

E-Micro Teaching: Implication for Quality Teacher Training Programme

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ABSTRACT: The advent of online teaching and learning as new innovation in education has brought in a new phase in classroom activities and has promoted human capital development in the world of education. This paper is set to advocate for reformation of microteaching from face-to-face classroom teaching to electronic teaching through various social media platforms such as zoom, WhatsApp, YouTube, twitter, telegram. This is necessary in order to reduce some of the complexities involved in face-to-face micro teaching such as overcrowding and noisy atmosphere emanating from the trainee teachers, irregular power supply, lack of laboratory facilities/devices and competent technologist in the micro teaching laboratory. The study examined some reasons for adopting e- micro teaching, conceptual clarification, relevance and challenges of e-micro teaching were studied. The researcher recommended that every teacher training institution should equip their micro teaching laboratory with all necessary technology gadgets and provide constant electricity power supply, employ well trained micro teaching specialist and competent Technologist to man the micro teaching laboratory.

KEYWORD: E-Micro Teaching, Teacher Training, Technology, Education.

Introduction

In this era electronic teaching and learning, effective training of teachers is so paramount in the world of education due to some global challenges. The competencies and pedagogical skills needed for teaching can only be acquired through a structured training programme known as Teacher Education. Teachers need to be developed personally and professionally, hence, micro teaching as a teacher training technique must be employed for effective teacher training. The teaching profession, like other professions has an internship training session which is done before certification in any teacher education programme. Before a law student will be given the approval to practice in a chamber, the student must go for one year law school, also before a medical student will be given the freedom to practice or the authority to render medical services, he or she must undergo an internship training which is often referred to as houseman ship. For engineers and business

students, they must go for industrial training. This measure is also applicable in the teaching profession, for a trainee teacher to be recognized in this self-sacrificing teaching profession, he or she must undergo the process of micro teaching which precedes teaching practice. These two exercises are paramount and necessary in every teacher training institution in Nigeria.

Origin of Micro Teaching

Micro teaching in teacher training institutions started in 1961 but was named micro teaching in 1963 by Dwight W. Allen of Stanford University California in the United States of America (U.S.A). Osuji (2019). It started as a model known as “Master Teacher’s Approach”. This initiative or social learning approach has to do with observing and imitating the master teacher’s performance.

In the other words, the trainee teacher acts as an apprentice to the master teacher. The aim of this approach is to imbue the master teacher’s knowledge and teaching skill into the trainee teacher. This exercise may last for one or two years but at the end of this apprenticeship tenure the trainee teacher will become a trained teacher and be given the authority to teach. This approach was discouraged because it limited the teacher training to mere craft work where the apprentice could only learn through imitation, observation and participation according to the instruction of the master teacher. The problem of applying educational theory into practice created a gap between the master and the trainee teacher. The inability of the trainee teacher to apply the theory into practice brought a great failure to the modeling approach, also, the inability of the trainee teacher (the apprentice) to acquire skills in order to aid assimilation and practice brought a huge failure. This failure gave rise to another method which involves the exposure of the trainee teacher to practice of different teaching skills and the use of laboratory experience otherwise known as face-to-face micro teaching. It also gave room to effective and efficient teacher training. Anulobi and Ngumah (2010) stated that laboratory experiment bridged the gap between theory and practice in a controlled atmosphere which focused attention on specific skills.

Ike and Iwu (2001) listed the following as recognized teaching skill according to Allen in Standford University, California in United States of America (U. S. A.)

1. Skill of set induction.
2. Skill of planned repetition.
3. Use of examples and illustration.
4. Stimulus variation skill.
5. Questioning skill.
6. Skill of reinforcement.
7. Verbal and non-verbal communication skill.
8. Closure.

Micro Teaching in Nigeria

Teacher education as the basis for teacher training created room for micro teaching as one of the techniques for training of would-be teachers. Ajileye cited in Wordu (2019) that the history of micro teaching in Nigeria was traced from the effort of United Nations Educational Scientific and Cultural Organization (UNESCO) in

1990 which started from Alvan Ikoku College of Education in Owerri when it became compulsory for all colleges of education, especially faculties of education in universities, to engage students in micro teaching before graduation. The National Commission for Colleges of Education (NCCE) in Nigeria also documented that the practice of micro teaching should be one of the regulatory measures for accreditation of colleges and universities of education. Micro teaching is domiciled in the department of curriculum studies and instructional technology in Faculties of Education. The course code is Edu 214(b) and the course title is methodology of teaching. Although the title and code may differ in different institutions in Nigeria.

