

DURGA MAHAVIDYALAYA, RAIPUR (C.G.)



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Micro-Teaching Stimulus variation skill

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Micro-Teaching :-



- ⌘ The aim of micro teaching to give the trainee instruct on opportunity to prepare and present lesson in order to apply the skill tough and learned on completing the micro-teaching.
- ⌘ The trainees will be able to Prepare and apply lesson plan effectively during lesson presentation.
- ⌘ Demonstrate and practice a variety of teaching technique.

Key factors of Micro-Teaching:-

☒ Micro teaching is based on theory that teaching consist basic factors of skill:-

- ☒ Communication
- ☒ Explaining
- ☒ Organizing
- ☒ Questioning techniques
- ☒ Motivation of learner
- ☒ Problem Solving
- ☒ Decision making

Each of these factors can be improved upon by analysis and practice

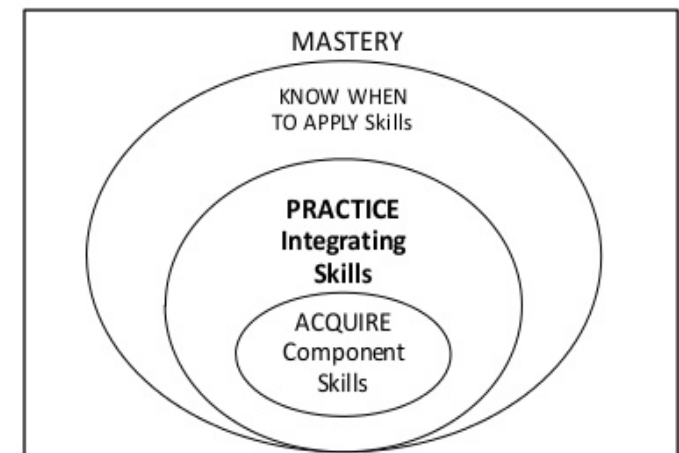
Important skills required for Microteaching



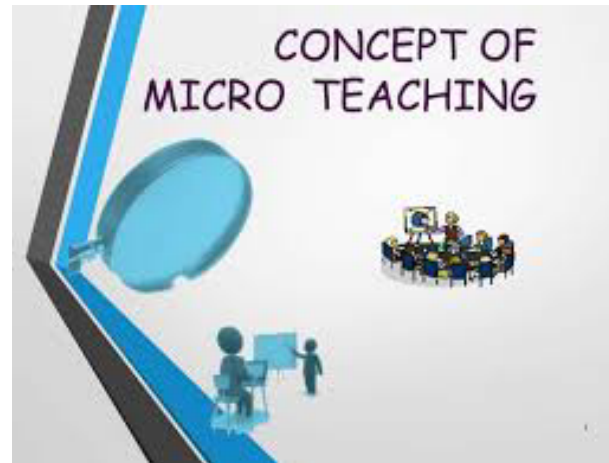
Principal of Micro teaching :-

- ⌘ Microteaching revolves around certain principals to improve the all round development of the teacher.
- ⌘ 1.One skill at one time
- ⌘ 2.Small scale content
- ⌘ 3.Practice make a man perfect
- ⌘ 4.Experiments
- ⌘ 5.Instantaneous feedback
- ⌘ 6.Self-evaluation opportunitie
- ⌘ 7.continuous efforts

How do students develop mastery?



Concept of Micro teaching:-



⌘ The concept of micro teaching is mainly based on following points :-

- 1.- Teaching in its real form but with minimum concept
- 2.- The exercise which is designed to focus on basic teaching with the help of feedback based on knowledge and information of students.
- 3.- Helping the students to actively participate in teaching by providing low risk situation.
- 4.- Monitoring of Microteaching exercises conducted in classroom.

