NATIONAL OPEN UNIVERSITY OF NIGERIA, VICTORIA ISLAND LAGOS

COURSE CODE:- EDU216

COURSE TITLE:- MICRO- TEACHING MANUAL

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This micro- teaching manual is a compilation of detailed information on micro- teaching (EDU216). It is meant to guide the students who are preparing **to go for their first teaching practice, EDU335**. All such students are required to study the manual very well before going into the micro- teaching exercise. **Every student is required to teach about five to ten number of students who must be his/her course mates. This exercise must last NOT MORE THAN TEN Minutes** using any topic and any type of teaching method as described in this manual. **This exercise must be recorded or video recorded**.

- ➢ The participating students must critique the teaching, give their score of the teaching independently, while the average score of the participating students will be recorded by the centre and forwarded to the faculty of education.
- ➢ The supervisor should rate the teaching exercise based on the type of teaching method and other components of the teaching, using the form in this manual. The supervisor's score must not be more than 50%
- ➢ The centre director should collect and package the score sheets, the recorded teaching exercise, comments and observations of the supervisors and participating students and send same with a forwarding memo to the faculty of education
- ➢ The faculty of education should collate all the reports from all the study centres and verify that the exercise actually took place before scoring over 50% based on the entire exercise.
- ➢ It means that this course is not examinable by POP or e-examination, but by practical method and it is over 100%.
- ➢ Any student who fails to undertake the micro- teaching is not qualified to go for teaching practice 1 EDU335.

DEVELOPMENT OF MICRO-TEACHING MANUAL-EDUCATIONAL FOUNDATIONS

UNIT 1. INTRODUCTION TO MICRO- TEACHING

CONTENTS:

1.0   INTRODUCTION

You may be wondering what should be the major difference between micro-teaching and teaching practice. Well, both are student-teachers' intern programme designed as a combined training and diagnostic tool for teacher education. But micro- teaching is distinct because of the opportunity which it provides to both teachers and would be teachers for immediate and individual diagnostic evaluation of performance by colleagues, supervisors, or lecturers and participatory student-teachers. It is for measuring progress in specific teaching techniques. You can see that it is both in-service and pre-service. You can also notice that micro teaching adds relevance improvement and quality to teacher-training procedures. It has the merit of bringing theoretical discussions to trial. It acts as a vehicle for research on the teaching-learning process and teacher behavior, thereby giving us new insight into teacher-training and other areas for further studies. We do feel that you will not take this manual as conceptual

framework for a micro-teaching exercise but as a concern for the improvement of the quality of your instruction to control your practice in teaching. Let us now go to discuss microteaching in details.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

1. Explain the meaning of teaching
2. Discuss the concept of micro-teaching.
3. Draw the microteaching cycle and explain it.

MAIN CONTENT

3.1 INTRODUCTION TO MICRO-TEACHING

The economic growth and prosperity of any nation are dependent upon the development of human resources of that nation. It is significant to note that the development of the man-power resources refers to the competencies and the level to which these competencies are imparted. The question in your mind may be who are the ones to develop these competencies? The answer is not far away. It is the teacher. It is not just any teacher; we need highly competent teachers to impart these competencies. You have to understand that the teachers who impart the competencies must have the capability to perform these tasks efficiently and effectively. As a-would-be-teachers in this category, you need to acquire the requisite competencies. This is why you need to be abreast of those competencies which are essential for you to become a better teacher and how these competencies are imparted. Microteaching as a teachers training technique, was first developed by Dwight, Allen and his colleagues at Stanford University in 1961 and named "Micro-Teaching" in 1963. Since then, microteaching has been adopted by almost all teacher education institutions all over the world as a powerful tool in teacher training, but you need to understand that each institution develops the concept of micro-teaching in its own way. This means that the model you will follow in this training is the one prescribed for you by the Faculty of Education, National Open University of Nigeria. Now let us refresh our memories on what teaching is all about.

3.2 WHAT IS TEACHING?

You may have your own ideas and concepts of what teaching is and is not. You can give your own definition of teaching. But it is seen and known as:

1. The transfer of knowledge from teacher to pupils.
2. The facilitation of the pupils by the teacher in the art of teaching
3. A social act of influencing pupils by the teacher.
4. Doing anything that might lead to learning.

These were good definitions of teaching in the past but these days teaching means more. The art
of teaching does not merely involve a simple transfer of knowledge from one person to another, but we can simply say it is a complex process of directive facilitation and influencing the process of learning. You have to note that the quality of a teacher is estimated based on how much students understand from his or her teaching. It means that the class room alone cannot be used as a learning platform in the teacher education programme.

The pedagogical skills for teaching can be acquired through more structured and cheaper teaching training techniques. The implications here are summarized in what teaching is not. Teaching is not merely:

1. Impcting knowledge to student, nor merely giving advice.
2. Passing information the student.
3. Sharing one's own experience. You will understand that the best way to understand the nature of teaching is to establish a harmonious relationship between the teacher, the student and the subject. So we can say that teaching is the activity of facilitating learning. It means that the effectiveness of the teacher does not depend on age, sex or experience.   You have to know that these days, people are learning without the presence of the teacher. Of course you are learning through the Open and Distance Education (ODE) mode where the teacher is not physically present to teach you, yet you have to learn. This is why we now have self directed learning (SDL). Osuji (2015) self regulated learning (SRL), Osuji (2016) self efficacies in learning and self study styles habit, Osuji (2016) among others. This is why we can say that learning involves the acquisition of knowledge by studying. This means that when learning takes place, knowledge is generated. You may have heard this famous saying:

I hear …. I forget
I see …… I remember
I do …. I understand

You need to understand that learning takes place as follows:
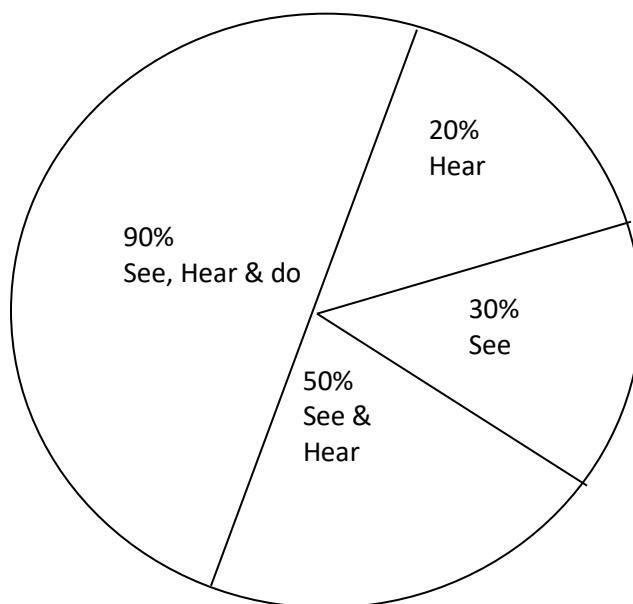
20% of what we hear;
30% of what we see
50% of what we see & hear
90% of what we see, hear & do

What this shows us is that both teaching and learning situations are changing as the world is changing due to the contributions of information and communication techniques (ICTS). You

have to note that as a result of the emergence and development of ICTS and globalization, the roles of the teacher and students have shifted. Let us look at few of them.

3.2.1 Changes in the roles of the teacher.

The teacher's role has shifted from:-
1. Knowledge transmitter, primary source of information, content expert, and source of all answers to learning, facilitator, collaborator, coach, mentor, knowledge navigator and co-learner.

3.2.2 Changes in the roles of the student.

The student's role has also shifted from:-
i) Passive recipient of information to active participant in the learning process.
ii) Reproducing knowledge to producing and sharing knowledge, participating at times as expert. Students now contract knowledge.
iii) Learning as a solitary activity to learning collaboratively with others (community of learners).

3.3 THE CONCEPT OF MICROTEACHING

Now that you have learnt what teaching is and what it is not, let us look at microteaching. When you teach a small unit of content to a small group of students between 6-10 in number) in a small amount of time (between 5-20 minutes), it is called microteaching. In other words, it is a scaled down to teaching encounter with a small class size and time. It is controlled practices that makes it possible for you to concentrate on a specified teaching skill and to practice your teaching under a controlled condition. We can also say that is a teacher training technique for learning teaching skills. It employs real teaching situations in order to develop skills and to help you get deeper knowledge of the art of teaching. As a would be teacher, it gives you the opportunity to place yourself under the microscope 'of a small group of audience. It helps both the would be teacher and the practicing teacher to plan and practice a wide range of new instructional strategies.   Now, let us look at the characteristics.

3.3.1 CHARACTERISTICS OF MICROTEACHING
i) It is real, although the environment is constructed
ii) It focuses on the training for the accomplishment of specific tasks or skills (e.g. instructional skills)
iii) The duration of teaching, number of students and the content to be taught are small.

iv) Precision of immediate feedback is made

v) There is facility for r e-planning, re-teaching and re-evaluation.

vi) It places the teacher under the microscope

vii) The problem of discipline is controlled or managed. Now that you have seen the characteristics, we will go ahead to see the components of microteaching
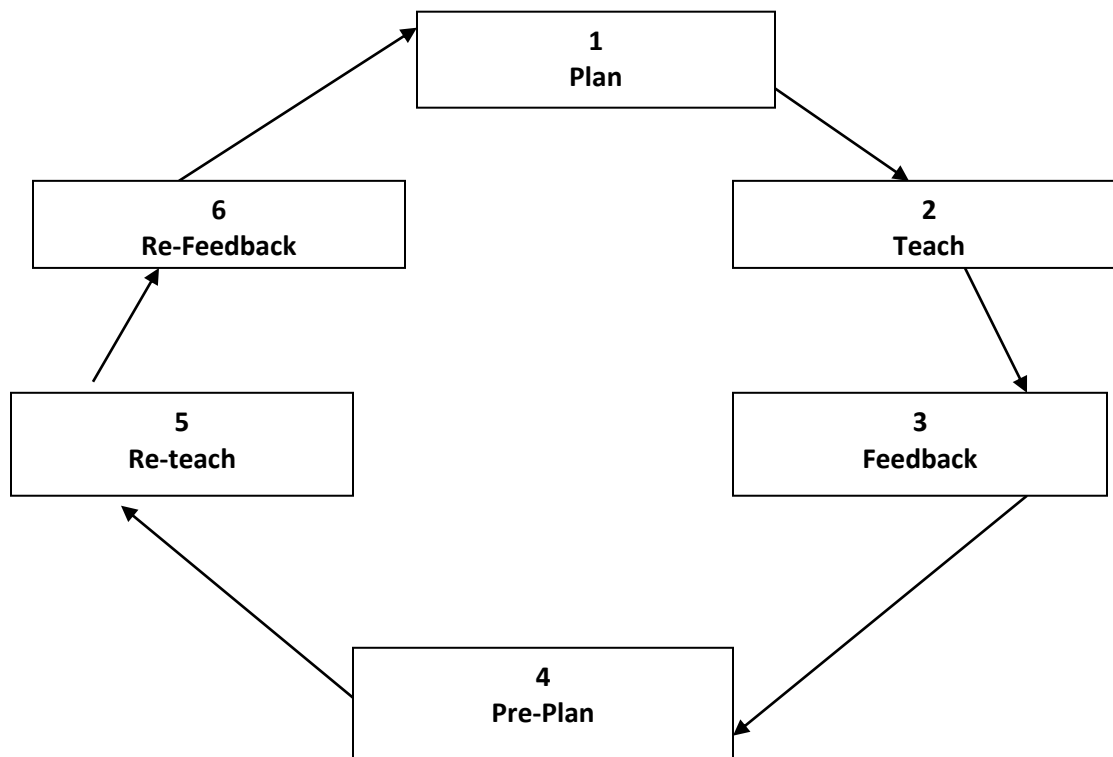
3.3..2 Components of Microteaching Techniques

The components of microteaching techniques include:

1.) The student – teacher: - As a would be teacher, you need to develop various capacities, e.g.
   capacity for class management, capacity to maintain discipline, etc.
2.) Feedback devices: - changes in the student behavior
3.) Skill – ability to be an expert or do something well.
4.) Teaching skills:- these are teachers behaviours which are specially effective in bringing about the
   desired changes in the students for example, skill of asking questions, skill of writing on the board , etc.

3.4 MICROTEACHING CYCLE

A micro teaching cycle has six steps, namely:

1. Micro lesson plan (this may take up to 2 hours)
2. Teach (5 mins)
3. Feedback (5 mins)
4. Re-plan (10 mins)
5. Re-teach with another group (5 mins)
6. Re-feedback (5 mins to approximately 30 mins)

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            ┌──────────────┐
            │      1       │
            │     Plan     │
            └──────────────┘
┌──────────────┐          ┌──────────────┐
│      6       │          │      2       │
│  Re-Feedback │          │    Teach     │
└──────────────┘          └──────────────┘
┌──────────────┐          ┌──────────────┐
│      5       │          │      3       │
│   Re-teach   │          │   Feedback   │
└──────────────┘          └──────────────┘
            ┌──────────────┐
            │      4       │
            │   Pre-Plan   │
            └──────────────┘
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3.4.1 Micro teaching vs. traditional teaching

You have seen microteaching concept, the characteristics and the cycle.

