

Pedagogy of History



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Teaching:

Creating a positive relationship between the teacher, student, and subject is the most significant way to comprehend the nature of teaching. Facilitating learning is what teaching entails. Age, sex, and years of teaching experience have no bearing on a teacher's effectiveness.

Teaching skills

The student teacher can only practise a few chosen abilities during the micro-teaching phase, even though all skills are crucial and should be practised. Knowing about the skills enables the teacher aspirant to recognise their professional strengths and weaknesses, enabling them to become experts in their field. The teacher's teaching ability is a collection of verbally and nonverbally manifest behaviours that may be observed, evaluated, and improved. There are three parts to teaching skills (Singh & Joshi, 1990). These are:

Perception: Observation and feedback are two teaching methods that require perceptual abilities. After observing him in action, the instructor picks the proper skills for him to learn.

Cognition: Cognition is the process of knowing or doing in a way that involves consciousness, such as when thinking or solving problems.

Action: Effective teaching requires every teacher to put their perceived and acquired knowledge into practice in the classroom. This is true because teaching skills consist solely of overt, observable behaviours.

Meaning of Micro-Teaching

A calibrated interpretation of actual tutoring and multiple factors. Restricted on class, size and time to minimize the complications of regular tutoring. Micro-teaching is a training method in which a student teacher practices with a small group of 5-10 students for a short duration of 5-10 sparkles on a named content/concept in a single skill.

Microteaching is a stimulating social, educational process that gives feedback to the teacher to change the student's teacher's behaviour. Microteaching reduces the usual complexity of the classroom and provides teachers with a practice environment or instruction in which they receive feedback on their performance. Student teachers must use specific teaching skills in a short period to convey a single concept to a small number of students.

Definition of Micro-Teaching

1. DW Allen (1966) defined “Microteaching as a scale-down teaching encounter in class size and period.”
2. B.K. Passi (1976) defined “Microteaching as a training strategy that challenges student teachers to teach a single idea to a smaller number of students in a short period utilizing a specific teaching skill.”
3. Mc. Knight (1971) defined “Microteaching as a small-group teaching experience meant to help students learn new skills and improve on old ones.”

