and pedagogical outcomes of micro-teaching and analyzes its impact on teaching effectiveness in teacher education programmes. Based on a comprehensive review of theoretical perspectives and empirical studies, the paper highlights how micro-teaching contributes to professional confidence, instructional clarity, learner engagement, and overall teaching quality. The study concludes that micro-teaching is an indispensable component of teacher education and should be systematically integrated into pre-service and in-service teacher training.

Keywords: Micro-Teaching, Teacher Education Programmes, Teaching Effectiveness, Pedagogical Skills, Professional Development

Introduction

Teacher education programmes are designed to prepare competent teachers capable of addressing diverse classroom needs and ensuring meaningful learning outcomes. The effectiveness of teaching depends not only on subject knowledge but also on pedagogical skills, classroom management, communication abilities, and professional attitudes. However, traditional teacher training methods often emphasize theoretical knowledge, offering limited opportunities for practical skill development.

Micro-teaching emerged as an innovative training technique to address this gap by providing a structured, skill-oriented, and feedback-based teaching practice. It allows trainee teachers to practice specific teaching skills in a controlled environment, thereby improving teaching effectiveness before actual classroom exposure. This paper explores the impact of micro-teaching on teaching effectiveness within teacher education programmes.

Concept and Meaning of Micro-Teaching: Micro-teaching was developed in the early 1960s by Dwight W. Allen and his associates at Stanford University. The technique involves teaching a short lesson to a small group of students with a focus on a single teaching skill, followed by systematic feedback and re-teaching. In India micro teaching was introduced by D.D. Tiwari in 1967 at CPI (Centre for Promoting Innovation), Allahbad.

Definition: Micro-teaching is a scaled-down teaching encounter in which trainee teachers practice specific teaching skills under controlled conditions to improve teaching effectiveness.

Characteristics of Micro-Teaching

- Short duration lessons (5-10 minutes)
- Small group of learners (5-10 students)
- Focus on one teaching skill at a time
- Immediate and constructive feedback
- Emphasis on re-teaching and improvement

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Objectives of Micro-Teaching in Teacher Education Programmes

- The major objectives of micro-teaching include:
- Developing specific teaching skills systematically
- Enhancing pedagogical competence
- Improving classroom interaction and communication
- Encouraging reflective and analytical teaching practices
- Building confidence and reducing teaching anxiety

Theoretical Foundations of Micro-Teaching

Micro-teaching is not just a practice technique; it is strongly based on educational and psychological theories. These theories explain how teachers learn teaching skills effectively.

Behaviorist Perspective

Feedback and reinforcement help in strengthening desirable teaching behaviors.

Constructivist Perspective

Reflection and self-evaluation promote professional growth and knowledge construction.

Social Learning Theory

Observation of peers and supervisors enables learning through modeling and imitation.

Micro-Teaching Cycle and Phases

Micro-teaching follows a structured cycle:

- **Planning:** Preparation of a micro-lesson focused on a specific skill
- **Teaching:** Delivery of the lesson to a small group
- **Feedback:** Observational and analytical feedback
- **Re-planning:** Modification of lesson strategies
- **Re-teaching:** Improved lesson execution
- **Re-feedback:** Final evaluation and reinforcement

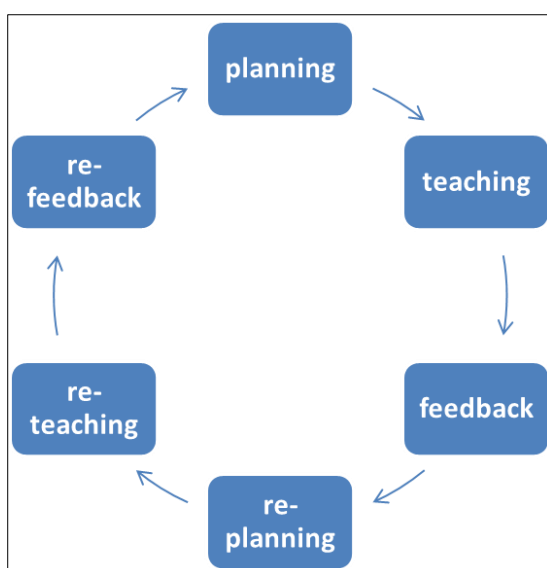


Fig 1: This cycle ensures continuous skill refinement and professional improvement.