Skill of Microteaching :-

- ❑ Introduction skill
- ❑ Questioning Skill
- ❑ Explanation skill
- ❑ Black board skill
- ❑ Reinforcement skill
- ❑ Illustration skill
- ❑ Illustration skill
- ❑ Achieving closure



Skill of stimulus variation :-

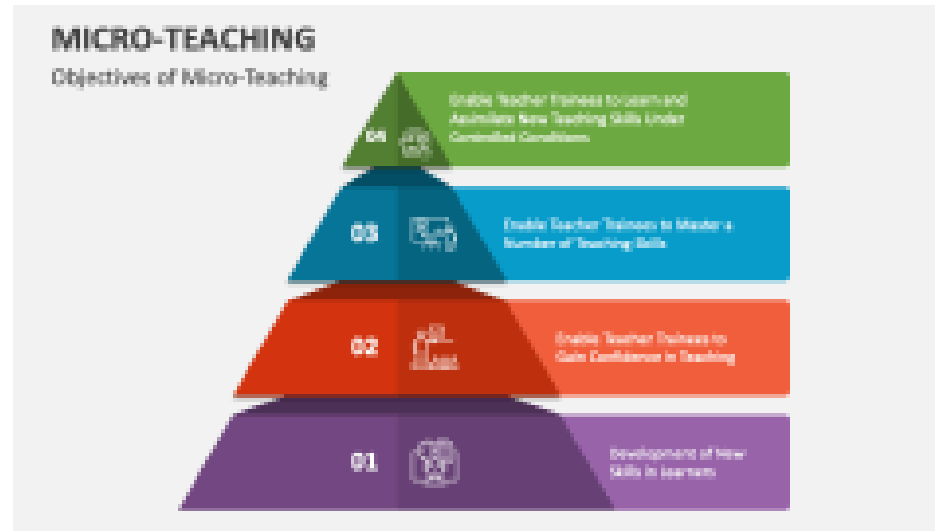
Introduction

The skill of stimulus variation involves deliberate changes in attention drawing behavior of teacher in order to secure and sustain students' attention to what is being taught.

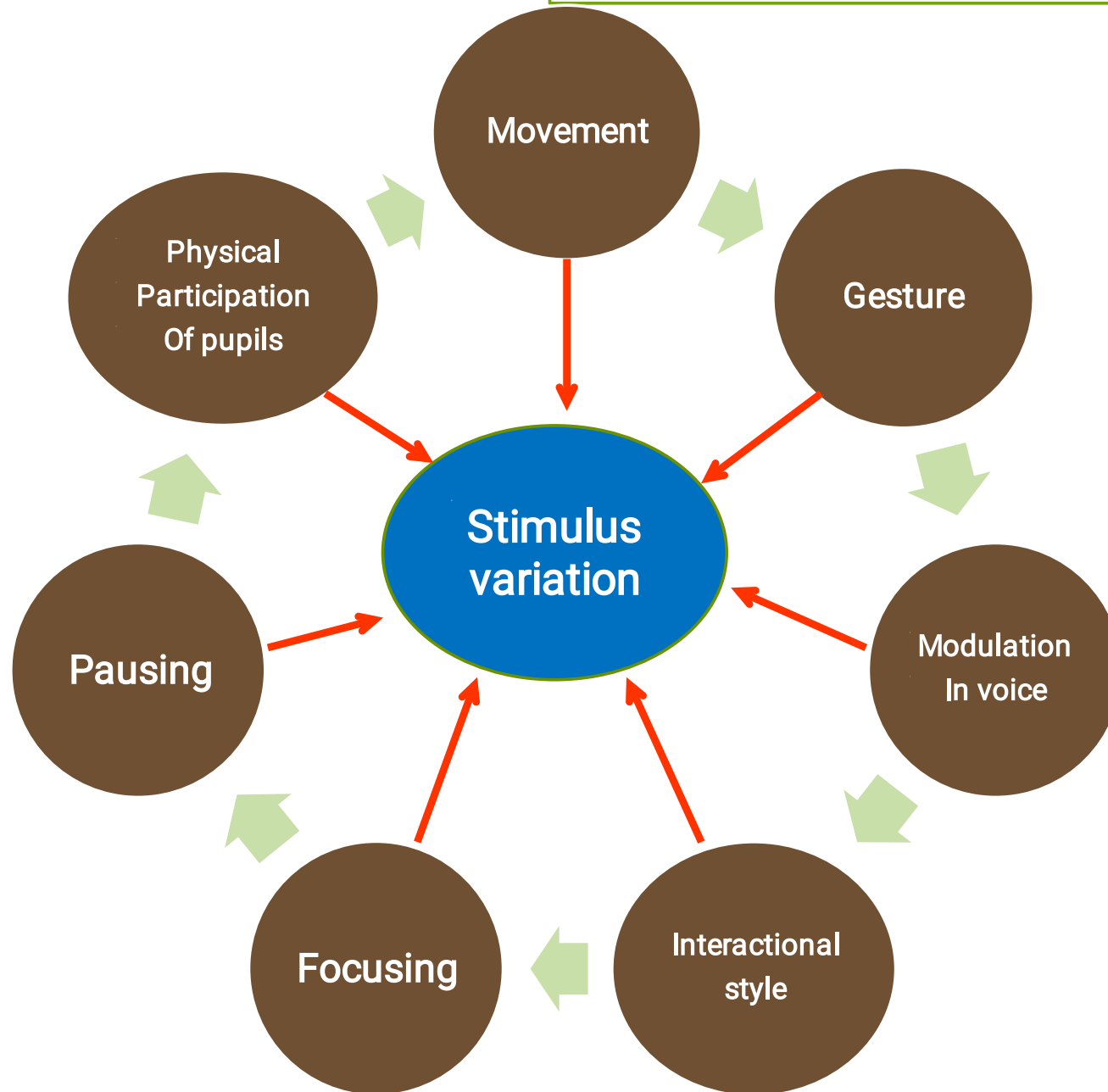
Teacher often use this skill for effective teaching . We must sustain the student s attention .normally students attention is 10to 15 minutes. So, if we use stimulus variation skill, one can increase the attention of student. One can increase the attention of student.