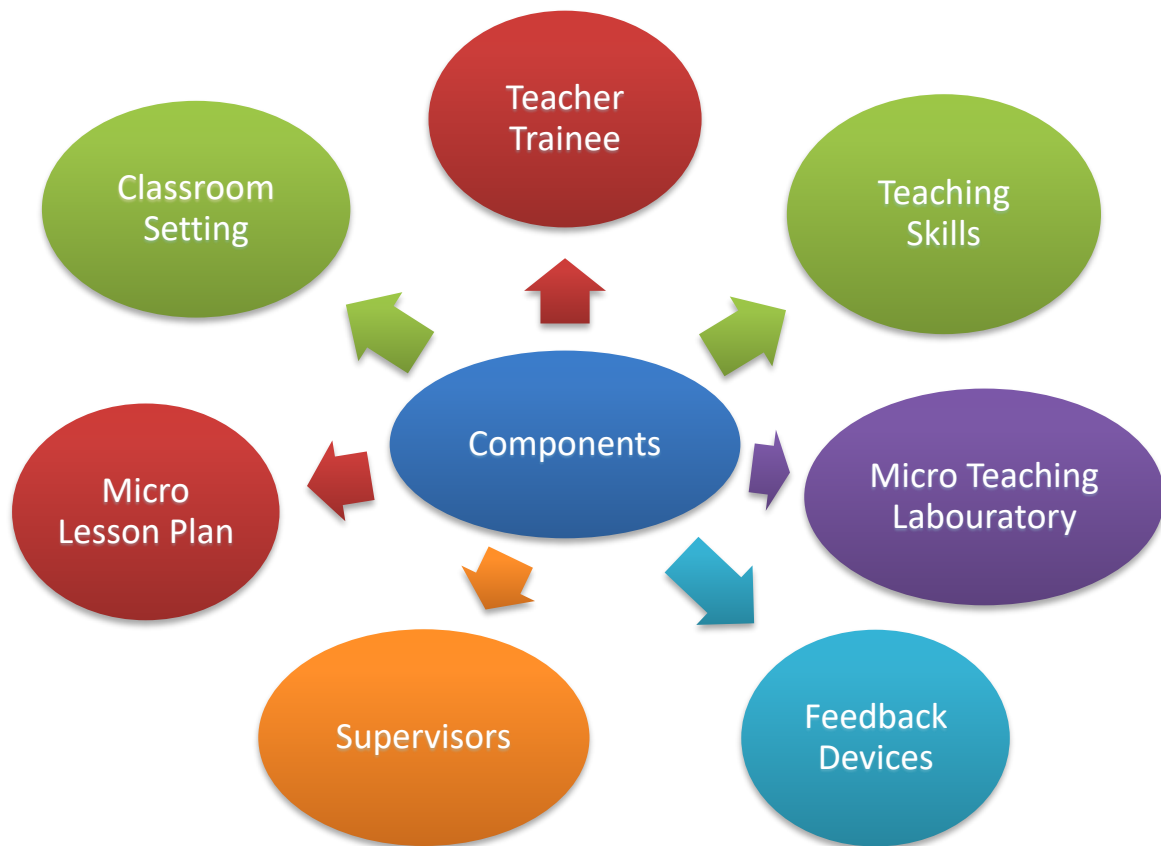
Objectives of Micro-Teaching

- Learn and apply innovative teaching techniques under controlled conditions.
- Gaining confidence in teaching and mastering various teaching skills with a small group of students.
- Make the best use of available materials and time.
- Improving instruction through modifying the teaching method.
- Acquire expertise in a variety of teaching abilities.
- Change learning behavior internally in the right way.
- Acquire new teaching skills while refining existing ones.
- Generate necessary feedback.

Characteristics of Micro Teaching

1. Micro-teaching is a training approach (not a teaching style) used to prepare successful teachers. It is constructed to play a vital role in developing teaching skills among teacher-trainees.
2. Micro-teaching is teaching at a smaller size (miniaturized teaching). It simplifies the difficulties of traditional classroom instruction by limiting the number of students (5 to 10), time (5 to 10 minutes), and learning topics (a single subject at a time).
3. Following the completion of a teacher class, the trainee's micro-teaching delivers quick feedback. In this manner, the trainee receives valuable feedback from the teacher-trainer and fellow trainees.
4. Micro-teaching is a highly personalized training method. It provides greater control over practical teaching activities. As a result, several aspects can be easily changed to gain mastery over teaching skills during training.

Components of Micro-Teaching



Phases of Micro Teaching

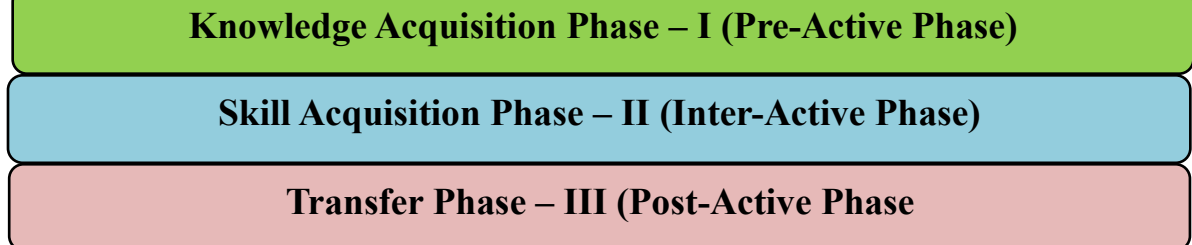
Phase I: Knowledge Acquisition Phase:

During this phase, the student teacher attempts to learn about the skill's rationale, role in the classroom, and component behaviours. He does so by reading appropriate books. He also observes the demonstration lesson manner of skill presentation. The student teacher gains theoretical as well as practical knowledge of the skill.

It includes three vital activities:

- To generate knowledge and awareness of specialized teaching abilities.
- Assess the presentation of teaching skills.
- To analyze and discuss the demonstration of teaching activities of the talent.

Phases of Microteaching



Phase III: Transfer Phase:

- Allowing students to apply what they have learnt in the classroom.
- Integrate the various skills acquired.