Definition of Micro Teaching

For a clear definition of this compound word micro-teaching, the prefix “micro” and the suffix “teaching” will be defined separately. Oxford Dictionary of English volume (19) defined micro as something that is relatively small. Micro, on the other hand means minor, minute or very small. It then implies that micro teaching is teaching in a very small measure. Teaching in a layman’s language is a process of helping a learner to acquire knowledge or skill. Victor-Ishikaku (2015) defined teaching as planned activity which is aimed at producing change in the behavior of person. It can be referred to as a process of exposing a learner to an experience that will bring a change in his/her behavior.

Therefore, micro teaching can be defined as an indoor training exercise designed for trainee teachers to practice teaching in order to acquire teaching skills. It is a preparatory teaching exercise which is shortened in terms of class size, lesson content and time. Victor-Ishikaku (2015) described micro teaching as a mini teaching exercise and one of the practical techniques applied in training of teachers. Remesh (2013) sees micro teaching as an effective technique for learning effective teaching which provides teachers with the opportunity to perk up their teaching skills.

Micro teaching is a special training programme designed for trainee teachers to practice teaching in an artificial classroom with the aim of acquiring teaching skills and also gaining competence in teaching. It is a platform for practical training of teachers to expose them to teaching skills, pedagogical and professional teaching ethics. It creates room for independent and collaborative practicing of teaching skills.

Wali (2003) defined micro-teaching as a teaching encounter, scaled down in terms of class size, lesson content and time, designed to equip the trainee teacher with the necessary skills in the art of teaching. Ughamadu and Chimedzie cited in Onwuanaku (2011) described micro teaching as an innovation in teacher education programme which focuses on modifying teachers’ behavior in accordance with specific objectives in addition to improving teachers’ effectiveness. This shows that micro teaching promotes teachers’ effectiveness. Iwu, Ajuzie and Nzeako (2013) defined micro teaching as a means by which the student-teacher acquires repertoire of teaching skills which would be consolidated during his/her teaching practices.

Micro teaching is a system of controlled practice that makes it possible for trainee teachers to concentrate on specific teaching behaviors and practice teaching under controlled encounter (Achuonye (2013).

Micro teaching is a teaching arrangement involving few learners, short time and reduced lesson content. It is a professional development strategy organized for pre-service and in-service teachers to enable them master

some teaching skills. It exposes trainee teachers to classroom contact with learners which is the first practical setting of interaction in a classroom where the normal classroom participation will be curtailed to minimal level. Micro teaching involves limitation of several dimensions of teaching. This definition emphasizes the need for trainee teachers to concentrate on a specific teaching behavior at a time. It allows reduction of class size to about ten learners and duration of the lesson to about five to ten minutes. It focuses on the ability of the trainee teacher to communicate rightly, apply the teaching skills such as the use of chalkboard, mastery of the subject matter, classroom management, etc.

Conceptual Clarification

E-Micro Teaching

As micro teaching holds in face-to-face conventional classroom, it will also be possible in electronic platform. E-micro teaching can be described as a teaching platform where the trainee teacher teaches his or her peer groups through electronic media such as Zoom or WhatsApp platform, etc. It can be defined as an electronic teaching platform involving trainee teachers and their expert teachers within a short time and with reduced class size and lesson content. To carry out an effective e-micro teaching, all the participants must be connected to the net via zoom at the same time and each group member must be present and prepared to teach at his or her own appointed time. The teaching session will be well organized by the expert teacher before the set time and date. The trainee teachers will teach from the comfort of their homes. E-micro teaching is one of the new innovations in the world of education.

Aims of Micro Teaching

1. Micro teaching aims at simplifying the complexities involved in normal classroom teaching process.
2. Its major objective is to expose the trainee teachers to various teaching skills needed for actual classroom teaching.
3. It aims at developing self confidence in trainee teachers and eliminating phobia and nervousness.
4. It aims at improving communication skills in trainee teachers.
5. It aims at enabling trainee teachers to learn and incorporate teaching ethics and other rudiments of teaching under controlled classroom condition.
6. It aims at building interest of teaching in trainee teachers.
7. It aims at developing trainee teachers pedagogically and professionally.
8. It aims at providing adequate evaluation of laboratory performance of trainee teachers.

