



SELF- ANALYSIS OF PRE-SERVICE TEACHER'S LESSONS IN SIMULATION CLASSES THROUGH MOBILE VIDEO RECORDING

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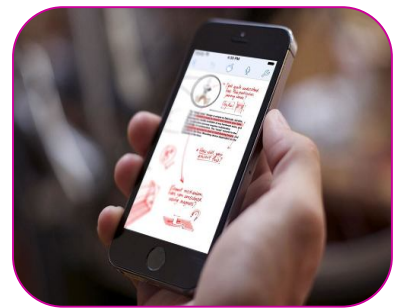
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ABSTRACT

Education is never ending process. It starts from the very conception and passes through all stages of life till end. Education is regarded as the richest treasure of man, now it is treated as a basic need. We need quality teachers for quality education in the country, for quality teachers we need quality teacher education system. Teacher education system should upgrade according to the changing world. Teacher education should adopt modern technological tools in their teaching practice. Pre-Service Teachers can use technological advancements in their practice teaching, Microteaching and simulation classes. Here in the present study the use of Mobile Video Recording for Pre-Service teachers' simulated lessons as feedback tool for self analysis has shown.



KEY WORDS: Mobile Video Recordings, Self-Analysis, Simulated classes & Information & Communication Technology.

INTRODUCTION

Education is a lifelong venture. "The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done - men who are creative, inventive and discoverers" Jean Piaget Education is regarded as the richest and highest treasure of man. Now education has been treated as a basic need. Education is the most powerful instrument for growth and prosperity of a nation. It enables everyone to work towards symbiotic coexistence in diversity. Education is also considered as a tool for all-round development of a man, it broadens the horizons, deepens the insight; stimulate the thought process and helps for the self- realization.

Quality education is a prime factor for the upliftment of any society. For maintaining the quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching and ability of acceptance and integration of innovative teaching-learning strategies in the process of teaching. In India the teacher has traditionally occupied a special status; a role model for scholarly qualities, high moral character and self-esteem. Kothari Commission Report (1964) stated that the destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric. In a world based on Science and technology, it is education that determines the level of prosperity, welfare and security of the people.

Teacher Education, Research and Development in Teacher Education have become very important segments of Higher Education because all disciplines Emerge from Education and Merge into Education.

According to NCTE framework (1998), Teacher Education is a professional programme aiming at the development of teacher as a person and agent of social change. The professional preparation of students who want to enter the profession of teaching, teacher education prepares them, for attaining the national goals of education for all, to preserve the continuity of traditions, to fulfill the actual needs of contemporary society to meet the challenges of the uncertain future, through education. Pre-Service Teacher Education develops better understanding of children, builds the confidence, makes them familiar about methodology of teaching with new techniques, builds positive attitude towards the teaching profession, familiarizes with latest knowledge of the profession, and develops attitudes towards research and experimentation. The quality of teachers and their continuing professional education and training remain central to the achievement of quality education.

Today's societies are recognized as information societies due to the impact of ICT in all aspects of human life. Technology has revolutionized the way we work and is now set to transform education. It has the potential to promote equity and access to education and bridge the gap of digital divide. Use of Information and Communication Technologies as tools for teaching-learning may help to bring the changes that the 21st century wants.

SIMULATION AS A VERY IMPORTANT PART OF PRE-SERVICE TEACHER EDUCATION

Teacher education as a professional preparation for teachers needs to have simulations in their course of time. Simulation is vital part of teacher for professional preparation. The word 'Simulation' means to imitate exactly & it is a form of Role playing. Krain and Shadle (2006) have suggested simulations are best considered as those cases in which students are placed 'within a reasonable representation of a real environment within which political or social interactions occur.' As we all know that quality education requires quality teachers and which in-turn needs quality teacher education. So practicing lessons through microteaching & Simulations play a very important role in achievement of practicing desired teaching skills. This opportunity provides the training environment for the future classes. Simulation is a safe and controlled condition for gaining the required teaching skills. Simulation in their respective methods helps them to face the difficulties and find the solutions which help them for future classes.

IMPORTANCE:

Simulation classes bridge the gap between theory and practice, that they understanding their teaching methods and actually practicing them, so it helps to fills the gap between the teacher education to school education. Simulation class helps the student teachers to understand the real classroom settings and the way of interactions. Simulated classes provide the opportunities to pre-service teachers to play the role of teacher, student and observer. Simulated lessons increase the self-confidence of the pre-service teachers.

PROCESS:

Simulation is an imitation of a situation or imitation of a process in general and imitation of the classroom practices in particular. Simulation is important process of Teacher Education programme. Pre-Service Teachers select the topic of their choice or according to their school internship classes and methods. Student teachers prepare their lesson plans here in the present study they prepared lesson plans based on 5E model of constructivist approach. And set the teaching objectives, In front of other trainees and supervisor they present and practice the lessons. After completion of the lessons the discussion is followed. Simulated lessons are like experiential learning classes, they focus on specific tasks, and these are instructional scenarios where the learner is placed in a world defined by the teacher. Simulated classes are like laboratory where student teachers themselves are experimenting subjects. Here in the simulation classes the pre-service teacher plays the role of Student, Teacher and as observer.