Steps of Microteaching

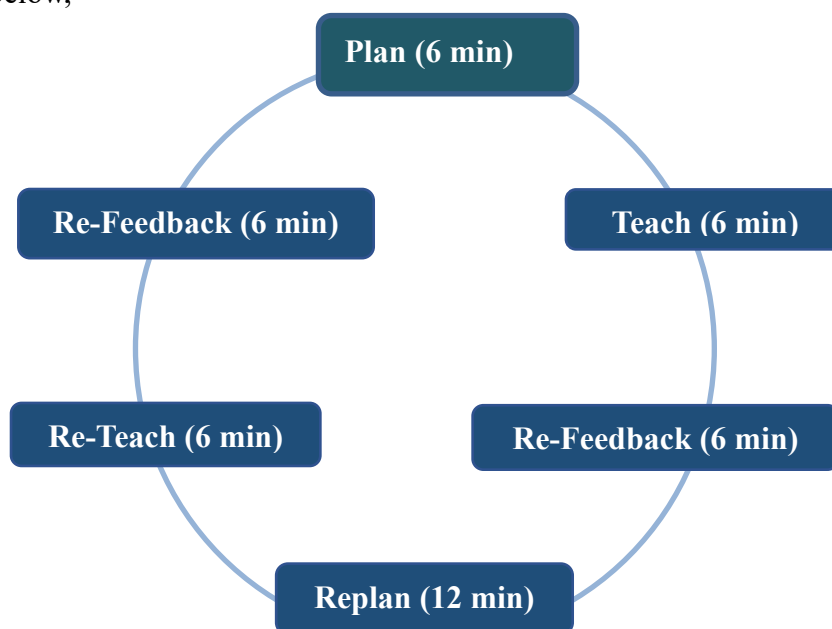
The trainer should follow the following microteaching procedures to attain the required abilities among the trainees.

1. To enhance teaching efficiency, teacher education should provide and enlighten about micro-teaching and its role in the teaching-learning process.
2. Discussing teaching skills: The teacher educator should go over the concept of the skill and identify the several skills that influence the teacher's behaviour.
3. Selection of a particular skill: The teacher educator should select an appropriate and specialized talent required for the issue in the subject from among the many abilities.
4. A model presentation lesson on a specific skill: A skill should be shown by the teacher educator in a mini lesson geared for demonstration.
5. Student teachers observe the exemplary skill: The student teachers should observe the teacher educator's model micro lesson.
6. Student teachers evaluate the model lesson critically: The student teachers should thoroughly discuss the model micro lesson with the teacher educator and master the required skill.
7. Creation of a microteaching setting: The NCERT Indian model of micro-teaching provides the following parameters.
 - There are between 5 to 10 students.

- The time is approximately 5 to 10 minutes.
 - There is only one skill at a time.
 - The microteaching cycle lasts 36 minutes.
 - Peers and teacher educators serve as observers.
8. Practicing the skill: The student teachers must demonstrate a specific skill to the observers' satisfaction.
 9. Providing feedback: The entire micro lesson should be followed by feedback to determine the mistakes and the modifications to that lesson.
 10. Re-planning: Following feedback on the performed micro lesson, the student-teacher should re-plan the same or a new micro lesson, taking into account the ideas of the observers.
 11. Re-teaching: Re-scheduled micro sessions should be offered to the same or other groups of pupils (five to ten).
 12. Providing re-feedback: As re-feedback, feedback is delivered during the re-teaching of a micro lesson. Continue practicing until the observers are satisfied with the level of ability obtained.
 13. Integration of teaching skills: Finally, as link practice, student teachers should integrate their newly gained skills and provide a class.

Micro-Teaching Cycle:

On average, it takes 36 minutes to complete one cycle of micro-teaching. Where re-planning (step) of the micro-lesson is limited to 12 minutes and the remaining steps (teach, feedback, re-teach, and re-feedbacks) of the micro-teaching cycle are limited to 6 minutes each. This cycle of micro-teaching will continue until the skill is mastered. The micro-teaching cycle is depicted below,