How do you think that microteaching differs from the traditional teaching. Let us compare

MICRO TEACHING

TRADITIONAL TEACHING

1. Class is made up of a small group of between 6 and 10 students to 60 students

Class is made up of 40

2. The teacher takes up one skill at a time

The teacher takes up several skills at a time

3. Duration of time for teaching is 5 to 7 minutes

Teaching is 40 to 45 minutes

4. Immediate feed back given

Immediate feed back not given

5. Teaching is done under a controlled situation	There is no control over the situation
6. The role of the supervisor is specific and well defined in order to improve teaching	The role of the supervisor is vague, not clear and general
7. Pattern of classroom interaction can be Studied objectively	Pattern of class room interaction cannot be studied objectively

3.5 SKILLS OF MICRO-TEACHING

Skills are said to be the expertness or the ability to do something very well. In this section, you are going to see some of the major skills you need in order to teach very well. In unit three of this module, you will learn them in details. You need to understand that these skills you need in teaching are called teaching skills. They include a set of teachers' behaviours that are specially effective in bringing about the desired changes in your students. These skills includes:

i. Introductory Skill
ii. Skill of probing questions
iii. Skill of explanation
iv. Skill of stimulus variation
v. Skill of writing on the board
vi. Skill of achieving closure
vii. Skill of reinforcement
viii. Skill of using teaching and learning aids.

4.0 CONCLUSION
You have seen that micro teaching is a scaled down teacher training technique in which you teach a small group of students usually between 5 to 10 in about 5 to 7 minutes. In this case, you are teaching only one skill. One basic assumption is that this practice in this controlled and scaled-down situation gives you some benefits over the traditional teaching. Its major objective is to improve the quality of teaching as a profession.

5.0 SUMMARY

In this unit, you have learnt microteaching as a teacher training technique developed in 1961 but named as such in 1963 by Dwight and his colleagues at Stanford University. You have learnt the meaning of teaching, what teaching is not, changes in the roles of the teacher and that of the student. You have learnt also the concept of micro teaching, the characteristics, the components**,** the cycle, the main differences between micro teaching and the traditional teaching and the skills of micro teaching remember that "to teach is to learn".

6.0 TUTOR MARKED ASSIGNMENT
Differentiate between micro-teaching and traditional teaching

UNIT 2 : PREPARING FOR MICRO-TEACHING

CONTENTS:

1.0 INTRODUCTION

In the first unit of this model, you were introduced to the meaning of micro-teaching. In this second unit, you will be exposed to the general overview of micro-teaching as an essential part of teacher education in every teacher education institution. This unit is expected to expose you to the tenets of micro-teaching vis-à-vis the need for micro-teaching. You shall also be informed of what is expected of you while preparing for micro-teaching. Discussing the general overview of micro-teaching is essential here as one cannot prepare for what he/she does not know.

2.0 OBJECTIVES

At the end of this unit, you are expected to be informed of:
a. The general overview of micro-teaching
b. Preparing for micro-teaching

3.0 MAIN CONTENT

3.1 OVERVIEW OF MICRO-TEACHING

Human capital development in any nation is dependent upon the quality of teacher preparation in terms of knowledge generation and dissemination by teachers at various levels of education. Teaching is a broad concept that is defined variously by various experts in the field of education, whereby an individual facilitates the learning of factual knowledge, values, and skills using methods that involve the conscious and active participation of the learner (Okafor, 1991). Similarly, Buba (2013) sees teaching as an attempt to guide and help people through planned activities to acquire or change some skills, attitudes, knowledge, ideas or appreciation so that

they may get the richest learning possible from their experience. Teaching is therefore a complex process that facilitates and influences the process of learning as well as simple transfer of knowledge from one person (a teacher) to another.

The teacher is an important factor in ensuring that right knowledge is transmitted or imparted to learners. Akiang, Asiande and Oko (2009) are of the opinion that is good teacher must be someone who is knowledgeable and fully equipped with teaching skills and new teaching techniques for effective teaching and learning. Such a techer must be resourceful, creative, productive and capable of showing explicit position in the classroom to manage and organize students, he/she should be a role model and capable of inculcating all the virtues required to enhance a better personality adjustment in his/her students' life (Buba, 2013). This calls for an indept training in order to acquire the right skills to function as a professional teacher. Thus, a teacher must go through teacher education before becoming a professional teacher to help him/her to acquire the skills, dispositions, knowledge, habit, attitudes, values, and ethics necessary for becoming a professional teacher (Ijamaku, 2013). This specialized training is what constitutes teacher education, a process of providing potential teachers with the skills and knowledge necessary to tech effectively in a classroom environment for effective learning outcomes.

Consequently, it is mandatory that all teachers in educational institutions in Nigeria shall be professionally trained (Federal Republic of Nigeria, 2004). Thus, the Federal Republic of Nigeria (2004) states that the goals of teacher education shall be to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- Encourage further the spirit of enquiry and creativity in teachers;
- Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, and
- Enhance teachers commitment to the teaching profession.

The Federal Republic of Nigeria (2004) emphasizes that teacher education shall continue to take cognizance of changes in methodology and in the curriculum; and that teachers shall be regularly exposed to innovations in their profession. In line with this, micro- teaching has been integrated into teacher education as a means of providing sound practical training to would-be-teachers in teacher education institutions. Micro-teaching is therefore, a teacher training technique, which helps the teacher trainee to master the teaching skills, requiring him/her to teach a single concept using a specified teaching skill for a short period to a very small member of pupils (http://www.slideshare.net/fayazbughio/micro-teachingand its need). The teacher trainee continues to tech the concept over and over until he/she masters the skill involved in

imparting it to the students. He/she is expected to make the lesson observable, measurable and controllable.

Remesh (2013) sees micro-teaching as an efficient technique for learning effective teaching which provides teachers with an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. He states that micro-teaching emphasizes three things: knowledge acquisition, skill acquisition and transfer of knowledge to learners. A teacher trainee in the process of micro-teaching should be able to engage in lesson planning, presentation and explanation, illustration with examples, reinforcement, stimulus variation, probing questions, classroom management and use of audio-visual aids. Micro-teaching enhances communication development; problem-solving and critical thinking skills; develops the skills of the novice teacher; and compares effectiveness of variation of one micro-teaching with another. It is always good that a teacher trainee which is to engage in micro-teaching should be abreast of what is involved in preparing for it in order to achieve a successful outing.

3.2 PREPARING FOR MICRO-TEACHING

Like every other human endeavour, micro-teacher requires adequate preparation and planning to achieve his/her set objectives. This is capable of reducing anxiety in the teaching of the skills or concepts mapped out for teaching. Adequate preparation will enhance personality development and instill self-confidence in the teacher trainees. Thus, preparation of a micro-teaching is an aspect of lesson planning which should be organized in a logical sequence. This is to ensure that the content of the lesson is concise, relevant, and capable of covering the specified duration of the lesson. It involves planning strategies that will ensure the success or improvement in performance during teaching or presentation of the lesson to students/learners. A micro-teaching plan may take two hours a day to embark upon.

In preparing for micro-teaching, there are some basic steps that need to be taken to ensure a successful outing. These steps are briefly outlined below:

Choice of a topic/concept: Here, the skill to be taught in the micro-teaching class is picked based on the curriculum and the scheme of work intended to achieve the curriculum content s specified. Efforts should be made to establish a link of previous knowledge with present topic.

Outlining the goals, aims and objectives: This is the step where the teacher trainee thinks of the goals, aims and objectives of his/her lesson/presentation to be achieved based on the topic of his/her lesson.

Mapping out the lesson plan: This step incorporates the first two steps. This is a guide to the teacher trainee, which the teacher trainee will handle in order to present his/her lesson.

Selection of learning experiences: This is where the teacher trainee thinks of both overt and covert activities which the learners should perform to achieve the lesson objectives.

Development of lesson content: Here, the teacher trainee thinks of what should form the content of what the learners should learn based on the topic and the behavioural objectives set out to achieve the desired goal of the lesson

Division of content into smaller units: The teacher trainee here is expected to think of dividing the content into smaller units to make teaching or presentation easier. Here, he/she aligns the goals, aims and objectives of the lesson to be taught in line with the curriculum and simplifies the concept through different components.

Selection of teaching methods: At this level of preparation, an appropriate method of presenting or teaching the content is selected. Such methods may include lecture method, discussion method, project method, play method, guided inquiry method, etc. The choice of

any of these methods depends on the topic to be presented. At this point, he/she thinks of organizing the learning experiences, content selection and selection of methods sequentially.

Materials to use in teaching: In order to be well prepared for micro-teaching, the teacher should think of how to acquire and present the appropriate teaching aids or materials to use in teaching his/her lesson. This is usually done in line with the topic, availability of the materials, source of financing the materials, usability of the materials, skills in using the materials and relevance of the materials to be acquired.

Evolving the steps to be taken in lesson presentation: At this level of preparation for micro-teaching, the teacher trainee should be able to map out how he/she should present his/her lesson logically and rehearse the steps to achieve a huge success during presentation. He/she maps out preliminary questions and introduction. Class control or management mechanism is also considered here while preparing for micro-teaching.

Evaluation procedure: This is another area that a teacher trainee should be prepared for before embarking on micro-teaching. Here, he/she thinks of the evaluation procedure that will be used in assessing learners in his/her lesson. He/she writes down some questions that should be asked either in-between lesson or at the end of the lesson to ascertain if the objectives of the lesson would be achieved.

4.0 CONCLUSION

Micro-teaching gained its prominence when the school of education at the Stanford University, California, USA first applied it as a combined training and diagnostic tool in teacher intern programme in summer, 1961. In 1963, micro-teaching became an established programme for teacher training as popularized and named by Allen and his group in the institution. It is a five to ten minutes exercise with a small group of students who observe the teaching and give their evaluation as a feedback to the presenter. The use of peers is to enable them observe and critique the presentation as it is done by their colleague. It is usually put in videos for teacher trainees to play and review their performances. It increases the teaching performances of students and improves learning by realistic applications of skills in teaching concepts. However, time constraints make it impossible for all the skills to be practiced. Besides, the size of students studying education in Nigeria is highly monumental and planning to accommodate all of them is often difficult.

5.0 SUMMARY

In this unit, you were exposed to the general overview of micro-teaching as an essential part of teacher education in every teacher education institution. This unit also offered you the opportunity to learn the tenets of micro-teaching as well as what is expected of your whole preparing for micro-teaching.

6.0 TUTOR MARKED ASSIGNMENT

1. Define the term *micro-teaching*
2. Discuss the essential things required of you as a student teacher in order to prepare for a successful micro-teaching

7.0 References/Further Readings:

Akiang, J. U. , Asinde, F. A. & Oko, E. E. (2009). *Towards achieving quality teacher education in the 21st* century: *A focus on the Nigerian education system.* Paper presented at the 4th annual national conference of the Association of Nigerian Teachers (ASSDONT), Makurdi, 6th-10th August   **.**

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MODULE 1 UNIT 3 – TEACHING STRATEGIES

CONTENTS

http://martinslibrary.blogspot.com.ng/2013/10/skills-that-are-emphasized-in-micro.html

3.1 Component Skills of Micro-teaching

Teaching young people can be a fulfilling, yet demanding job. A combination of specific skills, knowledge and experiences are required to excel in the profession. There are a variety of teaching strategies that teachers can use to improve student learning.

The Microteaching cycle starts with planning. In order to reduce the complexities involved in teaching, the student teacher is asked to plan a "micro-lesson" i.e. a short lesson for 5-10 minutes which he will teach in front of a "micro-class" i.e. a group consisting of 3-4 students, a supervisor and peers if necessary. There is scope for projection of model teaching skills if required to help the teacher prepare for his session.

The student teacher is asked to teach concentrating on one or few of the teaching skills. His teaching is evaluated by the students, peers and the supervisor using check-lists to help them. Video recording can be done if facilities permit. At the end of the 5 or 10 minutes session as planned, the student-teacher is given a feedback on the deficiencies noticed in his teaching methodology. Feedback can be aided by playing back the video recording. Using the feedback to help himself, the teacher is asked to re-plan his lesson keeping the comments in view and re-tech immediately the same lesson to another group. Such repeated cycles of teaching, feedback and re-teaching help the student-teacher to improve his/her teaching skills one at a time. Several such sequences can be planned at the departmental level. Colleagues and postgraduate students can act as peer evaluators for this purpose. It is important, however, that the cycle is used purely for helping the student-teacher and not as a tool for making a value judgement of his teaching capacity by his superiors.

Micro-teaching has several advantages. It focuses on sharpening and developing specific teaching skills and eliminating errors. It enables understanding of behaviours important in classroom teaching. It increases the confidence of the learner teacher. It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers. It enables projection of model instructional skills. It provides expert supervision and a constructive feedback and above all if provides for repeated practice without adverse consequences to the teacher or his students.

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee to teach a single concept of content using a specified teaching skill for a shot time to a very small member of pupils. In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill (Otsupius, 2014).