Relevance of Micro Teaching

1. Micro teaching is necessary to inculcate the necessary teaching skills in trainee teachers. Teaching skills such as set induction, planned repetition, use of question while teaching, use of examples, use of good communication, variety and variation of instructional activities, proper use of chalkboard and skill of closure at the end of class are developed during micro teaching exercises.
2. It enables trainee teachers to put into practice all the knowledge acquired during the theory aspect of the course.

3. Micro teaching enables trainee teachers to gain competence in teaching. Constant practice during the micro teaching exercise creates room for good performance while teaching since practice makes perfect.
4. It promotes self-confidence: Micro teaching exercise helps the trainee teachers to have confidence in themselves as they mount on the stage for teaching; constant practice reduces anxiety in trainee teachers.
5. Micro teaching boosts self-esteem: Through repeated practices, trainee teachers gain the ability to stand boldly to teach without the feeling of inferiority complex.
6. Micro teaching helps to give trainee teachers an insight into teaching profession.

Characteristics of Micro Teaching

Micro teaching can be characterized with the following qualities:

1. **Micro Teaching is Learner (Student) Centered:** This quality of micro teaching shows that it focuses highly on the performance of the learner who doubles as the trainee teacher and the learner. The learner is expected to acquire teaching skills, gain confidence in him or herself and develop pedagogical and professional rudiments of teaching. The learner is therefore the focal point in micro teaching exercise. To achieve an excellent micro teaching, the trainee teacher must play an active role in the micro teaching laboratory. The learner must plan his or her lesson, provide appropriate instructional materials for the lesson and teach his or her peers while the master teacher will examine and make corrections where necessary. The active and vital roles of the trainee teacher make micro teaching learner centered.
2. **Micro Teaching is Geared Towards Evaluating and Observing the Activities of the Trainee Teachers:** The main aim of micro teaching is to observe and evaluate the performance of the trainee teachers as presentation takes place in the micro teaching laboratory. The expert teacher takes the responsibility of observing and measuring every act displayed by the trainee teacher in the micro teaching laboratory, starting from the introduction of the lesson to the period of closure. Every minute counts in an effective micro teaching class. The main duty of the supervisor is to award scores adequately to the participants using prepared score sheet for each trainee teacher.
3. **Micro Teaching is Time Conscious:** Micro teaching exercise deals with calculated time frame which must be utilized wisely. Every aspect of the teaching session is allotted a specific time frame which must be maintained. This encourages time management.
4. **Micro Teaching Focuses on Acquisition of Teaching Skills:** One of the objectives of micro teaching is for the trainee teacher to acquire teaching skills which is a necessary quality that qualifies a teacher. Teaching skills are those actions a teacher employs when teaching in order to make teaching interesting and fun. Micro teaching is an avenue to expose trainee teachers to different teaching skills which will help them to perform actively in the classroom. Teaching skills include:
 - a. Skill of set induction (motivation).
 - b. Use of examples.
 - c. Application of questioning techniques.
 - d. Proper use of chalkboard.

- e. Good communication skill.
- f. Skill of closure, etc.

A trainee teacher must be conversant with these skills while preparing for micro teaching.

5. **Micro Teaching Arms Trained Teachers with Pedagogical and Professional Ethics:** Micro teaching equips trainee teachers with professional ethics and pedagogical rudiments of teaching, necessary for production of effective teachers. It is an avenue for moral training and development of character worthy of a teacher. Through this exercise, trainee teachers are exposed to adequate teacher's dressing code and other dos and don'ts in the teaching profession. Wali (2003) states that rules, regulations, commitment and disciplinary measures should be maintained in the micro teaching laboratory, this will enhance proper conduct during micro teaching exercise.

Principles of Micro Teaching

1. Micro teaching starts with acquisition of knowledge and teaching skills and terminates in transferring of knowledge and skills to peers.
2. It is based on reduced class size, time and lesson content which is contrary to the conventional classroom.
3. It deals with practicing one skill after the other and this makes for perfection.
4. It is based on instantaneous feedback so as to create room for quick corrections or evaluation and time management.
5. It deals with accuracy of time and appropriate observation and measurement.