- 1. Plan:** In this first step, the teacher-trainee chooses a topic or concept and produces a brief lesson plan that incorporates components of the skill under practice. Micro-teaching activities are designed where the components of a skill can be used to their full potential.
- 2. Teach:** This entails the teacher trainee's attempts to apply the components of the skill in appropriate settings that arise during the teaching-learning process due to his/her activity planning. If the scenario in the classroom differs from what was planned, the teacher should adjust his or her conduct to meet the needs of the students. He must be confident to deal well with any circumstance in class.
- 3. Feedback:** Feedback refers to informing the teacher trainees on their performance. The data contains their performance's strengths and weaknesses. This enables the teacher trainee to improve their performance in the desired direction.
- 4. Re-plan:** The teacher trainee re-plans his lecture, merging the points of strength and deleting the points not skillfully handled during the previous try, either on the same topic or on another topic acceptable to the teacher trainee for advancement.
- 5. Re-teach:** Re-teach: This entails educating the same set of students if the topic changes or a different group of students if the topic remains the same. This is done to relieve the pupil's dullness or boredom. In addition, the teacher trainee teaches the class with increased boldness and confidence to outperform the previous attempt.
- 6. Re-feedback:** Continue practising until the observers are satisfied with the level of ability obtained.

Distinction between Micro teaching and Macro teaching

Sl.No	Micro teaching	Macro Teaching
1	The teaching unit will be small	The teaching unit will be large
2	The learning group will be small, with 5 to 10 students.	The learning group will be significant, with 40 to 50 students.
3	The period of training will be brief, 5 to 10 minutes.	The teaching will last approximately 40 to 45 minutes.
4	Teaching is done under controlled conditions.	Regular teaching is carried out.
5	There is immediate feedback.	There has yet to be any immediate feedback.
6	The teacher focuses on one teaching ability at a time.	The teacher employs multiple skills at the same time.

7	It is easy to teach.	It is not easy to teach.
8	The supervisor's role is clear and well defined.	The supervisor's role is not explicit or defined.

Essential Teaching Skills

Skill of Introducing a Lesson

Before beginning to teach a lesson or topic, teachers must be able to give pupils an excellent introduction. It is an art form that helps pupils engage and understand what they may expect from a course. Teachers must provide a framework for their students to work within. It is an excellent approach to ensure students remember a topic or course. Teachers can use interesting or engaging language to grab their students' interest in a topic from the start by using the introduction skill. Teachers can only captivate their pupils' attention if they have a solid introduction. When presenting a lesson, micro-teaching skills of introduction entail using existing student knowledge and the appropriate device.

Desirable Behavior

Using previous knowledge:

Any new information given indeed finds a foundation in the mind of the receiving learner. Therefore, the teacher must gauge the learner's previous knowledge concerning the present knowledge. The new knowledge, when relevantly linked with the previous knowledge, finds continuity and the old and new knowledge gets restructured to form the previous knowledge for the next lesson on the same topic. Thus, using the previous knowledge of the learners while introducing the new lesson helps bring the relevant previous knowledge to the conscious level of the learner. Previous knowledge of the learners can be elicited in many ways. For example, you may refer to what they learned in the previous classes or find out what they know about the current topics in connection with the new lesson. You may also create situations and refer to the relevant knowledge.

Using appropriate devices:

The technique used to introduce a lesson is called the device. Devices can be of various kinds: giving examples, asking questions, narrating/describing, telling a story, dramatising, using audio-visual aids and demonstrating. The selection of devices depends on their relevance

to the topic. While selecting the device, the criteria regarding the learners to be borne in mind are their interests, age groups, grade levels and maturity levels.

Undesirable Behavior:

Lack of continuity:

While introducing a lesson, you must remember that the statements uttered have a sequence in the ideas or information given. One statement should logically lead to another, so there is total relation in the series of statements uttered.

Uttering irrelevant statements /questions:

While introducing a lesson, care should be taken to see that the statements uttered or the questions asked are about the lesson's topic. Unless and until this is taken care of, the statements uttered, though sequential, will only confuse the students.

Skill of Explaining

Explaining, generally, is the description of 'what' something is or giving reasons as to 'how' an event happened or 'why' it happened. It could also be about action, condition or phenomenon. This is done to bring clarity about the same. Explanation in a class is the statements made by the teacher to clarify the concept taught. The idea or information is given; to make the students understand it well. Such an explanation is adequate.

Desirable Behavior:

Using explaining links:

This is the utterance of statements using linking words or phrases during the explanation. This brings about continuity in the series of statements uttered. Examples of linking words are - 'and', 'then', 'later', 'gradually', 'therefore', etc. Such words bring about the sequence of events in a phenomenon, process or action.

Examples of linking phrases are - 'whenever', as a result, as a consequence, etc.