The micro-teaching cycle lasts 36 minutes, which is divided as follows

- Teaching Session = 6 minutes
- Feedback Session = 6 minutes
- Re-planning Session = 12 minutes

- Re-teaching Session = 6 minutes
- Re-feedback Session = 6 minutes
- Total time = 36 minutes

Teaching Skills Developed through Micro-Teaching

Micro-teaching enhances the following core teaching skills

- Skill of introduction
- Skill of explanation and illustration
- Skill of questioning
- Skill of reinforcement
- Skill of stimulus variation
- Skill of classroom management
- Skill of teaching aids and blackboard usage
- Skill of closure

Mastery of these skills leads to improved teaching effectiveness

Concept of Teaching Effectiveness

Teaching effectiveness refers to a teacher's ability to plan, implement, and evaluate instruction in ways that facilitate meaningful learning, student engagement, and achievement of educational objectives.

- Indicators of Teaching Effectiveness
- Clear presentation of content
- Effective classroom management
- Active student participation
- Use of appropriate teaching strategies
- Achievement of learning outcomes

Impact of Micro-Teaching on Teaching Effectiveness

Micro-teaching significantly enhances teaching effectiveness in teacher education programmes in the following ways:

Improvement in Pedagogical Skills

Micro-teaching enables trainee teachers to develop lesson planning, instructional clarity, and appropriate teaching strategies, leading to improved classroom performance.

Enhancement of Classroom Management Skills

Through repeated practice and feedback, trainee teachers acquire skills related to discipline, time management, and learner engagement.

Development of Communication Skills

Micro-teaching improves verbal and non-verbal communication, questioning techniques, and interaction patterns, resulting in better learner participation.

Promotion of Reflective Teaching

Feedback and self-evaluation encourage reflective practice, enabling teachers to identify strengths and weaknesses and improve their instructional methods.

Increase in Confidence and Professional Competence

Teaching in a supportive environment reduces anxiety and builds confidence, preparing teachers for real classroom situations.

Integration of Theory and Practice

Micro-teaching bridges the gap between educational theory and classroom practice, making teacher education programmes more effective and practical.

Role of Feedback in Micro-Teaching

Feedback is the central element of micro-teaching. Effective feedback

- Provides immediate correction
- Reinforces positive teaching behaviors
- Encourages self-reflection
- Enhances professional growth
- Video-based feedback further strengthens self-evaluation and teaching effectiveness.

Micro-Teaching in Contemporary Teacher Education Programmes

- Modern teacher education programmes incorporate:
- Video-recorded micro-teaching sessions
- Online and virtual micro-teaching platforms
- Peer assessment and collaborative reflection
- These innovations enhance the relevance and effectiveness of micro-teaching.

Limitations of Micro-Teaching

Despite its benefits, micro-teaching has certain limitations

- Artificial teaching environment
- Limited classroom diversity
- Time and resource constraints
- Need for trained supervisors

However, these limitations can be addressed by integrating micro-teaching with school-based teaching practice.

Educational Implications

- Micro-teaching should be a compulsory component of teacher education programmes.
- Teacher educators should be trained in providing effective feedback.
- Technology-assisted micro-teaching should be encouraged.
- Continuous research should guide its improvement.

Conclusion

Micro-teaching plays a pivotal role in enhancing teaching effectiveness in teacher education programmes. By promoting skill development, reflective practice, and professional confidence, micro-teaching prepares teachers to meet the demands of modern classrooms. Its systematic integration into teacher education programmes is essential for improving teaching quality and educational outcomes.

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