One of the objectives of micro-teaching is to enable teacher trainees to learn and assimilate new teaching skills under controlled conditions and to enable teacher trainees to master a number of teaching skills.

Steps of Microteaching
Micro-teaching is composed of four basic steps: briefing, preparation, teaching, and feedback.

Step 1: Briefing: If a teacher trainee has never taken part in a microteaching session, a supervisor or a senior teacher will explain its concept and purpose. The supervisor will give a set of objectives for the trainee to accomplish, like developing a particular skill such as asking questions or explaining. The senior teacher may also give a short demonstration of a skill or go through topics like the best practices in teaching. All this will allow the teacher trainee to make the necessary preparations needed for the microteaching session.

Step 2: Preparation- The teacher trainee will make a short lesson plan good for 5-10 minutes, depending on the length required by the supervisors. The lesson plan must be crafted to the objectives laid out by the supervisor or to improve a particular skill.

Step 3: Teaching – The teacher trainee will present the lesson plan to a small group of students or fellow trainees while being supervised by a team of senior teachers or educational experts. Occasionally, this supervisory team may also play the role of students – asking the teacher trainee questions and actively involving themselves in the lesson. While the lesson is going on, the supervisory team will evaluate the trainee's performance, the team will usually use standardized evaluation forms to streamline the process. A video camera will also be running in the background to record the entire teaching session. Observation during the micro lesson is a learning experience.

Step 4: Feedback – The supervisory team will meet to discuss their evaluation of the teacher trainee and whether or not the objectives of the microteaching session have been met. While they are meeting, the trainee may be allowed to review the footage of his or her presentation. When the supervisory team's meeting has concluded, they will then meet with the trainee to give their feedback regarding the teacher trainee's performance. The group should highlight the trainee's best practices or best use of a certain skill along with areas that need to be improved. Concrete instances of the teacher trainee's good and bad practices should be mentioned, they can review the video together to re-watch certain segments that highlight the strengths and weaknesses of the trainee. The team will then give suggestions like how to improve teaching skills or ways to handle different classroom situations. The trainee should also take this time to ask any important questions or to clarify a number of points given by the supervisory team.

Feedback
Feedback in microteaching is critical for teacher-trainee improvement. It is the information that a student receives concerning his attempts to imitate certain patterns of teaching. The built-in feedback mechanism in micro-teaching acquaints the trainee with the success of his performance and enables him to evaluate and to improve his teaching behavior. Electronic media gadget that can be used to facilitate effective feedback is a vital aspect of micro-teaching (Teg. 2007), (Wikipedia).

After the Session
After the microteaching session, the teacher trainee must review the feedback and suggestions given by the supervisory team so that changes can be made to the trainee's teaching style.   The whole microteaching process can them be repeated to determine any if there I any significant improvement in the teacher trainee's performance and to find out if there are any problems that still need to be addressed.

3.2 Phases of Microteaching
There are three phases of the Microteaching procedure they are:
1.	Knowledge Acquisition Phase (Pre-Active Phase):
It includes the activities such as the teacher trainee
▪	being provided with knowledge about teaching skills.
▪	Being able to observe the demonstration of teaching skill, and
▪	Being able to analyze and discuss the demonstration of the teaching skill.
In this phase the teacher trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. He/she learns about the purpose of the skill and the condition under which it proves useful in the teaching-learning process. He/she analyzes of the skill into components leading to various types of behaviours which are to be practiced. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. He discusses and clarifies each and every aspect of the skill.

2.   Skill Acquisition Phase (Inter-active Phase): It includes the activities such as the teacher trainee:

- Planning and preparation of micro lesson for a skill.
- Practicing the skill.
- Evaluation of the practiced skill (Feedback).
- Re-plan, Re-teach and re-feedback till the desired level of skill is achieved.

On the basis of the demonstration presented by the expert, the teacher trainee plans a micro-lesson, lesson for practicing the demonstrated skill. He practices the teaching skill through the Micro-teaching cycle and continues his efforts till he attains mastery level. The feedback component of micro-teaching contributes significantly towards the mastery level acquisition of the skill. On the basis of the performance of teacher trainee in teaching, the feedback is provided for the purpose of change in behavior of the teacher trainee in the desired direction.

3.   Transfer Phase (Post-Active Phase) involves:
- Giving opportunity to use the mastered skill in normal class room teaching.
- Integrate the different skill practiced after attaining mastery level and command over each of the skills the teacher trainee integrates all these skills and transfer to actual classroom teaching is done during this transfer phase.

After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom.

3.3   Teaching Strategies/ Skills
Core Skills of Micro Teaching

Inherent in the process of microteaching is what is called the "component skills approach", i.e the activity of teaching as a whole is broke down for learning purpose to its individual component skills. These individual skills which go to make teaching are described below in no particular order of importance:

1. Set induction: The process of gaining pupil attention at the beginning of the class

2. Presentation skill: Having clear cut objectives, and an appropriate planned sequence.

3. Probing Questions: Prompting, seeking further information, redirection, focusing, increasing critical awareness, fluency in asking questions, passing questions and adapting questions.

4. Explanation Skill: Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points.

5. Illustration Skill: Use of examples, simple, relevant and interesting examples appropriate media, proper use of audio-visual aids, use of inducts, deductive approach, explaining, narrating, giving appropriate illustrations and examples, planned repetition where necessary.

6. Stimulus variation: Avoidance of boredom amongst students by gestures, body movements, change in speech pattern, change in interaction style, pausing, focusing, oral visual switching, changing sensory channels.

7. Reinforcement Skill: Use of praise words and statements, accepting and using peoples' ideas, repeating and rephrasing, use of pleasant and approving gestures and expression, writing students' answer on the board, recognizing pupil difficulties, listening, encouraging pupil participation and response.

8. Classroom Management Skill: Call students by name, make norms of classroom behavior, attending behavior reinforced, clarity of direction, check non-attending behavior, keep students in Eye span, check inappropriate behavior immediately. Response management.

9. Use of whiteboard: Legible, neat and adequate with reference to content covered.

10. Non-verbal communication skill: use of nonverbal clues (body language)

11. Summary and Closure skill: method of concluding a teaching session so as to bring out the relevance of what has been learnt, its connection with past learning and its application to future learning.

6.0 Tutor Marked Assignment

Explain the components of Microteaching

7.0 References

Ananthakrishanan N. (1993) Microteaching as a vehicle of teacher training. Its advantages and disadvantages. http://www.ipgmonline.com/text.asp?1993/39/3/142/613

Otsupius, I.A. (2014). Micro-Teaching : A technique for effective teaching. African Research Review. 8 6(4),183-197.

Module 1 Unit 5 – MICRO-TEACHING LABORATORY

CONTENTS

1.0 Introduction

Microteaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee; to teach a single concept of content; using a specified teaching skill; for a short time; to a very small member of pupils.

Micro teaching is a training device carefully planned for the student-teacher for the sole purpose of improving teaching and learning. Micro teaching provides prospective teachers with practice training to master teaching skills step-by-step.

Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. Microteaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. Immediate, focused feedback and encouragement, combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the microteaching protocol.

Micro teaching is expected to be done in a microteaching laboratory where the following should be provided:

- Videotape
- Camera
- Electrical equipment
- Technicians to tape the line-teaching

3.1 Equipment for Microteaching session:
- TV/Computer set

- Video recorder/camcorder
- Camera
- Tapes for camera
- Black – or whiteboard, flipchart, pin board, markers with different colours

Videotaped lessons will enable the teacher trainee to see their strengths and weaknesses giving them the chance to evaluate their own lessons.

5.0 Explain the uses of the equipment for Microteaching

MODULE TWO

Unit One: Teaching Etiquettes

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main Content
3.1 Who is a Teacher?
3.2 Introduction to the teaching profession
3.3 Essential qualities of a School teacher
3.4 Qualities of a teacher as an educated person
4.0 Summary
5.0 Conclusion
6.0 Tutor Marked Assignment

2.0 OBJECTIVES

At the end of lesson, you should be able to:
   i.   Describe who is a teacher
   ii.   Explain the qualities of a good teacher
   iii.   List the qualities of a teacher as an educated person.

3.1 Who is a Teacher?

Anyone can be a teacher. In fact, everyone is supposed to be a teacher. Many people irrespective of their orientation and areas of academic specialization have at different times been involved in teaching. Let us start from the home. In most societies of the world, the home and family are the most powerful socializers of serving, as a strong preparation for schooling. Parents are the first teachers. They accept as their duty the responsibility to bring up their children in accordance with the norms of the society. This can be done spontaneously on the spur of the specific morals, manner, (how to behave), cooking, gardening, music, driving, (etc) and most times, children learn by observing and imitating the behavior or life style of parents. Parents in addition to being the first teachers are also models to their children.

The role of parents and other care givers becomes especially important, therefore, in fostering the social, intellectual, emotional and physical characteristics that will enhance children's later learning, both in school and in life and the common wisdom of societies provides a basis for

childcare and development that is usually well adapted to the needs of the particular situation (UNICEF, 2008).

3.2 INTRODUCTION TO THE TEACHING PROFESSION

History teaches a number of things. It teaches past and present events and provides a basis for speculating towards future events connected with a person or thing or about personalities, records of natural phenomena.

Thus, our success in life as individual or nation depends upon how we organize, direct and utilize our knowledge of the past. Hence, Bremer (1971) in Igwe and Ekwueme (2001) pints out that is when we do with what we know that spells the difference between success and failure in life.

A school teacher is a qualified person professionally trained, certified and well prepared to teach specific   subject or subjects in a school thereby helping students, or learners to acquire knowledge, skills, abilities and competencies both mental and physical, as equipment for the individuals to live in and contribute to the development of their society.

3.3 Essential Qualities of a School Teacher

Essential qualities of a school teacher form the largest parts of the teaching etiquettes he must have as a professional teacher. The teacher is the man or woman who has chosen teaching as his/her life career. He is someone in whose hands are entrusted young individuals of impressionable ages who should be molded to suit various roles in future generations. For example, to be able to bring up a future leader, the teacher has to be a leader in his own right. We need to examine some essential qualities that a teacher must possess to be reckoned as a good teacher.

In addition to academic scholarship and professional training, a teacher must meet other requirements to make him a good teacher and one major of such requirements is his possession of good teaching etiquettes. And in this regard, a good teacher must be well educated, alert, intelligent, knowledgeable, humane and sympathetic, devoted and committed to his teaching job, enthusiastic about his work, friendly, love children, possess good warm personality, creative and resourceful among others.

Birchmore (1958) in Igwe and Ekweme (2001) said that a good teacher must be fair, patient, considerate and must have no favourites. He should have a thorough knowledge of subject matter and be ready to admit his short-comings. Highest (1995) as cited by Igwe and Ekwueme (2001) identified the following as the qualities and professional etiquettes of a good teacher and these are:

1. A good teacher must not only have knowledge of but also be well versed in the subject matter. He must know more than the subject requires in order to pass examinations. In addition, not only must he understand the intricacies of the science, but also the dynamics of his subject. He must keep abreast of the development in his field. Therefore he must be a learner and who must continue to learn.
2. A good teacher must not only know the subject matter but also like it. A teacher who enjoys his subject will find it easy to teach even when he is tired, delightful when he is feeling fresh, such a teacher will never be at a loss for a new illustration, for a topic of discussion, for an interesting point of view. Even if he commits a blunder, as every teacher does he will not need to bluff his way out, but simply admit that he had forgotten or at best promise, to look it up. Even young children understand that teachers are not omniscient and do demand sincerity.
3. A good teacher must like the pupils, understand them and enjoy their company
4. A good teacher must know his pupils. Do not expect them to be like yourself and the people you know. When we learn their peculiar patterns of thought, and emotions we will find that many of the inexplicable things that they do are easy to understand, many of the unpardonable things they do are easy to forget. This can be achieved by experience.

Jowitt (2006) remarked on the essential qualities of a teacher which form parts of his professional teaching etiquettes when he said that a teacher must be a leader, pioneer and guide. The teacher must have the gifts of leadership. Such gifts will include physical and mental personality, the quality of enthusiasm and ability to rouse enthusiasm in others imagination and ability to foster and direct it, courage, ideal and energy, the quality of human sympathy and concern for others, general alertness, clear thinking and devotion to his work. In addition to being a leader, must be a trainer of leaders. It is from his/her class that there will spring forth future teachers, doctors, lawyers, priests, writers of books, musicians, poets, artists, health workers, politicians, chief counselors, etc and all these will need the gifts of leadership which he will help them to acquire. The teacher must assist his pupils to develop tendencies and power in manner satisfactory to themselves and the community.

The teacher must respect cultural tribal life and not despise it and in doing this, respect must be given to the uneducated, the old and weak. He must neither underestimate the importance of his work nor over-estimate his own personal importance. He must remember his responsibilities, privileges and opportunities, and realizing his own unworthiness, he must be humble before the child, ever remembering that the whole educational system is child centred. The teacher must maintain high standards and by his example to uphold such standards inside and outside the school.