Using beginning and concluding statements:

It is essential to start the explanation with a relevant beginning statement whenever something has to be explained. This prepares the minds of the students as to what will follow. Then, having explained the idea or principle or concept, in order to conclude it, the teacher has to do so by consolidating the points explained. These statements comprise the concluding statements.

Testing pupils' understanding:

As the purpose of explanation is to bring about understanding in the students about the concept, principle, or event explained, testing this becomes an essential part of any explanation.

This can be done by putting questions at every interval point after every sub-concept explained or after every key point explained.

Undesirable Behavior:

Giving irrelevant statements:

As the term indicates, 'irrelevant' statements unrelated to the topic or idea must be avoided. Such statements will only confuse the students and make the explanation ineffective.

Lacking continuity in statements:

While explaining, if the statements uttered are not logically related, it creates an obstacle in the sequential flow of statements. Therefore, the idea explained needs to be revised to understand the same.

Using inappropriate vocabulary:

Words are the basic units of the vehicle of communication. As such, you will agree that the whole communication process becomes effective if these basic units are correctly and judiciously used. Bearing this in mind, the teacher must use words suitable for the student's age. A significant concern is the use of simple words that are easily understood. The teacher is not required to exhibit his/her proficiency in using high-flown language using technical jargon but simple language using simple words.

Lacking in fluency:

A free flow of words and sentences, without any breaks or uneasy pauses in the middle of a sentence, is what fluency means. As such, a break is caused by a lack of free flow of thought into words. This should be avoided during the explanation.

Skill of Questioning

The Skill of Questioning is an essential skill a teacher must master. Questions are also framed to achieve the lesson's closure to develop a comprehensive instruction summary. Again, while giving the Home Assignment, you frame questions for the students to answer the same or perform some activity. Apart from using questions at every stage of the lesson, eventually, for the tests and examinations too, you need to set the question paper. All these prove how vital the Skill of Questioning is for a teacher to master the same.

1. Structure of questions.
2. Delivery and distribution of questions.
3. Different levels of questions

Structure: The criteria for a well-structured question area)

1. Grammatical correctness

2. Conciseness
3. Relevance
4. Specificity
5. Avoiding the use of leading questions

Grammatical correctness:

The correctness of the order of words in the question is the consideration here. If the question uttered is not grammatically correct, it has no clarity, and hence students fail to understand it. Due to the confusion in their minds, they cannot respond, as the question asked could be more meaningful. It also results in a waste of time.

Conciseness:

This refers to the optimum length of the question, which is generally short, with no unnecessary words included. The question should be direct.

Relevance:

A crucial point of consideration regarding the skill of questioning is the relevance of the question asked. This means that it should be about the topic dealt with. The question should also contain only terms that have been explained earlier. If not, even such a question is irrelevant.

Specificity:

This means that the question asked should be such that it will fetch only one correct answer. If the question asked is general, it may get more than one response that could be accepted as correct, leading to confusion and a loss of time. Moreover, the question asked should be related to only one idea.

Avoid the use of leading questions:

Questions directly reflecting the answers or those containing the answer should be avoided.

Delivery and distribution of questions:

After structuring the questions, the way these questions are delivered and distributed is now discussed. The criteria to be considered are speed of asking questions, voice, pause and distribution.

Speed of asking questions:

The teacher should ask the question slowly and slowly. Both pave the way for ineffectiveness as students need help comprehending.

Voice: This refers to the audibility and the modulation with which the question is put forth. Questions should be asked so that every student in the class hears them.

Pause:

After delivering the question at the required speed, a pause should be given for the students to understand the question before expecting a response from them.

Distribution:

This refers to how the question asked is distributed among the students. It should be distributed among the volunteers and non-volunteers. The same question could be redirected to other students to increase pupil participation. The proper distribution of questions helps secure and sustain the pupil's attention and active involvement in the teaching-learning process.

Different levels of Questions:

Questions can be classified into three levels: Lower Order, Middle Order and Higher Order. The lower-order questions include knowledge level, middle order includes understanding and application levels of thinking, and the higher-order questions include analysis, synthesis and evaluation levels.

4.Skill of Using Blackboard

The Blackboard is the most often used visual aid by a teacher. Now, let us see what factors are to be considered by the teacher for effective use of the same.

