

SRI GOWTHAMI

COLLEGE OF EDUCATION

(Recognised by NCTE, Govt of Andhra Pradesh)

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Affiliated to
ACHARYA NAGARJUNA UNIVERSITY

2015 - 2017

MICRO TEACHING.

pedagogy - I

Biological Science

Name :

Semester - II

Subject :

Biological Science (E.M)

Roll No :

Register No :

Introduction :-

Thomas Green has explained that learning is not possible without teaching, but without learning, teaching is possible. Among the different practices of teacher training, microteaching is an important technique, which imparts intensive training in the component skills of teaching to the teacher trainees.

Microteaching is a training technique which is called 'micro' since a teacher trainee practises with a small group of 5 to 10 pupils for a short duration of 5 to 10 minutes on a selected concept of a lesson and concentrates on a single skill which is magnified. Teaching skills for student teachers focus on participant observation skills, model teaching, discipline techniques, and content teaching. Microteaching is not a substitute but a supplement to the teacher education program.

Definitions :-

1. Allen, D. W. (1966): microteaching is a scaled down teaching encounter in class size and class time.
2. Mc. Knight (1971): - microteaching is a scaled down teaching encounter designed to develop new skills and refine old ones.
3. Kumar, (1996) :- microteaching is a technique of training in which one learns the skills of teaching through a scaled down process of teaching learning.
4. Singh (1979): - microteaching is a design for teacher training, which provides trainees with information about their performance immediately after completion of their class.
5. Jangirā (1982): microteaching is a scaled down teaching encounter or miniature classroom teaching.

OBJECTIVES OF MICROTEACHING

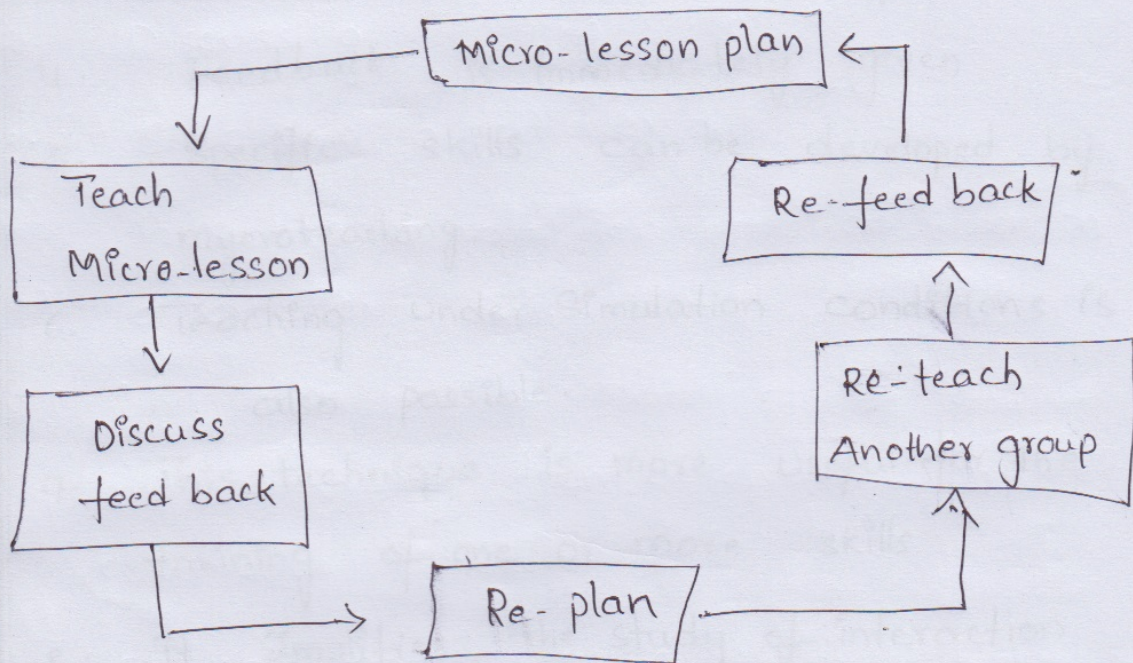
- Microteaching enables a trainee
- (a) to assimilate and learn new teaching skills under controlled conditions among the pupil teachers.
 - b) to utilize the available material, money and time to the maximum.
 - c) to provide required feedback.
 - e) to develop confidence in teaching
 - f) to simplify the teaching process.
 - g) to attain perfection in teaching.
 - h) to modify the teaching behaviors in the required manner.
 - i) to reduce the complexity of teaching.
 - j) to acquire new teaching skills and to refine old ones.