Adedoyin (1987) through a survey of students' opinion on the qualities of a good teacher, came up with the list below (which goes) to show that students appreciates a teacher who

demonstrates an understanding of students and their needs. As part of a good teacher's professional etiquettes, he should be ranked I the order of importance such as:

(a) A teacher who understands students' needs
(b) A teacher who allows students to participate in class
(c) A teacher who respects students' view on the subjects matter
(d) A teacher who is truthful and can admit when he or she makes a mistakes
(e) A teacher who is a warm and friendly
(f) A teacher who can counsel students
(g) A teacher who is a fair disciplinarian
(h) A teacher who has a positive outlook on life
(i) A teacher who is knowledgeable about the subject matter
(j) A teacher who talks all the time

3.4 Qualities of a Teacher as an Educated Person

A teacher is considered educated when he exhibits the following qualities as parts of his professional teaching etiquettes:

1 (a) Must be literate – know how to read and write. This will enable him to read signs, other people's words and ideas.

   (b) Communicate his thoughts and works in writing.

2. Must be thoroughly educated and cultured
3. Ability to communicate his ideas
4. Express himself in his native and other languages in and outside his community
5. Ability to solve numerical problem involving figures, charts, tables, calculations and analysts of data
6. Should be analytical
7. Should possess an enquiry mind. Must be a critical and reflective thinker.
8. Should be able to adapt new ideas, facts and skills to new needs, and conditions.
9. Should have faith in God – Must be obedient and respectful to people in authority.
10. Must possess good personality, good self confidence. Being sober, fair, firm, and tactful are equally expected of him.
11. Must be ambitious
12. Must be self reliant and hardworking
13. Must be objective
14. Must be honest, God fearing, broad minded and reliable
15. Must be friendly and polite
16. Must be committed to his work
17. Must be regular and punctual to school

18.   Must be clean and healthy and live in clean environment
19.   Must be patriotic. He should love and even be ready to defend and die for his country.

3.41   Exemplary Teachers of Note
As part of professional teaching, etiquettes of a good teacher, he should be an exemplary teacher of note. This simply means that he should be a good example or a model. An exemplary teacher therefore is a model teacher whose name qualities are worthy of emulation and whose contribution to mankind in history cannot easily be forgotten such a teacher is one who combines together all the attributes that are necessary requirement to qualify him or her as competent teacher.

3.42   Characteristic Qualities of Teachers of Note
Good teachers are naturally intelligent people who excel in all fields, in fact, they differ from their peers. They are highly learned and knowledgeable in as many fields as possible. They are productive, competent, hardworking, industrious, perseveringly attentive, committed, upright, courageous, patient, interested in educating the mind of others, observant, impartial, humble, dramatic, orators, loyal, punctual, tactful, firm and responsible scholars. They also have leadership counseling and managerial qualities.

3.43   Skills and Expertise of a Teacher
As part of a professional teacher's teaching etiquettes, skill can be explained as an ability to do or perform some activity expertly and well.
Acquiring new knowledge, learning a foreign language, training to read a book on music notation, writing a story, drawing or painting, playing a drum, construction a wooden table (etc) are few examples of having a skill or being skilled in something. Skill has a cognitive aspect and falls within the realm of the psychomotor (i.e physical, or body movement) domain. One must first possess knowledge of something before that thins is put into practice. A teacher is therefore expected to acquire skills that would make him a skillful teacher in his field. A skillful teacher is one who possesses the expert knowledge and skill (ability) to do the following to enable him earn good respect from the students and public.

➢ Explain concepts, ideas, principles clearly, simply, directly and in detail to his students
➢ Communicate effectively with good command of language, verbal, or non-verbal
➢ Transit knowledge to students and other people.
➢ Teach efficiently and produce desired results.
➢ Analyses, interpret and implement new ideas or current research findings in his teaching.
➢ Operates resources – based teachings
➢ Facilitates and supervise group, class and individualized task.
➢ Manage and organize the classroom

- Exhibits organizational skills
- Utilize questioning skills
- Use teaching aids effectively
- Illustrates ideas, concept and events in diagrams
- Sketches through drawing, through demonstration, acting out etc in order to make his point.
- Evaluates lesson, various school activities and even school programmes.
- Counsel, advice and guide pupils positively
- Be creative and resourceful in his work
- Operate the computer as an instructional model.

6.0   Tutor Marked Assignment
1.   Who was your favourite teacher in the secondary school?
2.   In what way do the characteristics be projected compare with what we have discussed in the class?
3.   What qualities did he/she possess

MODULE THREE

Unit Two: Dressing

CONTENTS

Introduction
When we talk of dressing as part of a good teacher's teaching quality which also form part of his teaching etiquettes, we simply refer to such teacher's personality. However, this covers certain areas which include the following:

3.1   Appearance
This refers to the physical presentation of the teacher to the students and the entire people around him.. it covers such areas as the teacher's mode of dressing which must be simple and very neat. That is, the dressing format of the teacher must be appropriate in order not to call for unnecessary attention from the students he plans to teach. In essence, applications of make-ups and other extra ordinary fittings should be discouraged, even as students tend to learn from the teacher everything learnable.

3.2   Confidence
This is another crucial aspect of teacher's appearance which needs to be carefully dealt with in classroom teaching. The leader must have confidence in himself so as to command good respect from the student he stands to teach. He must have full control of the class and the students as well as good mastery of the subject matter. And to achieve this, adequate preparation must be made by the teacher on the topic to be taught before classroom encounter.

3.3   Enthusiasm
A good teacher must always be enthusiastic. The teacher must always show excitement in his teaching. He must show high level of strong feeling of excitement and interest in what he is prepared to do. Simply put, he must have great interest in the teaching as his profession and this must reflect in his teaching to the students at all time.

3.4   Emotional Stability

A good teacher must always be ready to control his emotions, especially, when he is in the classroom to teach his students. Whatsoever are his personal problems must not be brought into the classroom during teaching. He should also have feelings for the students with special problems.

3.5   Mannerism

This is another aspect of teacher's personality. The manner in which the teacher presents himself and even his subject to the students matters a lot. The way the teacher talks and how he teaches his subject will go a long way to attract his students' interest in his teaching. The teacher should be friendly and teach his students in a relaxed manner. He should be polite, cool and above all, he should do everything with love,, social morals, good customs and in good habits.

Tutor Marked Assignment

1. What do you understand by the term "teacher's personality?
2. Distinguish between "Confidence" and "Enthusiasm" as parts of a teacher's personality.

MODULE THREE

Post Micro Teaching

CONTENTS

Two forms of evaluation will be concluded after the micro teaching. There will be supervisors evaluation and faculty evaluation

Unit 1   Supervisor's Evaluation

1.0 INTRODUCTION

The self-evaluation will give you opportunity to evaluate yourself on the various teaching skills as presented in Form 1. This will give you idea on how you can improve on your teaching skills

2.0 OBJECTIVES
By the end of this unit you should be able to:
i   identify the lapses in teaching skills
ii   demonstrate the skills required in teaching and learning
iii   create techniques of remedying identified lapses in teaching skills

3.0   MAIN CONTENT
Student video record micro-teaching session. Student plays the recorded video and assess him/herself on the criteria stated in Form 1. The Max Score indicates Maximum Score and Min. Score indicates Minimum Score. Student score under the minimum score. The score cannot go beyond the maximum score but could be same where it is merited.

Form 1:   Supervisor's-Evaluation Form

S/N	Criteria	Max Score (%)	Min Score (%)
	Planning		
1	Adherence to given format	2	
2	Well stated Learning Outcomes/Objectives	8	
3	Matching teacher's activities with learning objectives	5	
4	Matching learners' activities with learning objectives	5	
5	Presence of teaching resources	5	
6	Presence of learning resources	5	
7	Relevance of teaching resources to topic	5	
8	Relevance of Learning resources to topic	5	
9	Presence of Student Centred Learning	5	
10	Relevance of teaching strategy(s)	5	

Form 1:   Student Self-Evaluation Form

S/N	Criteria	Max Score (%)	Min Score (%)
	Sum Total Score	**50**	
	Presentation		
1	Lesson Introduction	4	
2	Level of Content Mastery	10	
3	Class Management	4	
4	Adequate use of Question and answer techniques	4	
5	Degree of students centred Learning	5	
6	Adequacy of the teaching strategy(s) used	5	
7	Adequate use of teaching resources	5	
8	Adequate management of learning resources	5	
9	Adequate time management	2	
10	Summary and Conclusiion	2	
11	Fluency in spoken English	2	
12	Dressing	2	
	Sum Total Score	50	
	Grand Total	100	

Student Matric Number:…………………………………………………………………………………..

Student Name: ………………………………………………………………………………….

Student e-mail address: …………………………………………………………………………………..
Required for immediate feedback (write in capitals)

Study Centre: …………………………………………………………………………………..

Student states how he/she will improve on each skill on the space provided in Form 2. You may not provide improvement strategy(s) where satisfaction is indicated on the skill.

Form 2: Improvement Strategy

S/N	Criteria	Level of Satisfaction		Remedy (State how you will improve on the skills)
		Satisfied	Unsatisfied	
	Planning			
1	Adherence to given format			
2	Well stated Learning Outcomes/Objectives			
3	Matching teacher's activities with learning Objectives			
4	Matching Learner's activities with learning objectives			
5	Presence of teaching resources			
6	Presence of learning resources			
7	Relevance of teaching resources to topic			
8	Relevance of Learning resources to topic			
9	Presence of Student Centred Learning			
10	Relevance of teaching strategy (s)			
	Sum Total Score			
	Presentation			
1	Lesson Introduction			
2	Level of Content Mastery			
3	Class Management			
4	Adequate use of Question and answer techniques			
5	Degree of students centred Learning			
6	Adequacy of the teaching strategy(s) used			
7	Adequate use of teaching resources			
8	Adequate management of learning resources			
9	Adequate time management			
10	Summary and Conclusion			
11	Fluency in spoken English			
12	Dressing			

Student Matric Number   ---

Student Name: --

Student e-mail address: --
Required for immediate feedback (write in capital)

Study Centre: ---
Student submits completed Form 1 and Form 2; and the video to the Dean, Faculty of Education through the Centre Director for final scoring and grading

4.0   CONCLUSION
Self-evaluation helps to build confidence on individual abilities in building teachings skills. Desirable evidence is better achieved through self-evaluation when there is sincerity in the scoring.

5.0 SUMMARY

Self-evaluation requires recorded video on the micro teaching. Play the recorded video and score yourself. Then submit the completed self-assessments forms and the video to the Dean, faculty of Education, through the Centre Director for final scoring and grading.

6.0 Tutor Marked Assignment?

7.0 References/Further Readings

i   Delivery an effective micro teach session by Ann Gravells
         https://www.youtube.com/watch?v=hFNkBsJca0c

ii   Differentiated instruction: https://www.youtube.com/watch?v=t7kcFkRgiV4

iii   What is graphic organizer? https://www.youtube.com/watch?v=IutSbdYw0Kk

iv.   Teaching strategies: http://www.gmu.edu/resources/facstaff/part-time/strategy.html

v.   Evidence Based Teaching Strategies by Shaun Killian
         http://www/gmu.edu/resources/facstaff/part-time/strategy.html

vi   Teaching Strategies
         http:serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html

vii   teaching Strategies for pre school https://youtu.be/03favLC9WqI

viii   Creating effective learning environments
         http://www.dailymotion.com/video/x36cm0a

ix   Realia: http://ruby.fgcu.edu/courses/iosceola/tsI/danielsfinal.htm

Faculty Evaluation Assessment

Unit 2:

CONTENTS

1.0   INTRODUCTION

The Faculty assesses your micro teaching presentation and gives feedback for improvement towards your teaching practice exercise.

2.0   OBJECTIVE

By the end of this assessment you would have:

     i   identified the skills you need to improve on before teaching practice: and

     Ii   observed the techniques required to improve teaching skills

3.0   MAIN CONTENT

The Faculty receives students' recorded video on micro teaching along with the Self-Assessment**.** Forms 1 & 2 and given to Faculty Teaching Practice Committee to evaluate. The committee watches the videos in the Faculty Micro Teaching Laboratory and score, using Forms 3 and 4. The average of the assessor's scores is taken. Further, the final score will be the average of the assessors' score and the student self-score. See example below.

Score for Student A

Assessors	Score	Student Self-score	Assessors' Score + Student Score	Final Score
1	40			
2	30			
3	60			
4	44	50	43.8 + 50 =93.8	93.8 $\div$ 2 =46.9%
5	45			
Total	219			

Average	43.8	50		

Note: Where a student simply award score without observing the required criteria, the assessors score will be taken as the final score. Also, where a criterion is not properly assessed by the student, the assessors' score takes preeminent

In addition to the score, the committee will complete Form 4. Comment is made on each criterion with specific comments on areas of good performance, weakness and what should be done to correct the weakness.

3.1   Feedback
Student receives completed Form 4 and the score from the Faculty through the email provided in Forms 1 and 2. The student email in Forms 1 and 2 must be the same.

A student who score below the pass grade (45%) is to repeat the micro teaching before proceeding to teaching practice.

