

Vol 6 Issue 8 May 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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STUDY OF THE EFFECTIVENESS OF VIDEO RECORDING PROGRAMME ON MICROTEACHING SKILL OF STUDENT TEACHERS: A QUALITY-EDUCATION INITIATIVE

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ABSTRACT:

Qualitative education plays an important role in technological advancement. When we talk about qualitative education, we think to competent teachers, who impart education. Therefore, to prepare competent teachers, teaching technology has developed pre-service and in-service teacher education programmes. Now, there is a demand for competent teachers at all levels of education and the teacher education programmes, claiming production of competent teachers must be judged by the degree to which it develops competencies, skills and activities needed for successful functioning of teachers. The teacher education programme can be classified into two parts-one is theoretical and other is practice. The theory is given more weightage in evaluation than practical aspect. This shows that practice teaching is often neglected in teacher education programme. It has been observed that teachers are overloaded with theoretical portions but do not have the necessary competencies to translate these into action. The gap between theory and practice is proverbial. Hence in order to make teacher education programme effective and to bring qualitative improvement, some other technique or approach should be adopted so that the opportunity for the development of various

skills among teachers may be increased. Micro-teaching which is one of the recent innovations in teacher education may be an answer of our problem.

KEYWORD: *Video Recording Programme , Microteaching Skill , Quality-Education Initiative.*

MICROTEACHING: MEANING AND DEFINITION

The term micro-teaching was first coined in 1963, but the concept has never been a static one. It continued to

grow and change and developed both in focus and format. Microteaching is a laboratory technique of teacher training in which the complexities of normal classroom teaching are simplified. It is described as a 'Scaled down teaching encounter in class size and class time' (Allen and Ryan, 1969). The scaling down been done in three directions.

- 1.The duration of a microteaching session is only from five to fifteen minutes.
- 2.The size of the class ranges from four to ten students.



3.The whole process of 'Student Teaching' is broken up into a number of skills; and training in the skills of teaching is provided separately in micro- lesson sessions.

As a part of the teacher education curriculum, each intern was expected to participate in reduced teaching exercises called a demonstration teaching'. Each intern taught five or six student a brief lesson while remaining students played various roles. Most of the professors and certainly the interns agreed that the experience was an over dramatized anxiety – producing session that helped no one. The intern-supervisor conflict revolved around the problem of convincing the intern that certain undesirable activities actually took place in such demonstration sessions. Either the intern did not see what was occurring or he did not wish to recognize it. Acheson saw the possibility of using the Videotape to provide immediate feedback to the intern on what occurred in the demonstration lesson and to establish a common frame of reference between the intern and the supervisor, with support from Bush and Allen. Acheson and other Stanford graduate students began to explore several different uses of the portable videotape recorder and its potential and modifying and channelling intern behaviour toward desired objectives, and for examining alternative approaches for student teaching experiences.

Core Teaching Skills

It is impractical to train all the student teachers in every one of these skills in any training program because of the imperatives of time and funds. Therefore a set of teaching skills which cuts over the subject areas has been recognized. They have been found exceptionally valuable for every teacher. The set of these skills are known as CORE TEACHING SKILLS.

Core Teaching Skills are: Skill of Probing Questions, Skill of Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Classroom Management, Skill of Using Blackboard, Skill of Introducing a lesson.

Core Teaching Skills and their Components

- 1.Probing Questions: Prompting, Seeking further Information, Redirection, Focusing, and Increasing Critical Awareness.
- 2.Explaining: Clarity, Continuity, and Relevance to Content Using Beginning and Concluding Statements, Covering Essential Points.
- 3.Illustrating with Examples: Simple, Relevant and Interesting Examples Appropriate Media, Use of Inducts, Deductive Approach.
- 4.Stimulus Variation: Body Movements, Gestures, Change in Speech Pattern, Change in Interaction Style, Pausing, Focusing, Oral-Visual Switching.
- 5.Reinforcement: Use of Phrase Words and Statements, Accepting and Using Student's Idea, Repeating and Rephrasing, Extra Vertical Cues, Use of Pleasant and Approving Gestures and Expressions, Writing Student's Answer on the Black Board.
- 6.Classroom Management: Call the Students by Names, Make Norms of Classroom Behaviour, Attending Behaviour Reinforced, Clarity of Direction, Check Non-Attending Behaviour, Keep Students in Eye Span, Check Inappropriate Behaviour Immediately.
- 7.Use of Blackboard: Legible, Neat and Adequate with reference to Content Covered.
- 8.Skill of Introducing a Lesson

OPERATIONAL DEFINITIONS

- a)Effectiveness: difference between pre-test and post-test scores of student teachers is effectiveness.
- b)Video recording programme; to record the micro lesson audio-visually of the student teachers and give guidance with help of video recording is a video recording programme.
- c)Skills; Score obtain by students in the rating-scale made by researcher
- d)Student Teachers; Students of A.M.A. College of Education, Co-Ed., B.Ed. is the Student teachers in Present Research.

OBJECTIVES

- To study the micro-teaching skills of student teachers.
- To prepare a video recording programme.
- To study the effectiveness of video recording programme.

HYPOTHESIS

- 1) Research Hypothesis: After implementing the video recording programme there is significant difference found in micro-teaching skills of student teachers.
- 2) Null Hypothesis: After implementing the video recording programme there is no significant difference found in micro-teaching skills of student teachers.

VARIABLES

Video recording programme was considered as independent variable and Micro teaching skills of student teachers were considered as dependent variables in present study.

METHOD OF THE STUDY

To check the effectiveness of video recording programme, the experimental method was used as a research method. Only post test pre-experimental design was used as an experimental design in present study. 15 students of A.M.A. College of Education, Co-Ed., B.Ed., considered as a sample. Random sampling technique is used to collect sample. Researcher made 25 marks rating scale was used as a data collection tool.

Administration of Programme (Process)

Initially student teachers take micro lesson of one skill. At the same time one researcher is observe a lesson and another researcher record the lesson with the help of video camera.

After completing a lesson recorded lesson was seen the student teacher and researchers with the help of video recording errors found in micro teaching skill. Researchers suggest some remedies for student teachers. Student teachers prepare the same lesson and take a re-teach lesson. Same process was done to other skills.

FINDINGS OF THE STUDY

After implementing the video recording Programme there is significant Improvement found in micro-teaching skills of Student teachers. Video recording programme was useful to increase the micro-teaching skills of Student teachers.

CONCLUSION

In the present study researchers were check the effectiveness of video recording programme on micro-teaching skills of Student teachers. The video recording programme is useful to improving micro-teaching skills among the student teachers. .

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