Video Recording as a tool of Self-Analysis:

Mobile Smart Phones as a part of Information and Communication Technology play a vital role in Educational sector nowadays. Smart Phones having voice & text communication capabilities, also equipped with internet access, a high quality camera and recording devices, having such functionalities, the potential of Smart phones as information & communication technology to enhance traditional educational methods is tremendous. Video can be used as a powerful self-analyzing tool for the assessment of their own lessons. Through the use of video recording pre-service teachers can witness themselves as teachers. They can get the full view of the class during the presentation and can find the discrepancies in the class and find the gaps of teaching. After analytically viewing the videos clips they can find the relevant solutions for the gaps. Asking a peer pupil teacher to make a video record of the class and covering both teachers presentations and students discussion may provide a vital feedback to the pre-service teachers. It will help the pre-service teacher to watch the video many times till they focus on different aspects of teaching and learning during each view.

Pre-service teachers need to make list of strengths and weakness of their teaching. They should point out in what area they need to focus more for improvements. And working on those areas specifically helps one to get mastery of particular content and can solve the communication gaps also.

Use of video recordings has been made possible as a result of developing technology in the simulation classes. Audio and visual technology is an effective and reflective tool in preparing Pre-Service Teachers to the profession of teaching. Video recordings provide Pre-Service Teachers with the chance of evaluating themselves by engaging them in more experiences and configurations (Jensen (1994)). Sherin (2000) found that video recordings affect the perspectives of teachers in education process. Cunningham & Benedetto (2002) emphasized that video tools support the reflective learning, and Spurgeon & Bowen (2002) stressed that by the help of these tools, the problems that may occur in education process can be observed and defined. Farris (1991) stated that video recording method increases the confidence and raises the awareness of personal skills. Selcuk (2001) shown that video recordings can not only be used for demonstrating model teacher behaviors but can also be used for the analysis of microteaching. Using video recording method in microteaching applications contributes to the professional development of pre-service teachers by identifying strengths and weaknesses and improves their competencies (Tok, 2007).

SPECIFICATION OF THE RESEARCH PROBLEM

Statement of the problem

Self- Analysis of Pre-Service Teacher's Lessons in Simulation classes through Mobile Video Recording.

Objectives of the study:

To study the effect of Mobile Video Recording Feedback on Pre-Service Teachers lessons.

EXPLANATION OF THE TERMS USED:

Mobile Video Recording:

Video Recording of the Simulation classes conducted by Pre-Service Teachers by the Pre-Service Teacher's Mobiles. When each one of the Pre-Service Teacher presenting their simulation lessons other Pre-Service Teachers Record the lessons with the help of mobile phones. After everybody's lessons get completed the respective recordings were watched by Pre-Service Teachers and they reflect on their own teaching as a self- feedback mechanism.

Delimitation of the study:

The study was delimited to one group of Pre-Service Teachers of I semester students of B.Ed. of Akkamahadevi Womens' University Vijayapura.

METHODOLOGY:**Design of the study:**

In the present study the researcher used the Qualitative Research Method.

Population:

All B.Ed Students of I semester i.e. 90 students of Akkamahadevi Womens' University Vijayapura.

Sample:

One group of simulation class Pre-service Teachers i.e. 13 members of I semester of B.Ed. students of Akkamahadevi Womens' University Vijayapura. This group was selected through cluster sampling.

TOOL FOR DATA COLLECTION:**Opinionnaire**

An Opinionnaire with Open ended items prepared by the researcher to collect the data as Self-Reflections given by Pre-Service Teachers on Mobile Video Recordings. It has been developed based on various aspects of teaching, namely, Introduction of the lessons by Engagement, Exploration of the concept, Explanation of the ideas, Elaboration and Evaluation, Group Interactions, Student Activities/Discussions/Interactions, Use of teaching Aids & ICT. Strengths of their teaching, Areas for Improvement, Views on Mobile Video Recording for Teaching-Learning.

Data Collection:

In the present study The Researcher allowed the Pre-Service Teachers to take the mobile video recording of their teaching in simulation classes.

In the present study, simulation classes to be conducted were designed in accordance with the methods and techniques of microteaching. After providing necessary information about the program for the students, they were asked to prepare lesson plans based on 5 E 's (Engage, Explore, Explain, Elaborate and Evaluate) as microteaching. In the stages of preparation and presentation of the course the following steps are included.

- a. Preparing a lesson plan lasting 30 minutes.
- b. Teaching the lesson within the pre-determined time period, recording it on the mobile camera.
- c. Evaluation of the course by teacher and other pre-service teachers in the audience using observation schedules and self evaluation by viewing the video recorded through mobile. Making corrections in light of the suggestions, criticisms and contributions made.
- d. Preparing and teaching the lesson again by taking into account the suggestions, criticisms and contributions
- e. Evaluation of the lesson again by the audience and making suggestions if any.