Steps in Microteaching

- 1) Orientation of the student teachers to the micro-teaching program.
2. Discussing teaching skills
3. Selection of a particular skill.
4. Presenting a model demonstration lesson on a particular skill.
5. Observation of the Model skill by student teachers and recording their observations on the observation schedule.
6. Critical appreciation of the model lesson by student teachers.
7. Creation of microteaching setting:-
 - (a) Number of students about 5 to 10
 - (b) Duration of the time about 5 to 10 minutes
 - (c) only one skill
 - (d) observers: Peer and teacher educators
 - (e) Duration of the microteaching cycle: 36 minutes

Microteaching cycle:

Based on steps it can be concluded that the microteaching should follow a cycle as mentioned below:



The duration of the microteaching cycle is as follows:

- | | |
|----------------|--------------------|
| 1. Teach | 6 minutes |
| 2. Feedback | 6 minutes |
| 3. Re-plan | 12 minutes |
| 4. Re-teach | 6 minutes |
| 5. Re-feedback | 6 minutes |
| Total. | <u>36 minutes.</u> |

Advantages of microteaching

1. Microteaching is training of real teaching.
2. It paves way for macro lesson.
3. It is an increased control of practices
4. Feedback is immediately given
5. Specific skills can be developed by microteaching.
6. Teaching under simulation conditions is also possible.
7. This technique is more useful for the training of one or more skills
8. It simplifies the study of interaction between the teacher and the pupils.
9. It develops integration of theory and practice.
10. It provides for self-evaluation through the tape recorder and videotape.

Limitations of microteaching

1. Microteaching does not take into consideration the overall environment of teaching.
2. It is a skill-oriented technique instead of being content-oriented.
3. It has limited scope for developing the skills.
4. It does not provide broad based behaviors in terms of skills.
5. In training colleges, microteaching lab is very expensive.
6. Experts in microteaching are generally scarce.
7. It needs sufficient time to impart the teaching skills among all the student teachers.
8. It is alone not enough to attain perfection in teaching. It will be effective if supported with interaction analysis and simulated teaching method.

Preliminary Information

Name of the Teacher Trainee :-

class :- (VIII)

Subject :- Biological Science

Topic :- CELL - THE BASIC UNIT OF LIFE

Date :-

Time :- 5-8- minutes

Name of the Skill :- Reinforcement.

Teaching Points

1. Discovery of the cell
2. Observing an onion peel.
3. Observing of human cheek cell
4. Observation of the Nucleus in Onion peel cells.

Steps	Teacher's Activity	Pupils Activity	Teaching Aids
1. Introduction	→ Good Morning students → How are you?	- Good morning Madam - Fine Madam.	B.B.W.
2. Presentation.	→ What is your name? → What do you see on This Earth? → Are all the things are able to move, breath etc → When tell me the things which can breath Think, eat prepare food → So, then we call these animal and plants.	- Ranya Madam. - Animals, plants, humans, stone etc - No, some things can do all this things - Living plants, animals	

are living Organisms,

→ Do you know what - Cell - is the basic unit of

living Organism

→ How Can you Observe - through Microscope.

This cell?

→ Then Teacher explains

that In the year of 1665

Robert Hooke Observed

slices of cork. And

he thought That honey

Comb has empty spaces

And he called them as

"Cell", which is the term

in later means littleroom.

using of
Micro scope

Latin word

Model of - Cell = little
Honey room

Comb
Honey
Beehive

<p>steps</p>	<p>Teacher's Activity</p> <ul style="list-style-type: none"> → Who discovered cell. → What is the meaning of cell → From where it had discovered. <p>*Teacher explains the <u>cell of onion</u></p> <p>cut out a small piece of onion peel blub and take a translucent film strip and keep it this onion slice and add a drop of water. Observe it under microscope</p> <p>→ Abstract or what do you observe.</p>	<p>Pupils Activity</p> <ul style="list-style-type: none"> - Robert Hooke - little room. - From Honey Comb. 	<p>Reading Aids</p> <p>Picture of Microscope</p> <p>using of A onion slice.</p> <p>chart of onion cell.</p>	<p>BBW</p> <p>Robert Hooke</p>
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→ How they are arranged - Irregular.

* Teacher exhibits the cell of cheek cells

→ Take a scrap and place it on the slide and observe under the microscope.

→ What do you observe - small rooms

→ How they are arranged - Irregular

Components :-

- positive verbal reinforcers
- positive non-verbal reinforcers
- Negative verbal reinforcers
- Negative non-verbal reinforcers

chart of
cheek cells

Signature of the teacher trainee. Signature of the Observer.