Form 3: Faculty Evaluation Form

S/N	Criteria Planning	Max Score (%)	Min Score (%)
1	Adherence to given format	2	
2	Well stated Learning Outcomes/Objectives	8	
3	Matching teacher's activities with learning objectives	5	
4	Matching learners' activities with learning objectives	5	
5	Presence of teaching resources	5	
6	Presence of learning resources	5	
7	Relevance of teaching resources to topic	5	
8	Relevance of Learning resources to topic	5	
9	Presence of Student Centred Learning	5	
10	Relevance of teaching strategy(s)	5	
	Sum Total	50	
	Presentation		
1	Lesson Introduction	2	
2	Level of Content Mastery	9	
3	Class Management	3	
4	Adequate use of Questions and answer techniques	4	
5	Degree of students centred Learning	4	
6	Adequacy of the teaching strategy(s) used	4	
7	Adequate use of teaching resources	4	
8	Adequate management of learning resources	4	
9	Adequate time management	2	
10	Summary and Conclusion	2	
11	Fluency in spoken English	2	
12	Dressing	2	
	Post Presentation		
1	Student Self-Evaluation Form (Score the student self-assessment. Ability of the student to identify his/her flux and how to remedy such is an improvement)	8	
	Sum Total	50	
	Grand Total	100	

Form 4: Student Feedback Form

S/N	Criteria Planning	Comment
1	Adherence to given format	
2	Well stated Learning Outcomes/Objectives	
3	Matching teacher's activities with learning objectives	
4	Matching learners' activities with learning objectives	
5	Presence of teaching resources	
6	Presence of learning resources	
7	Relevance of teaching resources to topic	
8	Relevance of Learning resources to topic	
9	Presence of Student Centred Learning	
10	Relevance of teaching strategy(s)	
	Presentation	
1	Lesson Introduction	
2	Level of Content Mastery	
3	Class Management	
4	Adequate use of Questions and answer techniques	
5	Degree of students centred Learning	
6	Adequacy of the teaching strategy(s) used	
7	Adequate use of teaching resources	
8	Adequate management of learning resources	
9	Adequate time management	
10	Summary and Conclusion	
11	Fluency in spoken English	
12	Dressing	
	Post Presentation	
1	Student Self-Evaluation Form (Score the student self-assessment. Ability of the student to identify his/her flux and how to remedy such is an improvement)	

Name, Signature and Date if Committee Chairperson

For Faculty of Education

4.0   CONCLUSION

The faculty assessment is the final assessment on micro teaching. You are expected to study the feedback to identify your areas of strength, weakness and how to improve on the identified weakness.

5.0   SUMMARY

The recorded video and the completed student self-assessment forms 1 and 2 will be used by the Faculty to assess student performance in micro-teaching. The final score will be the average score of the assessors' and the student, but the assessors' score shall be used as the final score where it is found that the student merely award score(s). a STUDENT WHO SCORE below 45% shall repeat the micro teaching. The Faculty will work within the stipulated time for assessment and feedback.

6.0   Tutor Marked Assignment?

7.0   References/Further Readings

i   Delivery an effective micro teach session by Ann Gravells
https://www.youtube.com/watch?v=hFNkBsJca0c

ii   Differentiated instruction: https://www.youtube.com/watch?v=t7kcFkRgiV4

iii   What is graphic organizer? https://www.youtube.com/watch?v=IutSbdYw0Kk

iv.   Teaching strategies: http://www.gmu.edu/resources/facstaff/part-time/strategy.html

v.   Evidence Based Teaching Strategies by Shaun Killian
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vi   Teaching Strategies
http:serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html

vii   teaching Strategies for pre school https://youtu.be/03favLC9WqI

viii   Creating effective learning environments
http://www.dailymotion.com/video/x36cm0a

ix   Realia: http://ruby.fgcu.edu/courses/iosceola/tsI/danielsfinal.htm

MODULE 4 MICRO- TEACHING SKILLS

UNIT 1

THE SKILL OF SET INDUCTION: (ANTICIPATORY SET)

INTRODUCTION

In the profession of teaching, the burden of ensuring that the learners actually achieve the instructional purpose lies on the teacher. It is therefore the responsibility of the teacher to device whatever means that are within their capability to bring the learning content to the grasp of the learners. In the same vein, the learners owe themselves and all concerned with their learning, the obligation to pay adequate attention to the teacher. It is this bridge that the teacher requires mastery of the art of bringing the learners to focus, from the beginning of the lesson.

Set induction is one of the skills involved in the training technique of Micro- teaching. It involves all the activities carried out by the trainee teacher to capture the attention of the learners, while preparing their minds and motivating them to receive the new content. According to Keziah (2007), Set induction is pre-instructional skill employed by the teacher to arouse and sustain learners' interest and attention. In the vein, Ekukinam (2014), referencing Aubertine (1968), defined 'Set' as a cognitive process activated by stimulus or stimuli perceived by a person in environmental situations, determining how one is predisposed to respond to what is attended to in a given situation. According to Aubertine, 'inducing a learning set is the initial instructional act on the part of the teacher for the purpose of establishing a frame of reference deliberately designed to facilitate the creation of a communicative link between the experiential field of the pupils and the desired behavioural goals of the learning experience (the lesson). Ekukinam (2014) further asserted that the teacher needs to be equipped with various working skills that enhance his ability to provide a stimulating and challenging environment that can accommodate the learners' differences and ability to learn. Aubertine (1965) cited in Ekukinam (2014) also referred to Set induction as a hook to grab the students' attention in readiness for receiving information based on a given behavioural objective.

Jeremiah and Job (2011) have opined that a good set induction should be short, stimulating and directed towards sustaining the learners' interest. They likened set induction to clinical science, where patients are made to be ready for surgical operation through the process of induction. They argued that without such act in the surgical operation, the patient may resist the action of the medical officer, leading to non-accomplishment of the task. This analogy in the teaching-learning process, presents the teacher as the medical officer, while the patients represent the learners. They further opined that before the teacher presents the learning content in the classroom situation, they should set induce the learners for proper instructional delivery.

Set induction was developed to help both students and budding teachers. In the case of the students, who come from diverse psychological environments with varying innate abilities, set induction could present a balanced and desired learning situation. And on the other hand, the teacher would have convenient atmosphere to exhibit his acquired professional skills. Instead of the teachers, according to Ekukinam (2014), talking over their pupils, they would rather talk to them. When this act is mastered, the teachers should have achieved their pre-planned action by arousing the interest of their learners, create an atmosphere of curiosity and motivation in the classroom, thereby energizing, directing and sustaining the learners through the lesson.

Set induction and conceptual justification

There are theories or conceptual works that lean credence to the inclusion of set induction in learning environment. The works of psychologists in such areas like motivation, readiness to learn, and conditions for effective learning to occur. Theorists like Jean Piaget have proved that there are psychological and even physiological circumstances that underpin learning situation. Hence these psychologists posited that the learner must be ready for learning before learning occurs. The theory on the different developmental stages of learning from childhood to adulthood shows that the child's cognitive process depicts that learners exhibit specific feature within each development stage. It is important to note that each of these stages lead to next stage under adequate learning conditions. Though there are other factors that may control the child's pattern and pace of learning, which may hinder the child's readiness to learn at certain developmental stage. These factors range from the child's environment to physical and mental disabilities, socio-economic status, individual differences, and cultural traits and so on.

Another variable in this conceptual justification worthy of mentioning is motivational techniques. Motivation generally refers to the drive that fuels or energizes a person to behave towards some goals. The intrinsic (internal) motivation comes within the individual and this sustains behaviour. On the other hand, extrinsic (external) forces outside the individual that influence the internal behaviour. The psychologists submit that when people are motivated, they work harder. Ekukinam (2014) identified the following motivational techniques that influence set induction.

  i.   Stimulus variation
  ii.   Plan for students' activities and involvement during teaching and learning
  iii. Exploring the connections between lessons
  iv.   Making sure students know what to expect
  v.   Working hard for logical progression of lesson presentation
  vi.   Taking note of students' specific needs in order not to leave some of them behind during lesson presentation
  vii. Using specific questions and prompts, which do not appear rhetorical in order to stimulate response

UTILIZATION OF SET INDUCTION/ IMPLICATION FOR INSTRUCTIONAL SITUATION

Set induction should be properly integrated into the instructional situation if the benefits must be realized. Hence Jeremiah and Job (2011) and Ekukinam (2014) identified the following areas as best points to infuse set induction in the classroom.

1. Introduction of a lesson; At the level of lesson introduction, there should be a purposeful process of gaining learners attention and assisting them to key into the lesson delivery. This invariably balances the problems that may be created by the level of individual differences and the learners' perception.

2. Initiating a discussion session; in this section, the learners' interest should be raised to a situation where they can conveniently and enthusiastically participate in the lesson discussion. This part ensures pooling together of ideas from the learners, which elicit confidence and tolerance on their part.

3. Introducing an assignment; introducing an assignment should be a technique for teachers to use particularly, to stimulate the learners thought process when response to instruction is required. It is pertinent to make the learners appreciate the essence of any assignment given to them. This could be done through guidelines and providing some examples to help them accomplish the task.

4. Preparing for a field trip; field trip is another essential area where set induction could be very useful. Since the field trip is an excursion aside the classroom, the teacher should set induce the learners by explaining to them the purpose of the trip. This pre-information will arouse the learners' interest and expectation. It is necessary to note that every learning situation requires a unique type of set in consideration to the content of the lesson to be taught and the characteristics of the learners.

5. Preparation of practical session in Laboratory/workshop; As a teacher, you know that the school authority avail you the teacher and students the opportunity of such facilities like workshops of diverse types, library, laboratories, ie (science laboratory and language laboratory) to enhance your effective delivery of instructional content.one major reason you should always remember for the provision of these facilities is to enhance the development of practical skills on the part of the learners. And also enhance the effective participation of these learners in the instructional process. Since the activities involved in these laboratories will require safety measures, it becomes very necessary that you set induce your learners in the cares and uses of equipment.

6. Preparing your learners for viewing an educational programme; as a teacher/budding teacher, you should be aware of the enormous gains in the use of instructional materials. If you utilize these materials effectively, particularly the visuals and audio- visuals, they bring concreteness of concepts against abstractions. It is also important for you to know that many research works have indicated a significant effect of televised cartoon pictures in sustaining children interest, Bisi (2001), Adamu (2005) and Kalu (2007). Therefore, in your utilization of any of these

programmes require some complex activities, hance your use of set induction to explain the need for viewing the educational programmes.

APPLICATION OF SET INDUCTION IN AN INSTRUCTIONAL SITUATION;

It is important for you as a budding teacher to understand that the application of set induction is very crucial in all aspects of lesson presentation and delivery. You have been informed that gaining the attention of your students at a level that will conveniently accommodate their entry behaviour is important. So, you should create a suitable platform and momentum for the smooth take off and successful landing. Ekukinam (2014) has identified the following areas for application of set induction;

➢ Introduction of a lesson; it is important for you to understand that no knowledge is totally in isolation from others. This reason informed the curriculum planned in a spiral form, indicating that an idea derived from one knowledge can be linked to other knowledge. Hence your application of set induction at the introductory level of the lesson becomes important tool to you as a teacher, since it will create opportunity for you to incorporate the induction into the lesson plan. According to Ekukinam (2014), many teachers still make the mistake of regarding the verbal inquiry most commonly used at the beginning and during the lesson presentation as set induction. Example –
Teacher – Are you ready
Student – Yes sir/madam
This type of question produces choral answers of 'Yes' for students who are alert and ready to begin a new lesson. While it also produces a 'no' for an answer from those who are engaged in one activity or the other. The author opined that the question 'Are you ready?' works on the children's physical alertness and may have little or no effect on their mental alertness.

➢ Application – in between the different stages of lesson plan; in your lesson plan, the following components are emphasized as stages of the lesson – development, presentation, application and evaluation. You should note that each of these stages could have sub-steps for the development of the content of instruction. Hence, you should plan adequately for set inductions that will facilitate the linking up of the different stages and furthermore enhance the smooth and logical flow of the whole lesson. You should at this stage avoid the use of general remarks and statements, instead, use specific 'prompts' that expose the students' level of understanding of the lesson. The prompts you use might be specific questions setting learners up and leading them to the next level of presentation.

➢ Application to accommodate learners' specific needs during lesson presentation; as a budding teacher, you are aware that the learners exhibit different levels of understanding during lesson presentation. The specific questions some learners ask should lead you to understand that they have missed out at some point of the lesson presentation. These questions the learners ask could be an indication that they are struggling with some physiologically and psychologically related problems or even distractions within and around the learning environment. And you

should consider that these factors affect the ability of learners to put their full attention on the lesson. You should also prepare your mind that the learners' curiosity could incite questions out of the range of the content area being presented. But the most important thing is that you try to establish the learners' point of misunderstanding –(special needs), while you use suitable illustrations and explanations to enhance the learners' understanding of the content. Generally, the experienced teacher must utilize effectively set induction to raise the learners' morale, level of understanding, attention and interest for their lesson.

Meanwhile Jeremiah and Job (2011) have further identified the following as part of the application of set induction.