The variation may be introduced in several ways depending upon the teaching activity. For example- movement form one place to another place ,voice modulation ,change in interaction pattern

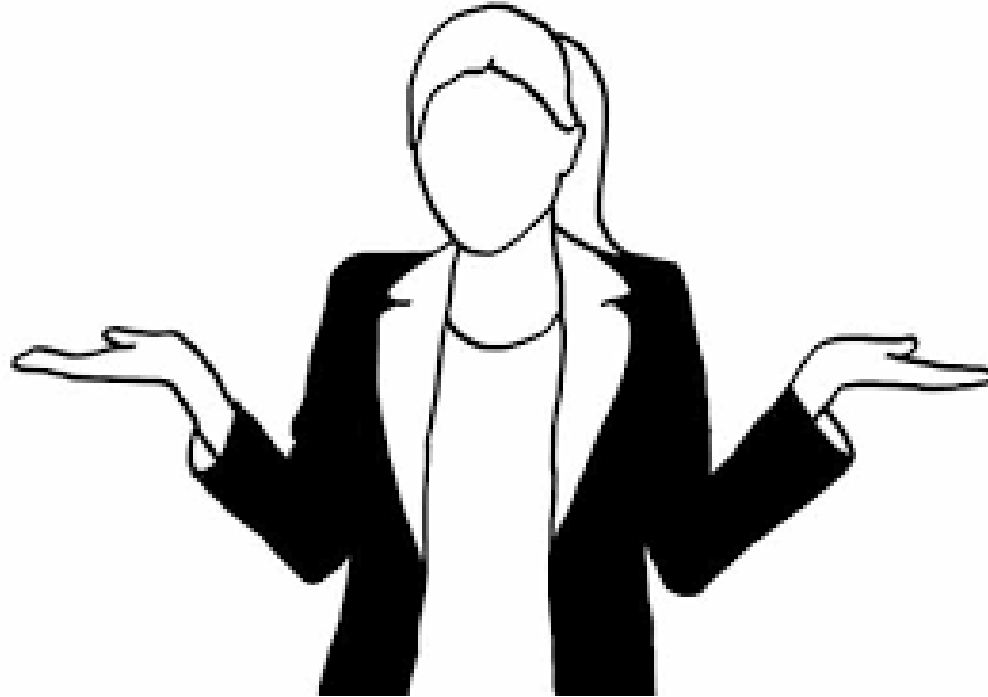
Objectives of stimulus variation skill :-



1. To enhance the student capacity of thinking.
2. To the enhance active involvement of the students in the teaching.
3. To enable the students for understanding the concept.
4. To enhance liveliness in teaching.
5. To enhance continuous thinking of student for understanding concepts
6. To grasp the attention of the student
7. To minimize students mental fatigue and boredom.