1. Legibility of Handwriting
2. Neatness in Blackboard work
3. Appropriateness of written work on the Blackboard

Legibility of Handwriting:

To make handwriting legible, specific points have to be given due consideration. These are the following

1. Letters to be distinct.
2. Adequate spacing between two letters and two words.
3. Scantiness of letters closest to the vertical.
4. The size of letters is big enough to be read by the students at the far end.
5. Capital letters are just bigger than small letters.
6. All capital letters are the same size, and small letters are the same size.

Neatness in Blackboard work:

The subcomponents of this component of the skill of using Blackboard are as follows:

1. Straightness of the line wherein the written lines should be horizontal and parallel to the base of the Blackboard.

2. Spacing between lines is adequate.
3. Avoiding overwriting to avoid untidiness in the Blackboard work.
4. Focusing on the relevant matter by retaining the same and erasing the irrelevant and unrelated matter to help pupils concentrate on the matter under focus.

Appropriateness of written work on the Blackboard:

This component of the skill of Blackboard work is realized by keeping in mind the following considerations:

- a. Continuity in the points: By this, we mean that a point should be logically related to the previous one.
- b. Brevity and simplicity are most relevant in developing the Blackboard summary at the end of the lesson when only the main points covering the whole lesson are written. The points should be written in simple language and concisely so pupils can easily recall the whole lesson.
- c. Drawing attention and focusing: While writing the Blackboard summary, important points/ terms/definitions are to be focused on by underlining or using coloured chalk. This helps the pupils recall them quickly.

Skill of Stimulus Variation

A stimulus is something or anything that an individual responds to. So far as a classroom is concerned, the teacher is the primary source of stimuli while teaching. Now let us see what these stimuli connected with the teacher are. Imagine a teacher explaining something, and to make the same effect, he/ she moves to the Blackboard to write something no\ yes towards the students to ask questions to ascertain comprehension. The teacher uses various gestures, using hands, head and facial expressions. Such behaviours that draw and sustain pupils' attention keep changing as per the requirements of the situations. The teacher's changing movements and gestures while teaching comprise the skill of Stimulus Variation.

Components

Movement: The teacher's movements should be such that the pupils' attention is always maintained.

Gestures: The movement of the body parts like the head, hands and facial expressions makes these. These can be combined with an oral message too. Here, the purpose is to direct the pupils' attention while emphasizing something important.

Change in Speech Pattern: This is also referred to as voice modulation. The variation in the voice shows the sudden change in stimulus and thus attracts the pupils' attention. The voice modulation expresses the anger, appreciation, disagreement, agreement, etc., that catches the students' attention, who respond accordingly.

Focusing: This could be of three types - Verbal, Gestural and Verbal-Gestural. As the terms indicate, Verbal focusing is drawing the pupils' attention with words/ phrases like - "Look at this diagram", etc. *Gestural focusing* is how the teacher draws the pupils' attention by gestures using head, hand and body movements, like pointing to the parts of an organ on the chart. Finally, verbal-Gestural focusing involves words or phrases accompanied by gestures in focusing on a particular item, like drawing a diagram on the Blackboard, accompanied by the description or explanation of the same.

Change in interaction styles: The types of interaction in a classroom are between teacher-student, student-teacher and student-student. Changing these interaction styles can keep a student's attention alive throughout the lesson.

Pausing: Pauses are a must during teaching, for students do not get a chance to respond when the teacher is continuously talking or asking questions. Pauses are also essential when students' attention is to be secured. For example, imagine a classroom where few students talk, and the teacher needs to be heard. However, when the teacher stops talking, students become fully aware of the silence created, thus gaining their attention towards the teacher.

Change of Oral-Visual Media: Continuing to give oral information from the beginning of a period till the end is quite dull and needs to sustain the students' attention towards the lesson taught. Therefore, changing the medium from oral to visual and vice-versa would create interest in the students and help sustain the same. The visual medium can include demonstrations, experiments, filmstrips, specimens, objects, charts, models, etc. These successfully supplement the oral information.

Skill of Reinforcement

Another crucial aspect of microlearning skills is the ability to reinforce. Teachers use this skill to elicit responses from their students through nonverbal cues such as nods, smiles, and verbal praise. It is a response technique based on the feedback notion. For optimum engagement, the reinforcement skill helps to reinforce student conduct by utilizing positive reinforcers rather than negative ones.