- ➢ The use of previous lesson/Entry behaviour; as a budding, you arouse your learners' interest and stimulate them for the new content with the tool of reviewing the previous lesson or entry behaviour. While linking its relationship with the current lesson.
- ➢ The use of Silence; in the class, the teacher is expected to speak to the learners for direction. But a strange situation where the teacher simply gazes at the whole learners without any comment calls for attention and keen observation for any line of action from teacher. This way, you can sustain the attention of the learners before introducing your new lesson.
- ➢ The use of Voice; the interest of the learners can also be sustained by the teacher's voice. It is therefore important for you as a teacher to modulate your voice – from low to high tones depending on the quietness or otherwise of the class.
- ➢ The use of movement; it is also important for you to know that the teacher's pattern of movement in the class could be used to set induce the learners. Your gesture and posture constitute this class movement, and you should adhere to acceptable pattern of movement.
- ➢ The use of Question and Answer; the learners should be engaged on series of questions and answers which should be related to the topic of the lesson. These questions and answers naturally stimulate the learner's curiosity and evoke their interest for the lesson.

Relevance of set induction – Again, Jeremiah and Job (2011) listed the following as some of the specific functions of set induction;

- Set induction gives actual meaning to new concepts and content, hence stimulate retention and recall of learnt information.
- Set induction is also useful in helping learners to establish interest and deep involvement in the intending lesson.
- Set induction generally leads to the realization of set objectives of the lesson.
- A true application of set induction normally enhances the effective management of the classroom.

- Set induction makes the learners to be more dedicated to learn every bit of information presented to them by their teacher.
- Application of set induction makes the use of instructional materials more economical.

CONCLUSION:

In this section, you have been introduced to the skill of Set Induction. You have been sequentially taken through the various strands of this kill, right from the meaning to the importance of set induction. You were also given the opportunity to learn the conceptual justification, and the motivation techniques that aided set induction. The utilization of set induction was also explored and also the application of set induction in an instructional situation. Finally, you learnt the relevance of set induction in the classroom situation.

REVIEW QUESTIONS

1. Explain four processes you could adopt to Set Induce your learners for effective learning.
2. What ways could you utilize to Set Induce your learners in the classroom
3. What reasons would you advance for your use of Set Induction as a Micro teaching technique.
4. How can you Induce a Set in your subject area.

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UNIT 2;- Reinforcement Skill

Introduction

The term reinforcement was introduced by Pavlov in 1903. The concept of reinforcement means getting the work completed by giving some incentives or rewards to the certain person. Refers to anything stimulus which strengthens, encouraging the designated behavior, or increases the probability of a specific response.

Definition of Reinforcement

Reinforcement is an event which enhances the possibilities of recurrence of the response when a stimulus is produced in the similar situations. It is an evidence-based practice used to teach target skills and increase desired behavior. Reinforcement means the use of such stimuli or their presentation or their removal so that the possibility of recurrence of some response may increase. For example, few words of appreciation increase the possibility or reoccurring the same behaviour of the pupils. In such a situation, the words of appreciation function as stimuli and the resultant behaviour of the pupils is termed as the response.

There are two types of reinforcement these include positive and negative reinforcement. If the event increases the possibility of the response, it is said to be 'Positive Reinforcement'. If the event decreases the possibility of the response, it is said to be "Negative Reinforcement."

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                              │  Positive Reinforcement  │
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                              │  Negative Reinforcement  │
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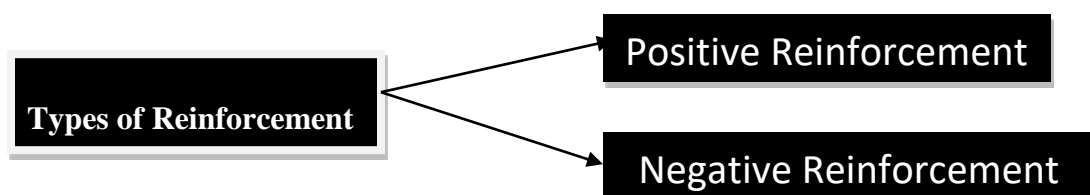
Positive reinforcement: Giving a positive response when an individual shows positive and required behavior. The most common types of positive reinforcement are praise and rewards. For example, praising a student for coming early to school or for doing a good job or for submitting an assignment on time. This will increase probability of outstanding behavior occurring again. It is the delivery of a reinforcer (primary such as food and comfort or secondary such as verbal praise, toys, or preferred activities) after the toddler does the target skill or behavior.

Negative reinforcement: Taking something negative away in order to increase a response. Negative reinforcement encourages students to perform better so they can have an unpleasant condition removed from them. It is the removal of an object or activity that the toddler does not like (e.g., staying at the table at dinner) when the toddler does the identified behavior or skill.

Purpose of using reinforcement skill

The main purposes of using the skill are to:

1. Increase students' attention
2. Motivate students
3. Facilitate students' behavior
4. Control and notify disruptive students' behavior
5. Help students to develop self management learning
6. Enable students to evaluate their own learning
7. Recognize students' achievement and efforts
8. Improve classroom discipline
9. Increase participants' confidence
10. Encourage persistence which help learners to achieve more

Components of reinforcement

The components include:

1. Positive verbal reinforcement e.g. Oh!!, well done, Good, Excellent, right.

2. Gestural reinforcement e.g. hand movement, head movement, nodding, eye contact, smiling, patting, writing the correct answer on the board.
3. Proximity reinforcement e.g. sitting/standing besides students, come closer to students to listen to something, moving around students.
4. Contact reinforcement e.g. touching on head, patting on back.
5. Token reinforcement e.g. offering small token gift.

Techniques of Reinforcement in Microteacing

There are several techniques of reinforcement available for use in the classroom

    i.   Positive verbal reinforcement

    ii.   Negative verbal reinforcement

    iii.   Positive Non-verbal reinforcement

    iv.   Negative Non-verbal reinforcement

    v.   Wrong reinforcement

    vi.   Inappropriate reinforcement

Positive Verbal Reinforcement: there are positive comments given by the teacher on the correct response of the pupils. They are manifested in form of:

a. Using words or phrases like 'good' excellent', 'you have tried', 'keep it up' etc.
b. Using pupils idea to develop the lesson
c. Using extra-verbal cues like 'um', 'aha', to encourage the pupils.
d. Using prompts like 'carry on', 'okay', 'think again'

Negative Verbal reinforcement

This occurs when the teacher gives comments on the incorrect response of the pupils by saying that the pupils response is wrong or by making sarcastic comments like 'fool', 'idiot', stupid', such comments discourage students.

Positive Non-Verbal Reinforcement

In this case, the teacher makes comments on a correct response from the pupils without using words. He may do this by nodding, smiling, patting, writing the pupils answer on the chalkboard. By so doing, the teacher is encouraging the pupils to participate maximally in the development of the lesson.

Negative Non-Verbal Reinforcement

This is when the teacher shows his disapproval without talking. He does so by frowning, staring, looking angrily at the responding pupil. This behavior may create fear in the pupils and he will not be bold enough to make any attempt of responding in future.

Delayed Reinforcement: This is done to reinforce a student later based on some earlier action. Through delayed reinforcement you show that action and contributions are not forgotten and that they have continuing importance. For Example Directing a question to a student who has shown prior knowledge in the subject area. This is referred to as delayed reinforcement.

Vicarious Reinforcement: This relates to learning through what happens to others. In the classroom if a student's action is reinforced, others tend to act in the same way. Usually, effective because the desired behaviour had already been modeled and consequently need not be taught. For example If Chukwuma is praised for a certain action, Adekunle desires the same teacher's praise so he acts to satisfy the teachers condition.

Qualified Reinforcement: In this approach students' actions are only partially acceptable, and you may want to reinforce the student in way that will motivate them continued attempt at the desired action. For example: If Jummai gets a problem wrong on the board, you could reinforce her that the procedure is correct or reinforce her good efforts.

Types of Reinforcers /Reinforcement Systems

Yusuf, (2013) discussed some of these reinforcers, they include:

Natural and Direct Reinforcer: This type of reinforcement results directly from the appropriate behavior. • For example, interacting appropriately with peers in group activities will lead to more invitations to join such activities. • The natural reinforcement for appropriate bids for attention, help, participation, etc. is providing the attention, help and opportunity to participate. The goal should always be to move the student to natural and intrinsic reinforcement.

Social Reinforcers: These are reinforcers socially mediated by teachers, parents, other adults, and peers which express approval and praise for appropriate behaviour. 90% are more effective than concrete ones.

- Verbal: Good job, Well done, I can tell, you are working really hard, You're nice, etc.
- Written: Super write, Excellent essay, Keep it up, etc.
- Expressions: nodding your head, smiling, clapping, a pat on the back

Activity Reinforcers: Activity reinforcers are very effective and positive for students because it appeals to their interest. Examples, allowing students to participate in preferred activities (such as games, computer time, etc.). Participate in choosing a classmate with whom to participate in activities. This also provides social reinforcement from the partner. Being giving responsibility to lead a team

Tangible Reinforcers: Reinforcers are tangible things like edibles, toys, balloons, stickers, and awards. Edibles and toys: However, they should be used with caution. Parents may have reason to object to edibles as reinforcement for student with weight problem. Toys and others can make other students envious. Certificates, displaying work, and letters home to parents commending the students' progress and sponsorship

Token Reinforcers: Token reinforcement involves awarding points or tokens for appropriate behavior. These rewards have little value in themselves but can be exchanged for something of value.

Reinforcement Schedule Timing and frequency of reinforcement

Students are likely to repeat an action if they are reinforced immediately. It can be in continuous or intermittent form.

- **Continuous:** Students are reinforced after each correct response. However, it should be used in early stage of learning.

- **Intermittent:** Reinforce often but not following every occurrence of desirable behaviour. Can be either on ratio or interval. Fixed Ratio: Students are reinforced after a CERTAIN NUMBER OF DESIRED ACTION. E.g. Praising a student after every third/fourth question is answered. Variable Ratio: Students are reinforced after a NUMBER OF UNPREDICTABLE RESPONSES. E.g. Praising a student not every time after a question is answered, but not fixed number.

Guideline for using Reinforcement

- Show genuine warmth and enthusiasm to show that you really mean to say 'good'
- Teacher should try to vary the style or type of reinforcement they use. A constant repetition will render the reinforcement monotonous and meaningless.
- Try to avoid using negative reinforcement. If you must use it, be tactful about it. For example, if a student is way off the subject and you desperately need to get the class back on track, do not say 'ship up' but rather say 'that's interesting, but may be we can discuss it some other time and get back to our main topic for today'.
- Before using reinforcement, consider the learners' age, sex, social group etc. there must be a relationship between the reinforcement and the behavior being reinforced.
- It should be for all the pupils and not for those only who answer the questions or meritorious pupils.

Misuse of Reinforcement

Teachers must use reinforcement with care. Misused of it affect the learning process. Adeyanju (2004) highlighted some these misuse:

a. Offers a reinforcement that is bigger than the action performed by the learner. For example when a student gets an answer correct and the teacher says, "good", from today I make you the prefect of this school. The reinforcement is too big for the action being reinforced.

b. Depends wholly on one or two favourite types. The over-used reinforcers soon lose their effectiveness.

c. Fails to be objective or is partial in the award of reinforcement. The moment the students notice partiality in teacher, he loses credibility and confidence of the students.

d. Gives reinforcement before a task is accomplished. Succh reinforcement is capable of interfering with the complete development of student. One must take care that the student has finished exhibiting the desired behaviour before providing reinforcement for the action performed.

e. Takes reinforcement to mean over indulgence of his students. In-correct responses should not be reinforced, monetary reward should be avoided. These should be noted otherwise they turn out to yield negative counter effect.

CONCLUSION

In this section, concept of reinforcement has been discussed, its meaning, various types, the purposes and various techniques of reinforcement. Reinforcement skill motivate students in their learning and improve teacher-students' interaction and increases students' classroom participation.

ASSIGNMENT

Discuss five techniques a teacher can use to reinforcing his students

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UNIT 3;- Stimulus Variation Skill

Introduction

Student learning largely depends upon 'attending;' to the relevant source of information. Psychologists have found that for any learning to take place, the learner has to attend to information. Attention is an essential condition for effective learning.

What will you do as a teacher in order to sustain students' attention? You will deliberately use attention drawing behaviour in the class to draw and sustain students' attention towards what you want to convey. What, when and how much change in behaviour is required for sustaining and securing attention of your student is known as stimulus variation.

Stimulus simply means something which can increase or cause reaction in human beings. Therefore, teacher needs to stimulate the learners by adopting eclectic and multimedia approaches to the instructional process. That is, they should combine two or more teaching methods and two or more instructional media in their teaching. Thus by doing these, various stimuli will be introduced to the learners hence, their focusing attention and interest will be maintained and sustained throughout the lesson.

However, Allen, Ryan, Bush and Cooper (cited in Adedapo, 2010), identified six simple behavioural patterns that can be utilised in the variation of stimuli to the learners. These were later christened "stimulus variation skills". They are: the use of gestures, focusing attention, varying interaction styles, using pauses, shifting sensory channels and teacher's movement. These are discussed copiously below:

(1) The Use of Gestures: These are the actions which the teacher put up in the course of his/her lesson presentation to arouse the learners' attention and even maintain and sustain their interest.