Movement :-



- ✘ The student teacher purposively move from one another. For example, taking chalk piece ,writing on black board and doing the demonstration or explaining the chart or diagram.

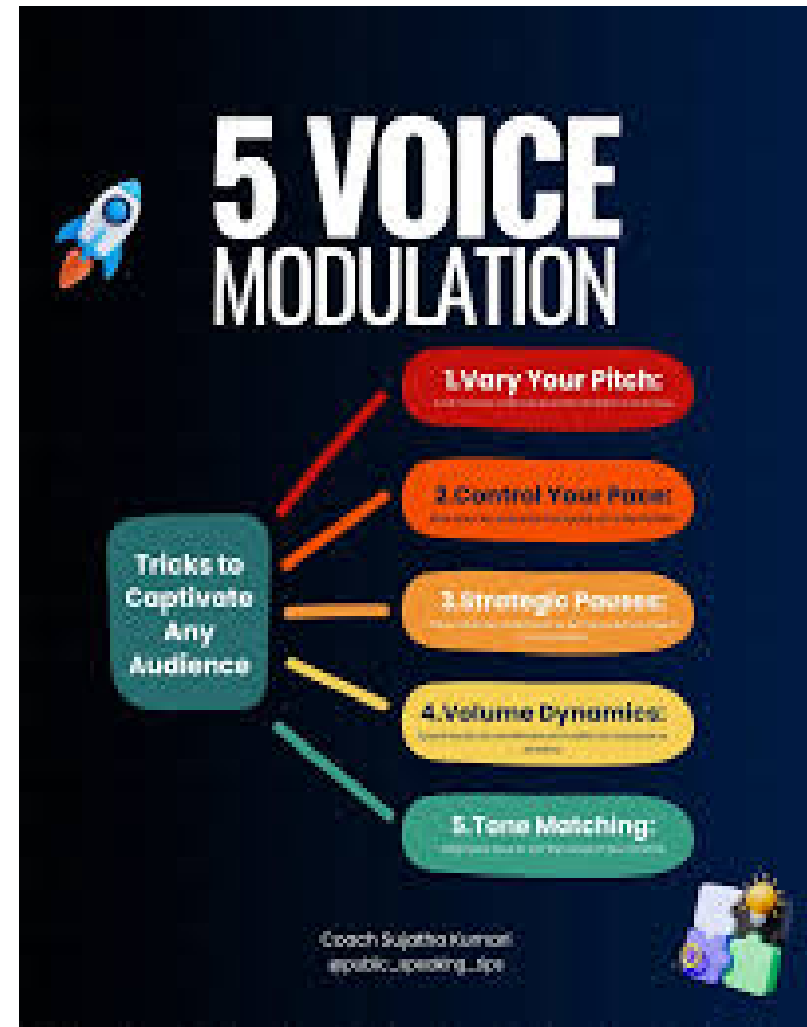
Gesture-



- ✘ Gesture comes under the non-verbal communication. this include nodding head , moving hand ,indicating shapes and size , Moving object also arrest the human attention, So gesture is very important in stimulus variation.