Data Analysis:

The Data Collected in the form of Opinionnaire of Self Reflections was analyzed through Content Analysis.

Findings:

The Self-Reflections were collected from the pre-service teachers and content analyzed for each one of the aspects of simulation classes. Namely,

1. Introduction of the Lesson

Pre-service teachers introduced the lessons by motivating the students by providing activities related to their previous knowledge; the classes were student-centered.

2. Following 5E's in the classroom

Pre-service Teachers introduced the topic through engaging the learners in classroom by providing different activities and discussions. Exploration of the concepts of the topic of discussion through different examples. Explanation & Extension of the ideas was both from pre-service teachers and students. Evaluation was both formative and summative and involved students' interactions in the evaluation.

3. Use of ICT and Teaching Aids

Pre-Service Teachers provided more examples by the help of Internet from their smart mobile phones, shown different pictures, models, charts, flash cards and many more teaching aids. They used required pictures and processes downloaded for making the concept clear.

4. Student's Interactions/Discussions/ Activities

Pre-service teachers provided more activities for the class so they could retain the interest throughout the class. Use discussion method during engagement with the students.

5. Strength of Teaching

- Pre-service teachers felt confident that they know the concepts very well and conveyed very well.
- Simulation classes helped them to get aware of situations of the future classes.
- They felt they are capable of teaching which was proved throughout video recording.
- They come to know about their own teaching skills and the classroom management skills.
- The class with 5 E's made all the learners curious in the class equally Pre-service teachers were active throughout.
- By practicing several times each time Pre-Service Teachers found progress in teaching.
- As Pre-service teachers were in I semester, they were new entrants to the field of teacher education, so naturally they have stage fear, practicing many times and improving after watching video recordings made them to be more confident and develop stage courage.
- Immediate feedback from the peer group and supervisor and video recordings altogether helped for the fast improvement and helped for re teaching.
- Got confident in using teaching aids along with the use of mobiles for teaching and evaluation.
- Classroom Management was good and could talk loudly compared to earlier classes.

8. Areas for Improvement:

- Needs to improve in communication that too in non verbal communication.
- Forgetting teaching points while teaching needs to be improved.
- Need to write neatly on the black board.
- Needs to be perfect in content and pedagogy.
- The speed of teaching needs to be moderate.
- Kind of trembling during talking needs to be improved.
- There is a need of using innovative & technology integrated teaching aids.
- Could have walked in the class while discussing and questioning.
- Need to learn more about the integration of ICT in the teaching-learning process.
- Motivating the learners should be improved.
- The charts have not used properly so that needs to be improved.
- Taking pause in between the class demotivates the learners, so should teach consistently and fluently, this part could have focused.
- Extending the classroom learning to outside environment is very important for meaningful learning, so extension part needs to be improved.
- Could have used more and more examples from the outside environment.

- The teaching tone, speed and clearance should be improved.
- Could have involved more students in the interaction process.
- Stage fear can be seen from the video recordings, so have to practice more to make it perfect.
- Could have used more student-centered activities.
- Communication problems have been proved, they needs to be addressed.
- Because of pre-service teachers' different dialects, it was difficult for communicating in English, this points needs to be addressed.
- Voice break was observed in the recording feedback, this need to be focused.
- Could have taught without looking at the text book frequently, so content mastery is very important.
- Could have used learners' previous knowledge before introducing the lesson.
- Discussion in between helps for playful learning. This needs to be improved.

9. Views on Mobile Video Recording for Teaching-Learning

- It is one of the helpful feedback tool with which they could gather their own reflections on teaching.
- This helps for finding their own teaching problems and helps them to think on plausible solutions.
- Only after watching mobile video recordings, they could come to know about their teaching skills.
- With the help of recordings, they could find the discrepancies of teaching.
- The confidence level has increased after watching the video recordings.
- Helped them to improve their teaching.
- The video recordings were reflecting on their own teaching, which was like mirror of their teaching in the class.
- They could get feedback at their own level, by rewinding they could see where to improve.
- They changed the way of teaching after watching their own teaching video recordings.
- Supervisor's suggestions, peer group feedback and mobile video recording altogether transformed them to future ready competent teachers.

Empirical research has shown that simulated teaching could be one of the most powerful tools in preparing future teachers for a solid field teaching experience. It is an effective way to acquire & apply both content and skills in teaching-learning.

The Mobile as Information and Communication Technology tool used for video recording of the Pre-Service Teachers' simulation classes provided feedback and with the help that feedback the Pre-Service Teachers could self-analyze their own teaching and could find out their drawback of teaching process and strengths of their teaching, could draw out the possible solutions for their weaknesses of teaching. Use of Mobile video recording as feedback increased the confidence level among the Pre-Service Teachers. Self analysis feedback really motivates the Pre-Service Teachers and also the Teacher Educators as an innovative feedback tool for the classroom teaching.

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