Moreover, gestures utilisation involves all the body movement such as the head, hands, legs and the whole body system in explaining his/her points vividly to the learners. Such actions are used

to arrest, maintain and sustain learners' attention and interest throughout the lesson. Meanwhile, the following actions can be adopted to address and arrest learners' inattentiveness.

Movement of the eyes: sideways, front and backways. A knock at the chalk or tempo board or table or desk. Tilting of the head upright, downward and sideways. Changing of facial expression, such as serious look, deep thought look, stern look and winsome smile when the learners' attention has been arrested and focused.

(2) Focusing Attention: It is another attention arresting and focusing strategy. This can be employed in two way viz: verbal statements and gestures cum verbal statements:

a. Verbal Statements: These are the statements made by the teacher on certain essential and important points during the lesson. There are different ways this can be done viz:

(i)"Pay special attention to this point"

(ii) "This point is important, students"

(iii) "Put these points at your finger tips"

(iv) "Let these statements be registered deeply in your memory"

(v) "Take special note of this point"

(vi) "Add this word to your vocabulary"

These verbal statements mentioned above are not exhaustive, the depend on the individual teacher's ways of expression. Therefore, more of the statements can be added by you.

b. Gestures cum Verbal Statements: As aforementioned, gestures can be used independently as stimulus variation strategy. However, when verbal focusing statement is employed together

with gestures, the effects produced are more positive and effective than using it alone. The following are some of the verbal focusing statements which can simultaneously go along

with gestures. Make sure you put these into practice so as to assist you tremendously in your pedagogical tasks and practices.

Gestures	Verbal focusing statement
Teacher claps and raises up his/her head	Mark you, this point should be noted
Teacher puts on a stern look and shakes his head	I am not satisfied with this performance
Teacher puts his left hand on the chalkboard and points the right one to a student	React, good you are right
Teacher taps statement on chalkboard	Remember this statement

You can make more of these gestures cum corresponding verbal statements. In fact, they are not exhaustive

(3) Varying Interaction Styles: In the teaching/learning environment, teacher needs to interact with his/her learners. In fact, the more cordial and congenial the interaction is, the more conducive and comfortable the learning environment is to the learners. Therefore, the following four basic interaction styles can be adopted by the teacher during the instructional process.

a. Teacher-Students (Class): This is a situation whereby the teacher is addressing a group of students or students in their class, particularly during the teaching/learning process. This is usually the most common interaction style in most of our learning environment. This type of interaction is always "teacher-centred" and therefore, little or no consideration is given to the learners during the instructional process. This is typical of lecture method of teaching. This style should be seldomly used in primary and secondary institutions though in tertiary institutions it should be frequently used, because of their high level of maturity and cognition, and in fact, teeming populations.

b. Teacher-Student: This interaction occurs when the teacher is focusing attention on a particular student or the students individually. That is, teacher's teaching is more "student-centred". Individual student is being treated based on his/her differences. This interaction encourages individualism in learning. That is, the learner is able to learning at his/her own rate and pace. In fact, the style also allows the teacher to show empathy to the learners since there is a good rapport with individual learner.

c. Student-Student: This interaction happens when a student is responding to an issue raised by the teacher, though the response is not encouraging, then, another student is called to modify the

response given by the former student. This may continue among other students, until all the students are involved in the discussion one by one. The interaction encourages students' participation and also attention focusing is maintained and sustained.

d. Student-Students (class): This situation occurs when the teacher puts a particular student in a position of leadership roles expected of the teacher to handle in the instructional process. However, the following points should be considered before the adoption of this style of interaction.

Teacher's responsibilities should be placed on a matured student who has the charisma and leadership acumen to control the whole class. The student to be assigned the role should be properly prepared before the lesson or discussion. Monitoring of the assigned student should be done by the teacher during the lesson or discussion. In fact, the students should not be left alone in the class to completely take over the teacher's roles. The teacher should guide against giving assigned role of the teacher to a particular student perpetually so as to give room for favoritism or hatred. By and large, in the classroom situation, interaction styles should be varied so as to encourage conducive and comfortable learning environment, thus, effective learning will take place. More so, two or more of these interaction styles should be employed during the instructional process so as not to be monotonous in your interaction. This will also encourage good rapport between the teacher and the students and even among the students.

(4) Pauses: This is a stimulus that can be strategised in the classroom to arrest attention of the learners. During the instructional process, a teacher can just stop his/her communication suddenly to refocus or arrest students' attention. However, in order to adopt this strategy properly; the following points should be carefully studied and can be put into practice.

Let the lesson content be broken into smaller units.

The delivery system should also be broken into small units.

Time consciousness should be observed. Do not be too fast in your delivery or too slow.

Be moderate in delivery.

During the delivery, watch the reaction of the learners on their faces.

Avoid dominating the instructional process.

Take the "pause time" to quickly eye-search round the class so as to watch or observe what the people are doing for attention focusing.

(5) Shifting Sensory Channels: During the teaching/learning process, it is advisable to make use of all the five sensory organs or modalities namely, visual, auditory, olfactory, tactile and gustatory. As much as possible, shifting from one sensory modality or combination of two or more should be adopted during the instructional process. Take note of the following points in order to develop shifting sensory channels properly.

Make sure different instructional media are produced by you for a particular lesson (visual, audio and audio-visual). Adopt multimedia approach to your instructional process. That is a combination of two or more media (regalia, models, audio etc.). Syncronised visual with audio while producing your instructional media and make sure they are appropriate and suitable for the

topic to be taught.

(6) Teacher's Movement: Teachers should make sure he/she moves to the different directions in the classroom during the lesson so as to watch what the learners are doing thus making them to focus their attention to the teacher. In fact, teacher's movement round the classroom will curb unwanted and distracting learners' behaviours or activities such as catnapping, dozing, side talks

etc. However, the following possible movements can be employed by the teacher during the instructional process.

Move round the class among the learners.

Move to the left and right of the classroom among the learners.

Move to the back and front of the classroom among the learners.

CONCLUSION

In this section, the meaning and the behaviors associated with the skill have been discussed. These behaviours and patterns include the use of teacher movement, teacher gestures, change in speech pattern, focusing, pausing, and change in sensory focus, etc. This should help you in practice teaching and gaining competence in the use of stimulus variation.

SELF-ASSESSMENT EXERCISE

1. Describe vividly stimulus variation skill and its application to the pedagogical practices.

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UNIT 4;- VERBAL COMMUNICATION SKILLS

Introduction

To communicate effectively, we need to be familiar with the factors involved in the communication process. If we are aware of them, these factors will help us plan, analyze situations, solve problems, and in general do better in our work no matter what our job might be. At a point or the other in the life of man, there is need to exchange information with others or with the environment. The entire process through which this is carried out is referred to as communication. Communication forms the core of instruction and without it, the whole process of teaching, learning and evaluation will be non-existent. This is why it is regarded as a vital and irreplaceable part of instruction. The communication process is the guide toward realizing effective communication. It is through the communication process that the sharing of a common meaning between the sender and the receiver takes place. Individuals that follow the

communication process will have the opportunity to become more productive in every aspect of their profession (Sanchez, 2012). Effective communication leads to understanding.

Communication between the teacher and students is the most important skill in teaching. If this relationship is well established, educational goals will be more easily realized with a high quality. Communication originates from the Greek (Latin) root communis, meaning, to make common. It described as a process of interaction of ideas between the communicator and the receiver to arrive at a common understanding for mutual benefit. Communication is a process of transmitting information and common understanding from one person to another (Keyton, 2011). Communication can be referred to as process of information exchange between two or more individuals in an attempt by one individual to persuade or change the behavior of the other individuals (Edozie, 2003). Communication involves the imparting or interchanging of thoughts, opinions, or information among people by speech, writing, or signs. An important point in communication process is that the teacher-students relationship in the classroom is one of the complex human relationships, and certainly different ways are involved in how to establish this communication. There are two major types of communication; these include verbal and non-verbal communication.

What is verbal communication?
The word verbal comes from the Latin word for word – verbum. Meanwhile, the word communication comes from the Latin word for to share – communicare. So, it follows from this that verbal communication means sharing things by means of words.Verbal communication can be taken to mean many different things. However, one thing is always clear: words must always be involved in verbal communication. Words have been used for centuries as carriers of meaning. Verbal communication deals with the use of spoken language to transmit information. It refers to the use of sounds and language to relay a message. Verbal communication entails the use of words in delivering the intended message. The two major forms of verbal communication include written and oral communication.

Importance of verbal communication

There are so many ways in which verbal communication is important. For example:

1. **Keeping each other informed**: we can use verbal communication to disseminate useful and important information.
2. **Asking for help and support:** communicating verbally about our problems is the first step to solving them.
3. **Making friends:** communicating with others can be the start of a good friendship
4. **Expressing ourselves creatively:** verbal communication can be the means for expressing our imagination.
5. **Sharing emotions:** we can share emotions as well as factual information with our verbal communication skills.

Possible Defects of Verbal Communication

It is common to find faults with people when they speak in public places. Some of the effects identified in public speeches are natural with the speaker while some are habitual. Common among speech defects as identified by Afolabi (2010) are:

1. **Mannerism:** by this we mean a habit of making useless, unnecessary and meaningless statements without correcting oneself. Some people punctuate their speeches without such phrases as "you know" or "I mean" or such words as "em" eh-hen" etc. these unwanted introductions render our speech sour in the cars.
2. **Stammering:** this is a natural speech defect where a speaker repeats one or two syllables in a speech uncontrollably for some time before he could later proceed in his speech.
3. **Abnormally slow/fast speech:** sometimes, a speaker speaks so fast that he virtually swallows a substantial portion of his speech. On the other hand, some other people pick their words with such wide intervals that make listeners feel that are short of words and are only trying to search for the appropriate vocabulary to sue in-between speeches.
4. **Wrong Pronunciation:** some speakers fail to pronounce the consonant and vowel sounds correctly thereby misleading their listeners into reading unintended meanings to

this speech. Some people wrongly pronounce the letter 'P' as 'F', "sh" as 's', 'V' as 'F' etc. Imaging the kind of misleading codes a speaker may be sending when he pronounces 'sit' when he means 'cheat', 'ferry' when he means 'very', 'sop' when he means 'shop' etc.

5. **Inadequate Audibility:** It is natural for some people to speak to themselves and thereby compel the listeners to strain their ears before they could be heard. Other people address a small group of listeners as if they are addressing a large crowd or talking to somebody very far away. Such yellers irritate the ears of their listeners.

Techniques of Verbal Communication

The essence of communication is for a speaker to create meaningful impression on the heart of the listeners. If this fails, communication has not taken place. This can be called breakdown of communication. In order for communication not to breakdown especially in the teaching learning process, the teacher should consider these suggestions.

- Never speak above the level of your audience. Use the vocabulary level they understand. There is nothing good in bombarding the students with big words, which they find difficult to comprehend. You would have succeeded in proving that you are familiar with English dictionary but you would have failed to communicate to your students.

- Use simple words. Do not attempt to be complex. Otherwise you may use wrong words unknowingly. Instead of using 'amalgamation' why not say 'merger'. Why don't you say 'join' instead of 'synthesize'?

- A teacher who knows that he has natural speech defect should be conscious of it while speaking in order to overcome it. Seek a therapy for your speech defect otherwise you will not make a good teacher.

- Consider the size of your audience and let the volume of your voice be regulated along with the size of your audience.

- In order to make verbal communication achieve its purpose, some gestures are often introduces. A shaking of the head, a nodding, a wave of the hand or a stroking of the

finger etc. in addition to verbal messages will make a long-lasting impact on the audience.

- A teacher should be proficient in whichever language he wants to sue in the class. He should be well informed as regards the pronunciation of the words as the meaning and usage of the word.
- It is advisable not to go into use of idioms and proverbs when you are not sure of the proper application of such types of speech. You may end up confusing or misleading the students.
- 'Noise' is the factor that inhibits the flow of information from sender to the receiver. A teacher should identify as much as possible the noise factor in the classroom communication process and ensure that the noise is eliminated or reduced (Afolabi, 2010).

CONCLUSION

This section has focused on the importance of and side-effects of verbal communication in teaching-learning process. Teachers should watch-out to some of the mentioned possible defects of verbal communication and different techniques.

ASSIGNMENT

How can a teacher overcome speech defect?

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UNIT 5;- Non-Verbal Communication Skill

Introduction

Communication process in the classroom situation takes two ways namely: verbal and non-verbal communication. While verbal communication is frequently and consciously used by the teacher, nonverbal communication is seldomly and in fact, unconsciously used in the classroom. Therefore, non-verbal communication skill will be copiously discussed.

Non-verbal communication skill can be either natural or accidental or it may be planned. However, either of the two (planned or accidental) can be expressed through different ways as follows.

1. The Language of the Face

The face is a powerful medium of communication. Through facial expression by the encoder or sender, a lot of interpretations can be deduced. For instance, a facial expression with winsome smile, connotes satisfaction and happiness, while, a stern look means unsatifaction and disappointment to the speaker or sender (teacher) from the receivers (learners). However, learners should be trained on how they can interpret facial expressions of their teachers particularly during the instructional process.