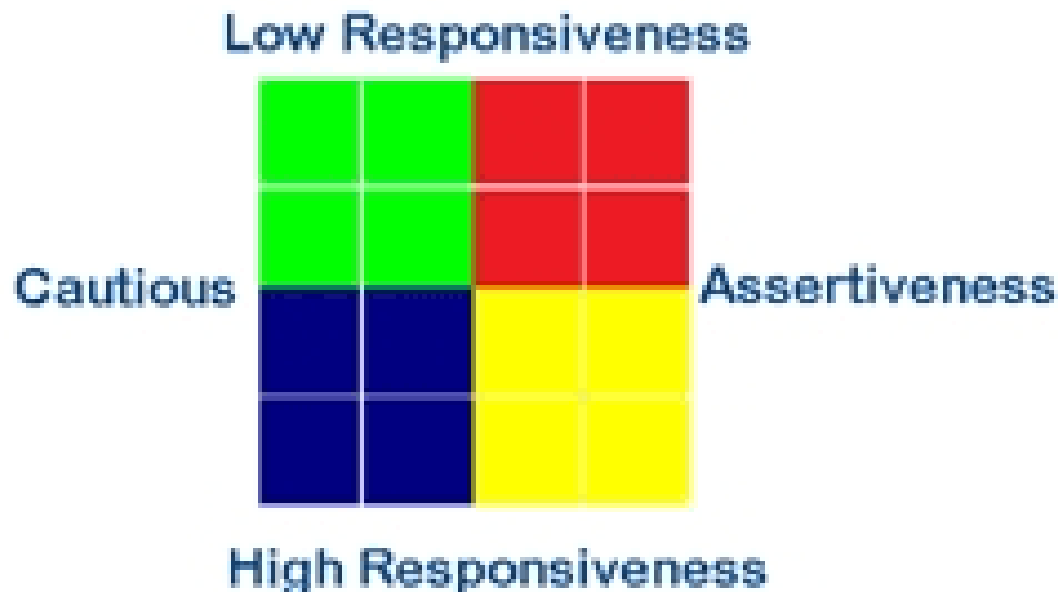
Modulation in voice:-

- ⌘ When the teacher want to say very important point or show his /her emotional feelings.
- ⌘ We have to use voice in modulation then and there.
- ⌘ Even if student are not listening in class room when the teacher voice increase to say important point, then student automatically listen in the subject.



Interactional Styles:-

- ⌘ we can say interaction , when two or more person communicates each other . In the class following three type of interaction are possible .
- ⌘ **Teacher to class-** Teacher talk to class and vice versa .
- ⌘ **Teacher to pupil-** Teacher talk to pupil and vice versa.
- ⌘ **Pupil to pupil -** Pupil talk to pupil.



Pausing

This mean stop talking by teacher for a movement when teacher become silent during teaching draws the attention of the pupil with curiosity towards the teacher.

1. To emphasize an important point
2. To create suspense & arouse thinking
3. To provide time for think for something before they respond
4. To promote student participation by providing encouragement and opportunity to comment or question
5. To draw attention by contrasting speech
To student time to make notes.

Focusing :-



- ⌘ When the teacher went to highlight the important point through verbal focusing while talking class says look at me ,note this point or underline this point or underline this point and listen to me etc.
- ⌘ The teacher writes important point on the black board and highlight the point in color chalk. This way is increasing the student's attention.

Physical participation :-



- ✘ Physical participation is very essential among student teacher we may allow student to do demonstration and allow the student to write the important point on the black board.

Don'ts:-

- ⌘ 1. To move like pendulum
- ⌘ 2. To come & go backward unnecessary
- ⌘ 3. To seat on table.
- ⌘ 4. To touch head or nose unnecessarily
- ⌘ 5. To touch lips with the tongue
- ⌘ 6. To stand on same place for long time
- ⌘ 7. Repetition of the same activity.
- ⌘ 8. To move shoulders
- ⌘ 9. To rotate neck again and again and again
- ⌘ 10. To move the eyebrow
- ⌘ 11. To play with chalk.

Do's :-

- ⌘ Purposeful Question.
- ⌘ Dialogues in large and small group.
- ⌘ Assisted performance and scaffolding.
- ⌘ Assistance with questions and clarifications.
- ⌘ Physical demonstration , model .
- ⌘ Talking aloud with gesture.
- ⌘ Interaction with student.

OBSERVATION TABLE/FEEDBACK

30 second to each column

[illegible]



Thank You!