Positive verbal reinforcement: Students can be encouraged through verbal expressions like Good, right, fine, well done, excellent, carry on, Go ahead etc.

Positive nonverbal reinforcement: The teacher uses gestures or other behaviour to reinforce pupils' responses. Nodding of the head, smiling, patting, friendly looks etc., are examples. Writing the pupil's answer on the board for others to watch also can be an effective reinforcement.

Negative verbal reinforcement: Words like unsuitable, not up to the mark, try again etc., can be considered harmful reinforcement.

Negative non-verbal reinforcement: Disapproval without using words has the effect of negative reinforcement. In addition, gestures such as frowning, staring, shaking the head, etc., have the same effect.

Denial of reinforcement: Certain teachers do not attempt reinforcement in situations that warrant it. This is likely to discourage pupils. Such teachers are losing an opportunity to inspire pupils to active participation in the learning process.

Inappropriate use of reinforcement: Reinforcers should be wisely selected by teachers. It should suit the nature of the response. Inappropriate use (for example, the intensity of reinforcement inappropriate to the response) will lessen its effect.

Skill of Achieving Closure

Before concluding a lesson, you, as a teacher, would need to ascertain whether the objectives before teaching a lesson have been realized after the teaching. In your lesson plan, you realized the necessity of getting to know that as you proceed with the lesson, here and there, at intervals, you need to recapitulate to ensure that the teaching-learning is effective. Now when you are at the end of the lesson, you will surely want to evaluate your teaching and the pupils' understanding and how successfully they have synthesized all that they have learnt into a meaningful whole. The process of achieving closure to the lesson realizes all the above objectives.

Components:

Consolidation of significant points:

During a lesson, the teacher would have ascertained the effective assimilation of the points explained at intervals. Now towards the end of the lesson, it has to be made sure that the pupils have successfully synthesized everything they have learnt into a meaningful whole. If there are any gaps in the knowledge, the teacher helps fill in the same.

Providing opportunities for pupils to apply the present knowledge to various new situations:

This can be done by testing students' understanding so that the pupils may use it in new situations. For example, the testing can be having taught the properties of a magnet; the teacher can then ask pupils to give instances where this is applied in daily life situations, and the pupils may sight examples of the refrigerator door or the closing of a handbag, etc. By these pupils' responses, the teacher can conclude the successful understanding of the topic and practical application of the same in unfamiliar situations.

Linking past knowledge with present knowledge:

For a teacher, the present knowledge refers to the lesson in progress or just concluded. The past knowledge may refer to the immediately preceding lesson or the previous knowledge relevant to the present lesson that the pupils already possess. Since the newly acquired knowledge has to be adequately integrated into the previous knowledge, there should be links which the pupils must perceive. In this step, the teacher does precisely this, i.e., to see that the pupils successfully perceive the link and integrate the present knowledge with the previous knowledge.

Linking present knowledge with future learning:

This requires the pupil to apply the acquired knowledge in higher mental processes rather than just recalling the present knowledge. Therefore, the Home Assignment should provide opportunities for the pupils to solve problems, find solutions, prepare charts, models, etc., to apply the acquired knowledge in performing such activities.

Advantages of Micro-Teaching

- It decreases regular classroom instruction by scaling it down.
- Micro-teaching helps develop teaching potency in pre-service and in-service teacher education programs.
- Microteaching is used to provide information and use teaching skills.
- It allows for self-analysis through a magnetic recorder and videotape.
- Micro-teaching is coaching for actual teaching.
- It simplifies the complexity of regular classroom instruction.
- Micro-teaching assists in gradually building confidence.
- Microteaching focuses on abilities rather than content.

Disadvantages of Micro-Teaching

- Microteaching is an incredibly time intense technique.

- Microteaching is ability orientated instead of content orientated.
- Non-convenience of a microteaching laboratory.
- A few trainees need to be given a chance for re-teaching and re-planning.
- The timely implementation of microteaching needs competent and suitably trained academics.
- Microteaching needs to take into thought the general setting of teaching.
- It wants sufficient time to impart teaching skills among all the coed teachers.

Conclusion

Microteaching can be very helpful for teachers to help them in their professional growth and personal development. They will be able to acquire the necessary skills and attitudes for becoming a teacher. The teaching process of the teachers will also improve through this training and will provide a practical learning experience for the students.