

EDUCATIONAL TECHNOLOGY

Paper 6.02 (General course)| Paper 4.01 (Major Course)

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BEHAVIOURAL TECHNOLOGY

“Technology is the set of instruments and skills which are used to satisfy the needs of the society.”—Hierra. A

With the development of science and technology, every walk of human life has seen rapid changes. To satisfy the greed for knowledge, application of systematic and scientific method in education was realized, which resulted in use of technology in the field of education.

Meaning of Behavioural Technology

Behavioural technology is a component of educational technology based on psychological principles of teaching-learning. It emphasizes on behavioral modification of the teachers and learners in accordance with the teaching-learning objectives. Teaching behavior refers to a number of acts or activities of a teacher in the presence of pupils with the intention of achieving teaching-learning goals. To achieve the expected behavioural change among the learner through learning experience teacher should prepare the teaching objectives possessing the knowledge different stages of development of child psychology. Behavioural technology applies some principles to bring about desirable changes in the behaviour of the teacher to develop teaching skills.

Characteristics of Behavioural Technology

Some characteristics of behavioural technology may be stated as below-

1. It is highly related to the psychomotor objectives.
2. This technology is very much applicable in the teacher training institute.
3. It gives importance on the individual differences of pupil-teachers and their training.
4. Exercise of proper reinforcement may highly influence the teacher.
5. Feedback devices can be used to improve the communication skills.
6. Systematic and objective evaluation of teaching performance may be done.
7. It helps to develop the teaching theories.
8. Behavioral technology studies the classroom behavior components and suggests achieving desirable changes.

MICRO TEACHING

Micro teaching is a recent innovative technique of teacher training which aims to develop the technical skills and to modify the teaching behavior of the teacher trainee according to the desired objectives. All the activities performed by the teacher in the class room have some specific objectives to attain. The teaching skills used by the teacher can be modified by means of practice and training. Micro teaching is a technical device for recording the teaching skills of the teacher on specified teaching behavior and providing opportunity for practice teaching and thereby modifying teacher's behavior under controlled situations. It provides feedback to the pupil-teacher on the basis of which they can modify their classroom behaviour. Teacher training through micro teaching can be applied at pre-service and in-service stages for the professional development of the teacher.

Micro teaching is a scaled down process of breaking the teaching unit into small segments. Here the teacher trainees are not exposed to a real classroom situation. The teacher trainees have to teach a small group of 5 to 10 students for a small period such as 5 to 10 minutes where only one particular skill is attempted to develop during this schedule.

Micro teaching being a teaching practice gives more importance on 'How to teach' than on 'What to teach'. As it is a clinical teaching programme, it offers opportunities to inexperienced teacher to acquire new skills whereas to experienced teachers it helps to refine the skills they already possess.

According to Clift and Others (1976), "Micro-Teaching is a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size."

Definitions of Micro-Teaching

Micro teaching has been defined in various ways; a few are given below-

D. W. Allen (1966) opined that "Micro-Teaching is a scaled down teaching encounter in class size and class time."

Buch (1968) defined Micro-Teaching as "a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the result on video tape."

Allen and Eve (1968), "Micro-Teaching is defined as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions."

According to Passi B.K. and Lalita M.S. (1976), "Micro teaching is a training technique which requires pupil-teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time."

Objectives of Microteaching

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
2. To develop self-confidence among the teacher trainees in teaching.
3. To enable teacher trainees to attain mastery over a number of teaching skills.
4. To help teacher trainees develop communication skills by following model expertise.
5. To get maximum benefit in teaching-learning by scale down process.

Characteristics of Micro-Teaching

A few characteristics of Micro teaching are underlined below-

1. Micro teaching is relatively a new innovation in the field of teacher education.
2. It is a teacher training technique and not a method of classroom instruction.
3. As a scale down process it reduces its various elements like size of the class, duration of period and the size of the topic.
4. It enables the teacher trainee to concentrate on each element to attain perfection.
5. Feedback is provided immediately after the completion of the lesson.
6. The use of Video Tape and Closed Circuit Television makes the observation very objective.
7. Micro teaching is a highly individualized training technique.
8. There is a high degree of control in practicing a skill when this technique is used.
9. Micro-Teaching is an analytic approach to training.

Steps of Micro-Teaching Cycle

Micro Teaching has a sequence which is termed as cycle. The cycle consists of six steps; these are:

(i). Planning- Here the activities are planned in such a logical sequence where maximum application of the skill is possible.

(ii). Teaching – Here the teacher trainee attempts to use the component of the skill in the process of teaching learning according to the planning of activities.

(iii). Feedback –To give information to the teacher trainee about his performance, this helps teacher in improving the teaching skill in the desired direction.

(iv).Re-planning- In the light of the feedback teacher replanes the lesson removing all shortcomings and incorporating the points of strength for improvement.

(v). Re-teaching- Here the teacher trainee teaches the class with renewed courage and confidence to perform better.

(vi).Re-feedback – It is the important component of this scale down process for modification of behaviour of the teacher trainee in the desired direction in each skill practice.

Different Phases of Micro-Teaching

According to J.C. Clift and others there are three phases of the Micro-teaching procedure. They are:

1. Knowledge Acquisition Phase.
2. Skill Acquisition Phase.
3. Transfer Phase of Micro-teaching.

Knowledge Acquisition Phase- In this phase the teacher trainee learns about the skill –its rationale, role in the classroom and component behaviors. For this purpose he should gain knowledge about relevant literature and observe demonstration lesson-mode of presentation of the skill. In this phase the student teacher makes an effort to acquire theoretical as well as practical knowledge of the skill.

Skill acquisition phase- On the basis of the knowledge acquire, the student-teacher prepares a micro lesson and practices the skills by following the scale down process and micro teaching cycle. Feedback and micro-teaching settings are the two components of this phase.

- (i) In feedback phase the student teacher makes necessary modification on the basis of the feedback.
- (ii) The micro-teaching setting -here conditions like the size of the micro class, duration of the micro-lesson, supervisor, types of students etc. are arranged.

Transfer Phase of Micro-teaching- The student teacher transfers his teaching skill from micro teaching classroom to real classroom. The teacher trainee integrates all different skills and makes use of them in the actual classroom situation.

MERITS AND DEMERITS OF MICRO TEACHING

Merits of Microteaching

- Micro teaching is real teaching.
- It reduces the complexity of real classroom teaching.
- It helps to improve the teaching skills.
- Micro teaching is an individualized training technique.
- It gives importance to cater the need of individual differences.
- This process is more effective in modifying teacher behaviour in a desirable manner.
- It helps to get deeper knowledge regarding the art of teaching.
- Micro teaching is very effective for developing teaching efficiency of both in-service and pre-service teacher educators.

Demerits of Micro-teaching

- For successful implementation micro teaching requires competent and well trained teacher educator.
- It does not give chance to flourish the creativity of the teacher.
- This process is very time consuming.
- It is very much expensive as it requires support of other technical devices.
- Micro- teaching alone may not be adequate, it needs to be supplemented and integrated with other teaching technique.
- Micro -teaching cannot be conducted in the normal classroom situation, it requires a controlled environment.

References

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