Preliminary Information

- Name of the Teacher trainee :-
 Name of the subject :- Biological Science
 Class :- VIII
 Topic :- Endemic species
 Date :-
 Time :-
 Name of the skill :- Probing questions

Teaching points :-

- * Endemic species
- * Different Endemic species of Countries.

Steps	Teachers Activity	Pupils Activity	Reading Aids
Introduction:	→ Good morning student. → How are you all? → Do you had breakfast?	→ Good Morning Madam → fine madam. → yes madam	
Development:	→ What you have taken in your breakfast? → Can you tell me the ingredients of Dosa?	→ Idly, Dosa, puri → Rice etc	
	→ How do you get rice?	→ From plants	
	→ What are the living organisms on this Earth?	→ Plants, Animals, humans, Micro-organisms.	

Steps	Teachers Activity	Students Activity	Reaching Aids
<p>→ Tell me your favorite Animal</p>	<p>→ Which is your favorite bird</p>	<p>- Cat, Rabbit etc</p>	<p>B.B.H.</p>
<p>→ Tell me some names of Animals</p>	<p>→ Do you ever find Kangaroo in India</p>	<p>- Parrot, Peacock, etc.</p>	<p>White Tiger - India</p>
<p>→ Where does it live</p>	<p>→ Do you ever seen White Tiger?</p>	<p>- Tiger, Lion, Elephant - Kangaroo. - NO Madam.</p>	<p>chart of White Tiger</p>
<p>→ Can you find this white Tiger in other countries</p>		<p>- In Australia - yes Madam. We seen in zoo park Hyderabad. - NO Madam.</p>	<p>Kangaroo - Australia chart of Kangaroo</p>

The plants and animals distributed throughout the world. But some species of plants and animals are found to restricted to some areas only. They are called "Endemic species".

ENDEMIC SPECIES

No day I am going to teach you about Endemism.

Components :-

- * Seeking further Information
- * Refocusing
- * Redirecting
- * Developing critical Awareness.

Signature of The Teacher Praveen

Signature of The Observer

Preliminary Information

Name of the Teacher Trainee :

Subject :- Biological science
class :- (VII)

Topic :- Irrigation

Date :-

Time :- 5-8 minutes

Name of the Skill :- Skill of Explaining

Steps

Teacher's Activity

→ Good morning students

→ How are you all

→ How do we get food?

→ Today I am going to
teach about "Irrigation"

→ The process of watering

Pupils Activity

→ Good morning madam

→ All are fine madam.

→ Through Agriculture

Teacher's B.B.W.

IRRIGATION

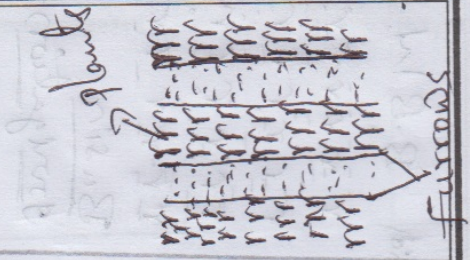
Picture of watering plants

crop plants in the field is known as irrigation.
→ farmers irrigate their fields either manually using bullocks or by using pumps.

- There are three types of irrigation system
- ① Furrrow Irrigation
- ② Basin Irrigation
- ③ Drip Irrigation.

→ furrrow Irrigation
Water is allowed to enter the field through channels or furrrows made between two rows of crop.

Furrrow Irrigation
Basin Irrigation
Drip Irrigation



Steps

Teachers Activity

→ Basin Irrigation :- field is filled with water as in the case of paddy

→ Drip Irrigation :-

This method is employed when the availability of water is poor. A long tube is followed by small tubes attached to motor drop by drop water reaches the plants

Components :-

- * Teachers Movements
- * Change in voice
- * Use of Blackboard
- * Developing awareness.

Signature of the Teacher Praveen

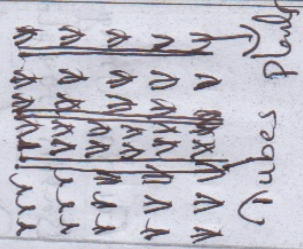
Pupils Activity

Teaching Aids

B.B.W



Basin Irrigation



Tubes Plants

Signature of the Observer

Preliminary Information

Name of the Teacher Trainee :-

subject :- Biological science

class :- (VII)