According to Miller (cited in Adedapo, 2010), there are two types of facial expression viz: readily visible or fleeting and involuntary or voluntary.

(i) Readily Visible or Fleeting: They are facial expression that are intentionally generated such as wrinkling of the forehead, upward movement of the eyebrows, jutting the chin, putting in a smile during the instructional process. All these kinds of facial expression have different connotations. For instance, an ephemeral winsome smile may express satisfaction or happiness

or pleasure, while a poker faced expression may indicate dissatisfaction or displeasure.

(ii) Deliberate or Spontaneous Facial Expression: Voluntary facial expressions take place usually under emotional circumstances, such as angry, happiness, fearfulness among others. Whereas, involuntary facial expressions come in-form of fleeting facial expression such as, anger. Meanwhile, voluntary facial expressions can be expressed to indicate likeness, hatred, love, fear, confidence, surprise, support, approval, disapproval and so on.

2. Body Language

Through the body movement, many expressions can be communicated to the people. In fact, body language is communicated through gesticulations. Therefore, through many gestures as afore-discussed, a lot of messages can be decoded by the receivers/learners. Gestures through arms, hand, head, fingers and legs can provide learners with a lot of messages. Though in the classroom situation, teacher should be very careful not to over-utilise gestures so as not to become a jester or clown at the presence of the learners.

3. The Space and Motion Language

The space in the learning environment for the teacher's and learners' movement connotes a lot of messages. For instance, if the seating arrangement is properly done, that is, learners are well arranged with tall ones at the back and short ones at the front of the class with roomy spaces for their movement, it indicates enabling and conducive environment for the learning to take place. Moreover, teacher's movement among the learners, touching, cuddling and patting them means a lot to them such as feeling of love, empathy, passion and in fact, they will feel happy and joyful, for their learning.

4. The Language of Time

The teacher and the learners must be time conscious, because a precious time lost can never be regained. Therefore, teacher should make sure he/she allocates time to his/her lesson. That is, a lesson or topic that should be treated for forty minutes should not be treated just for twenty minutes. To the learners, it may connote unpreparedness or unseriousness in the teacher. The teacher must get to the classroom in time. If the lesson is to start at 10a.m. he/she must be there on or before the time and not 10:30 a.m. The students also must be in the classroom before the time. This indicates the level of seriousness of the teachers and even the students.

5. Dressing Pattern

The mode of dressing usually suggests a lot of things about you. In the bible, the daughters of Jethro reported to their father that "an Egyptian helped us ….." simply because Moses dressed in an Egyptian attire whereas he was an Israelite.

Dressing pattern can be used to identify certain professions such as Police, Nurse, Soldier, Navy, Air force and so on. It can be used too to identify religious group such as pastor with a collar, a muslim with a turban and so on. A teacher should dress smarty, neatly and simply to show his sense of duty. Students' too should dress according to the specification of the school. Wrong dressing pattern could suggest that one is advertising for a suitor. Bad dressing can lead to sexual harassment. Bad dressing can also lead to mistake of identity. If a decent, obedient and serious minded student dresses like cultists and roughians, he could be mistaken to be a cultist. Our dressing pattern speaks volumes about our life though it does s silently.

6. Personality Display

Personality display is another non-verbal language that is used to communicate among people. A student who walks with one shoulder raised up and his hands in the pocket, cold be wrongly considered to be proud. A smile on the face towards another could suggest immoral attraction or genuine interest in that person.

Students should watch out for the personality display that could say wrong things about them because this may dictate how the teacher will relate with such students. Displays that could suggest pride, laziness, anger, uncooperative attitude selfishness, immorality and other vices should be avoided as much as possible

CONCLUSION

Non-verbal communication is discussed as comprising the following: facial language, body language, space and motion language as well as the language of time. It is evident that non-verbal communication is as important as verbal communication. Teachers therefore must strive to perfect the skills of using non-verbal communication so that they are not over-utilised as to constitute communication noise in a classroom setting.

ASSIGNMENT

At the inception of a lesson, describe vividly the teaching skill to be employed by a pedagogically trained teacher.

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UNIT 5;- LESSON CLOSURE

INTRODUCTION

Every budding teaching should learn that while Set Induction starts with the beginning of the instructional process, lesson closure comes handy at the end of the lesson. According to Jeremiah and Job (2011), lesson closure is used by the teacher to draw attention to the end of a specific learning sequence or the entire lesson by focusing attention on what have been learnt. As a teacher, your lesson plan may begin straight with the statement of objectives, which ought to be stated in behavioural terms. On the other hand, your lesson plan could also commence with a preamble, which is a structured information guide and should specify the following;

- The Subject of the lesson to be taught and the topic,
- Duration of the proposed lesson,
- The class, level and age range of the students,
- The students' entry behaviour/previous knowledge,
- Number of students in the class,

- The expected outcome during and at the end of the lessonexposure,
- The teaching and learning materials needed for the lesson, and ,
- Every lesson must have a conclusion

According to Ekpo (2014), it is this conclusion that is referred to as lesson closure. In this closure, you pull together th main points and concepts, which are organized and integrated within the frame work of the learners' understanding. Ekpo (2014) opined that a well ended lesson enhances students' learning and retention. It is therefore very pertinent that you recapitulate and evaluate your lesson, which should be dependent on the specific objective and expected outcome, resulting from the learning exposure.

Jeremiah Job (2011) identified three types of closure that can be used by the teacher in their instructional delivery process;

- ❖ Instructional closure; I n this type of closure, you should indicate the link between the previous knowledge and the new knowledge. This you can do through summarizing the major points covered in the lesson. In this process, you should arrange the points in logical order and should be teacher centered closure.
- ❖ Cognitive closure; unlike the instructional closure, the cognitive closure is attained when your learners make a link between what they have learned and the previous knowledge. This could be achieved when you lead the learners to summarize the by themselves the major points of the lesson in a logical order.
- ❖ Social closure; this is another form of teacher centered approach in ending the lesson. In this type of closure, you use reward, praise and encouragement on the learners. This means that you give the learners a word of encouragement and praise when they accomplish a task. This social closure builds motivation on the learners and gives them a sense of fulfillment.

Meanwhile, Ekpo, (2014) has identified the following methods to be used for closure;

- ➢ For conventional teaching techniques;
  - ✓ The teacher can end the lesson by giving the students chalk board summary or key concepts, selected points for them to form their notes
  - ✓ They could also be given full notes to be copied. (However, giving of full notes to be copied by the students stiffens the bright students' initiatives and breed rote learning, which promotes examination malpractices).

- ✓ The student could be called upon to give oral recapitulation of the days' lesson to test their understanding and retention of what was taught.
- ✓ They could be invited to demonstrate any new skill taught or dramatize the content if appropriate.
- ✓ Games and simulation could be used for lesson closure.
- ✓ The students could simulate various roles depicted in the lesson they have been taught.
- ➤ For learner friendly approaches ie(field/study trip, independent/individualized learning techniques, etc) the teacher could close the lesson by;
  - ✓ Inviting the leaders of each discussion groups to summarize their points. This means that a class debate could ensue from such discussion session.
  - ✓ Individual students could be called to introduce and defend their projects.
  - ✓ The lesson could be ended by arranging what was learnt in class around a central idea or figure and displayed.
  - ✓ The students could be assisted to mount a display of artifacts and specimens collected from their field study trips.
  - ✓ They could write reports of the study trips they made.
  - ✓ They could be guided on how to produce the lesson on various instructional materials like posters, bulletin boards and charts.

It is very important for every budding teacher to realize that lesson evaluation is an integral part of lesson closure. Hence, you should conclude your lesson with some built in guided and unguided activities for the learners. In doing this, you should establish the means of evaluating the learning outcomes ie, knowledge, values, behaviours, skills and competencies. One thing you could do at this stage is to ask the learners oral questions based on the day's lesson and /or you could give them cumulative tests, quizzes, or assignments based on the weeks' lesson. You should, in both cases provide clear instruction as per the standard for evaluating the learners' performance. You should acknowledge that lesson closure is a very significant component of the lesson plan. But the pattern of ending your lesson will be dependent on your ingenuity and experience. One important fact you must accept is that the more the students are involved in the lesson closure, the effective the link between what they have known and the new concepts to be learnt later.

Jeremiah and Job (2011) have further identified some importance of closure in the instructional process, viz;

- To consolidate what the learners have learnt.
- To establish a sense of achievement and mastery in the learners, especially, in the application of social and cognitive closure.
- To draw attention to the end of a learning process which may provide a quality control mechanism for effective instructional delivery.
- To focus attention on what has been learnt, this enhances achievement and retention of learned concepts.

CONCLUSION

In this section, you have been exposed to the skill of lesson closure. The various aspects of lesson closure were also evaluated, from the planning stage of the lesson to the end of the lesson. It equally presented the main components of the lesson plan, types of lesson closure, methods to be adopted in lesson closure to the relevance of lesson closure.

REVIEW QUESTIONS:

1. What is lesson closure?
2. Give a summary of the first lesson you taught during your teaching practice.
3. List the most challenging periods of the lesson taught for the day.
4. Describe how you would close a particular lesson in your subject area.

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UNIT 6: LESSON PLAN

Post Micro Teaching

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main Content
3.1Components of a good lesson plan
4.0 Conclusion
5.0 Summary
6.0 TMA
7.0 References

1.0   INTRODUCTION
Planning is central to all human undertaking. That is why it is axiomatic to affirm that he who does not plan, plans to fail. Government plan for expected income and expenditure in form of a budget.

A builder draws a building plan which he intends to replicate in concrete and usable form, hence we have building plans. Individuals and corporate bodies plan how to spend their money. All these are geared towards having a successful outing/venture by eliminating waste.

What then is planning? Planning refers to a set of intended actions that are usually and mutually related, through which one expects to achieve a goal. So lesson plan in this context is primarily designed to guide the teacher in his/her effort as he/she strives to achieve a stated educational objective.

2.0   OBJECTIVE
At the end of this lesson you should be able to:
  i   Explain the component of a lesson plan
  Ii   Write a good lesson plan

3.1   Components of a good Lesson Plan
Essentially, a good lesson plan should embody the following elements:
i   The subject matter to be taught
ii   The topic within the subject

iii   The class which the topic is to be taught

iv   The date the lesson is delivered. This is to help the teacher know the dates as to guide him in entering them in the diary which gives a summary of all that were taught in a given week.

v   Time – This is very important as it relate to the suitability of subjects taught at a given time. Some subjects like mathematics are deemed to be abstract in nature and therefore demand a great deal of mental exertion. Hence morning hours are adjudged to be the best time for teaching them.

vi   Duration: This is the period each lesson is meant to last. In primary school for instance there is a variation between the duration in the junior and secondary classes. Junior classes take 30 minutes duration for each topic while 35 minutes is allotted for senior primary category. The same duration progression is observed in secondary schools where 40 minutes is allotted for each topic. In tertiary institutions, it is one hour against each course while at higher degree levels 2 hours are assigned to each course. The idea is to cater for the mental age of each learner and his/her carrying capacity. Prolonged engagement of a pupil/student to any learning situation can snow ball to fatigue and attention wane.

3.1.1 **Specific Objective**- This defines the learning outcome expected of the students at the end of the lesson. It is usually stated in behaviourable terms that are usually measurable. Such verbs like underline, outline, state, mention, itemize, name, point out, etc are preferable in stating your lesson objective so that you can instantly measure the extent of the students' compliance with the statement of educational objective.

3.1.2 **Entry Behaviour** – This underscores the link between the students' previous knowledge vis-a-vis the new topic about to be taught. In other words, there must be a direct relationship between the old and the new to avoid a lacuna which may be an impediment to learning.

3.1.3 **Teaching Aids** – Just like the name implies, it means to an end and not an end in itself. What it means is that teaching aids enable the teacher to deliver his lesson effectively if he uses them properly and timely especially in handling topics that are abstract in nature.

3.1.4 **Instructional Techniques –** This is the teaching strategies at the whims and caprices of a good teacher. It can be in form of questioning, demonstration, explanation, dramatization, illustration, simulation, etc. A good teacher distribute his questions evenly to the students. It is a wrong technique to call a student's name before asking him/her a question. Rather you ask the question first and point to any

student to answer the question. By so doing the teacher holds the class at an alert since none of them can predict among themselves whom the question will be coming to.

3.1.5 **Instructional Procedures –** Here the business of intellectual engagement start, in the following order.

Step I – Introduction of Lesson first by writing the topic on the chalk board or board marker. He gives brief introduction of the topic.

Step II – Explanation of the topic is given out in detail.

Step III – Interactive/students' activities. The teacher involves a great deal of students' attention here either to demonstrate after him or recite, mention, give example depending on the topic.

Step IV – Evaluation. Students are given the opportunity in form of test, quiz, assignment to determine their performance in line with the specific objective of the lesson.

3.16   Closure- This signals the last lap of the lesson plan. The teacher collects the students answer sheets, or exercise books for marking and grading.