Electronic Teaching [E-Teaching]

E-teaching can be described as the use of new technologies in teaching. It is a teaching procedure which involves providing e-learning activities to instruct learners. E-teaching is an add-on function of teachers, not actually substituting face to face teaching pattern. It is an intensive computer enhanced teaching. The academic world is gradually changing from face-to-face teaching and learning to electronic teaching and learning which is the focus in this 21st century. It is basically done in a digital environment involving different electronic facilities and media known as E-learning facilities.

Electronic teaching pattern poses teachers to redefine their roles and also design a workable system for both learners and teachers. Learners are expected to interact and connect constantly to their teachers through the use of social network and text messages (Ubachs et al. (2017). Electronic teaching provides adequate learning opportunities for learners as they easily express their opinions on educational issues in different internet platforms. It supports studying at one's own pace, since it comprises of all forms of electronic supported teaching and learning devices, hence, it is known as computer supported teaching and learning, digital interaction content delivery. Electronic teaching works basically via network-based services. It can be personalized or collaborative, flexible and self-organized based on the involvement of learners.

An excellent e-teaching promotes a sense of satisfaction, interest and attention especially when the teacher applies some of the major instructional management competences, such as good knowledge of the subject

matter, methodological competence, professional and personal competencies

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Factors that will Promote E-Micro Teaching

1. **It Should be Conducted in a Good E-Teaching Environment:** E-teaching will be effective in an environment where all the necessary e-teaching devices are found. Diverse digital environment should be created in colleges of education and universities in order to facilitate students' involvement in e-learning (Wine Burg et al (2016) & Johnson et al (2016).
2. **Provision of Professional E-Teachers:** E-teaching will be functional when it is handled by digital literate teachers and trained educational technologist who can manipulate educational media easily; not a novice and an untrained educational personnel. An e-teacher must be an expert who studied educational technology as a major course in the university.

He must be digitally confident and possess the ability to apply different new technologies while teaching.

Wilson et al (2004) stated that e-teachers are expected to perform the following task:

- a. Provide instructional resources for e-learners.
- b. Organize communication tools that will promote e-learning
- c. Monitor and assess learning and provide feedback, remediation and grades.
- d. Provide different learning strategies to e-learners.
- e. Identify and resolve instructional technical problems without delay.
- f. Create instructional environment in which e-learners will feel safe and connected and believe their contributions will be valid and highly regarded.

E-teachers are encouraged to possess sufficient digital qualities that will enhance their usefulness in e-learning environment Andrade (2015).

Qualities of an Excellent E-Teacher

- An e-teacher must be skilled in online teaching.
- He /she must have good knowledge of the usage of Information Communication Technology devices.
- He/she must be a trained educational technologist.
- An e-teacher should be sound in communication.

- He/she should always be interested in sharing knowledge electronically.

General Qualities of a Trained Teacher

Some unique qualities that must be found in a trained teacher are as follows:

1. **A Trained and Effective Teacher must be of Good Personality:** Being of good personality to do with different qualities which makes one distinct in conduct, behavior and all worth of life showing a desirable and worthy manner.
2. **An Effective Teacher Should Possess Good Knowledge of the Subject Matter:** He/she should master in his area of specialization, an all-rounder, a specialist and a Mr. know all in the subject matter he/she wants to teach.
3. **A Trained Teacher Should Possess the Ability to Inspire Learners:** To inspire in this content is to impart transmission of knowledge to others in order to contribute to the learners' well-being.
4. **A Trained Teacher Should Possess the Ability to Demonstrate Sound Judgment in Judging Learners' Performance:** A teacher should be fair in his rulings and not to be rigid in his decisions, the ability not to assess situations shrewdly but to draw sound conclusion. There should be no impartial treatment, insincerity and untrustworthiness.
5. **A Trained Teacher Should be able to Understand His or Her Learner:** Understanding the learners, means having knowledge of the learners' learning ability, his likes and dislikes.
6. **A Trained Teacher Should Posses the Ability to Teach Effectively:** Effective teaching involves application of all the teaching skills while teaching.
7. **An Effective Teacher Should Posses the Ability to be Resourceful:** To be resource means to improvise necessary teaching facilities in the classroom.

Teacher's effectiveness is the ability of the teacher to maintain a good relationship that is favorable to classroom environment in order to promote effective interaction during instruction delivery so that the instructional objectives will be attained. Teacher's effectiveness is a social entity which incorporates good classroom management skill and good lesson preparation.