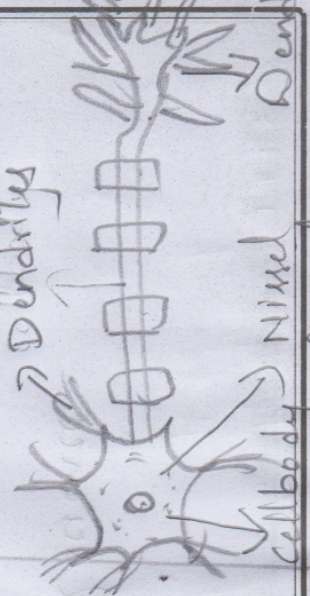
Topic :- Nervous cells

Date :-

Time :- 5-8 minutes

Name of the skill :- Black Board work

Steps	Teacher's Activity	Pupils Activity	Teaching Aids
→ Good Morning students	→ How are you all	→ Good Morning madam	B. B. W. 23/5/99
→ If you put your fingers in a glass of hot water		- All are fine madam.	⑤ AXON ① Cell paper ④ NERVOUS CELL Mr. Begina B.P.F. Board Mark

Steps	Teacher's Activity	Pupils Activity	Teaching Aids	Black Board Work
<p>→ How do you know that it's pain?</p> <p>→ Which cells send information to Brain?</p> <p>→ Nerve cells has two three distinct parts</p> <p>→ Nervous system transmits the stimulus from one place to another.</p> <p>→ Nerve cell contains three parts</p>	<p>Pupils Activity</p> <p>Pain → Brain</p> <p>→ Nerve cells</p>	<p>Chart of Nerve Cell.</p>	<p>Brain</p> <p><u>NERVE CELL</u></p> <ol style="list-style-type: none"> ① Cell body ② Axon ③ Dendrites. <p>Function: Transmitter information from one place to another</p>	<p>Black Board Work</p> <p>Brain</p> <p><u>NERVE CELL</u></p> <ol style="list-style-type: none"> ① Cell body ② Axon ③ Dendrites. <p>Function: Transmitter information from one place to another</p> 

→ Cell body
It contains nucleus and Nissl granules

→ Axon :-
one projection of the axon is some what long is called as

Axon, covered by myelin sheath and nodes are called as Ranvier nodes

→ Dendrites :-
Small projections produced from cell body called Dendrites

Cell body :-
→ large nucleus, Nissl granules

Axon :-
→ covered by myelin sheath
→ Ranvier nodes

Dendrites :-
→ Branched projections arises from the cell body

Components:

- Legibility
- utilisation of the space and alignment
- size
- highlighting main points
- Clearing of Blackboard
- Correctness
- position of the Teacher
- Eye Contact with Pupils

Signature of the Teacher/Prinice

Signature of the Observer

Preliminary Information

Name of the Teacher Trainee :-

Subject :- Biological science

Class :- VIII


Topic :- Different types of Animal Behaviour

Date :- 28/08/2019

Time :- 5-8 minutes

Name of the skill :- Presentation of Teaching Aids

Steps	Teachers Activity	Pupils Activity	Teaching Aids
→	Good Morning students	→ Good Morning Teacher	BBW.
→	How are you all	→ We are fine Teacher	
→	Which animals do you like most?	→ cat, Dog, Rabbit	Models of Animals.

Steps	Teacher's Activity	Pupils Activity	Teaching Aids	B.B.W. ANIMAL BEHAVIOUR
<p>→ There are several types of behaviours in humans and other animals.</p> <p>→ The following are the types of:</p> <ol style="list-style-type: none"> ① Instinct ② Imprinting ③ Conditioning ④ Imitation <p>→ <u>Instincts</u>: Instinct behaviours need not to be learned. They can be complex by making nest by birds, etc.</p>		<p>Model of Spider spinning web.</p> 		<p>Instinct.</p>

→ Imprinting:

chickens and duckling are able to walk almost immediately after hatching from the egg.

Duckling can swim after a few days. They recognise their mother because of a behaviour type called Imprinting.

→ Conditioning:

Conditioning is a type of behaviour involving response to a stimulus.

That is different from the natural one. It is a type of learned behaviour.

Picture of

Hen with ducklings.

Imprinting.

Model of doing

Dog experiment by Ivan Pavlov

Conditioning

behaviour was explained by Ivan Pavlov

classroom picture of Ivan Pavlov.

<p><u>Steps</u> <u>Teacher's Activity</u> Can you give an other example for condition.</p> <p><u>Imitation</u>:- Imitation is a type of behaviour where one animal copies another animal. Eg: Chimpanzee.</p> <p><u>Component</u></p> <ul style="list-style-type: none"> → sequencing of Teaching Aids → standing position of Teacher → presentation of Teaching Aids on proper place → visibility → Accuracy of selecting picture <p>Signature of The Teacher/Trainee</p>	<p><u>Pupils Activity</u> - Children wait for bell school bell.</p>	<p><u>Teaching Aids</u> Different picture of chimpanzee showing how Imitating human.</p>	<p><u>Black board work</u> Imitation.</p> <p>Signature of The Observer</p>
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