Methods of E-Teaching

Electronic teaching unlike the conventional teaching goes through electronic devices and diverges through different social media such as WhatsApp, Zoom, Facebook, Twitter and YouTube.

E-teaching comprises of two (2) major ways: they are synchronous or asynchronous content delivery.

Synchronous Content Delivery: This refers to teacher led e-teaching where all learners in different destination receive learning package simultaneously and communicate directly with other learners. This method includes internet chat forums, instant messaging, teleconferencing, etc. It is a real time learning structure.

Asynchronous Content Delivery: It deals with variety ways of giving instructional packages reception of instructional contents that do not occur simultaneously. Learners do communicate with their instructors

using email, online bulletin boards, new group and weblogs, etc.

Electronic Learning

Electronic learning is a new learning system where learners learn through different forms of electronic media. It is an independent learning setting with less social interaction with peers and teachers. It is learner centered in nature. It can be described as computer assisted learning platform where the learning content is delivered digitally. It may be personal or collaborative learning structure.

Markus (2005) defined E-learning as a learning process created by interaction with digitally delivered content and network-based service.

Who is an Electronic Learner?

An electronic learner is a learner who can manipulate different electronic devices and is interested in learning with them.

An electronic learner should have control over the lesson content, learning sequence, pace of learning, time and media which supports his personal learning objectives.

Components of E-Learning

Electronic learning comprises of different digital learning objects or devices which includes use of portals, repositories, digital libraries, learning management system, search engines and e-portfolios.

How to Make Electronic Learning More Effective

1. Learners should be trained on the usage of e-library, e-teaching devices and e-learning techniques.
2. Availability of steady power supply.
3. Adequate supply of good e-teaching and e-learning devices/hardwares.
4. Faster internet connectivity.

Challenges of Electronic Teaching are as follows:

1. **The Educator:** The educator is the teacher, the facilitator of the lesson, the instruction giver and the master of the class. He or she co-ordinates the affairs of the classroom, prepares and teaches the lesson. To effectively issue the instructional package, the instructor or educator must have good knowledge of the instructional contents and must possess the ability to manipulate the electronic devices and communicate rightly to the learners also possess good knowledge of classroom management ethics. An educator that lacks these qualities cannot teach effectively and therefore will disrupt learning or makes it boring.

In addition, the teacher's personality is of great importance because these commands respect and create friendly relationship between the teacher and the learners. The teacher's presentation strategy is another determinant of effective teaching; The way the lesson is being presented gives room for easy comprehension of the lesson.

2. **The Learner:** The learner is the most prominent person in the classroom, he or she occupies the central place in the field of teaching and learning. The learner must be motivated to learn since without him/her, there will

be no teaching and learning. He/she must be mentally, physically and emotionally ready to learn. This is because some students manifest absent mindedness, lack of concentration and different non challant attitudes in the classroom. The learner should be physically fit; a sick and bereaved student cannot learn effectively. Learning can actually be effective if the learners are willing and comforted in their learning environment.

3. **The Instructional Content/Package:** The instructional package is also known as the lesson content. It is the content of the lesson a teacher wants to deliver. This goes a long way to determine how effective the lesson will be. The instructional content should be well prepared and adequate for the level of the learners considering their mental development. The lesson content should be presented with the language the learners will understand. It should not be ambiguous and complex for the level it is meant for. It should be presented from simple to complex, known to unknown, easy to difficult and concrete to abstract. For learning to be successful, the instructional content should be well structured and developed step by step to accommodate all the specific objectives and aid easy understanding of the concept.

Conclusion

Application of ICTs in different steps of micro teaching is a vital innovation which will promote quality teacher education. This innovation will make teaching and learning more effective and efficient. Therefore, the need to equip micro teaching laboratory with high quality technology gadgets should be addressed in all colleges and universities of education and well-trained micro teaching specialist should also be employed to man the laboratory.

Recommendation

Based on the findings of the researcher, the following recommendations were made:

- Every teacher training institution should equip their micro teaching laboratory with all the necessary technology gadgets and constant electricity power supply for effective micro teaching.
- Every teacher education institution should employ well trained micro teaching specialist and technical personnel for effective and efficient training of the trainee teachers.

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