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Junior Secondary Educational Improvement Project

BOTSWANA

Summary of the Microteaching Clinic at Molepolole College of Education

September 1987

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Tony Lelliott
and
Dwight W. Allen

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**The Microteaching Clinic
at Molepolole College of Education
Adaptation and Development 1985 - 1987**

**A paper prepared for
The Botswana Education Research Association Conference
Gaborone, Botswana, 1987**

**Tony Lelliott
and
Dwight W. Allen**

Abstract

Microteaching has been a part of the curriculum since Molepolole College of Education opened in 1985. During the first year very few students were given the opportunity to teach; most were observers of the process. In the second year, all students taught brief lessons in a format commonly used in other countries. In 1987 the clinic format was revised significantly to reflect local conditions. Three to five student teachers planned a lesson together and divided it into somewhat longer segments, each taught by one of them. This lesson, taught to four or five local secondary school pupils was critiqued by the peer student teachers and by a supervisor. The lesson was revised after critique and retaught two or three days later to a new group of pupils to see if performance would improve. About one third of the lessons were videotaped. Preliminary results show marked improvement for reteach sessions and a high level of student teacher and supervisor acceptance of the revised format.

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Introduction

Microteaching was developed at Stanford University in 1959. Since that time it has been used in teacher education programs around the world. It was a precursor of the instructional designs approach to teacher education, and its basic premise is that teaching is both an art and a science. There are specific skills of teaching for which teachers can be trained, but in addition there is a professionalism which defies the specification of their use or their results. It is real teaching, either to actual pupils assembled for that purpose, or to peers who simulate pupil responses. But the teaching situation is simplified, scaled-down in both time and scope. The typical microteaching lesson has been a five or ten minute, single concept lesson taught to four or five pupils. A number of research studies have shown that there is a high correlation between teaching performance in microteaching and in the actual classroom.

Microteaching at Molepolole College of Education

The first clinic 1985

Microteaching was introduced in the College during its first year of operation by Mike Parsons, an expatriate staff member from England. In the first year, the clinic was operated in a format which allowed only a small percentage of student teachers to teach. Most were observers. It also had the advantage and disadvantage that there was little involvement of the staff as a whole. The director of microteaching had the major responsibility for clinic operation.

The Second Year

Dwight Allen, the original developer of microteaching at Stanford University, who had come to Molepolole College of Education as Staff Development Advisor, was appointed to co-direct the clinic with Mike Parsons. A classic format was adopted for the clinic, with students being asked to teach a five minute lesson and to reteach the same lesson to a different group of students. There was good cooperation from the nearby government secondary school, Kgari Sechele, which made pupils available during their afternoon study period in class groups. It was difficult to marshal administrative and staff support for the clinic to allow all students to teach. A compromise was worked out by Mike Parsons which made the clinic mandatory for all students, but participation of staff was voluntary. This made supervision difficult, and much of the burden fell on Education Department members. Four teaching stations operated simultaneously, one of which was videotaped. Each student taught two different lessons, one in each subject for which he or she was being trained to teach, with a reteaching session required.

There was strong student support for the experience, but staff and students alike wanted longer teaching sessions. Only about one third of the staff participated as supervisors, and others complained that this was properly a part of the education curriculum. The College Academic Board referred the design of the 1987 Microteaching Clinic to an evaluation committee.

The Current Clinic

The Microteaching Evaluation Committee completed its work over a period of six months, and developed a substantially different format, with the recommendation that all staff participate in supervision. Their recommendations were accepted by the Education Department and by the Academic Board (attached as Appendix A). Tony Lelliott was appointed to co-direct the clinic with Dwight Allen. In 1987, eight clinic stations were operated for a six week period, and Kgari Sechele pupils were again used. Teams of MCE students were established to plan a 60 minute lesson, to four or five pupils, each student teaching one segment (in four student teams, a lesson segment would be fifteen minutes long). Three video set ups were available, spread among the eight stations. About 2/3 of students had at least one session videotaped. The participation of all staff members in supervision was made compulsory, and most staff entered into the task with enthusiasm and support.

Pupil evaluation, always controversial in Botswana, was adopted, but with such varied results that it was discontinued.

Efforts to incorporate the development and practice of technical skills in associated exercises (Appendix B), were not successful, as students and staff alike were preoccupied with the basic structure of a lesson. The requirement, originally adopted, was suspended.

Evaluating Clinic Performance

Clinic evaluation by students shows overwhelming support for the quality of the experience. On a five point scale, the mean "overall" rating was 4.0. Out of 110 respondents, only 18 students rated the clinic lower than 4, with 4 as both the mean and modal rating. Of twenty items, almost half had average ratings above 4.0, and the lowest mean was 3.3, an indication that all aspects of the clinic have substantial support of students.

The greatest concerns continue to be focused on class size and lesson length, as students and staff alike have not yet gained complete confidence in the value of a scaled down teaching experience.

The value of reteaching the same lesson to a new group of students to see if improvements can be made is no longer questioned. A similar pattern of initial and follow-up supervision has been adopted for teaching practice, giving the College a higher level of supervisory accountability than is typical of most programs, even in industrialized countries.

Examination of comments shows that the relatively low rating of the use of video taped feedback reflects frustration at the lack of taping rather than a question of its value as a training tool.

Both written and oral comments of supervisors are highly valued, and peer supervision is accepted as worthwhile.

Asking all members of a student team to teach related lessons is well received by most, but strongly objected to by about 10% of the students.

The basic clinic format and logistics received strong support. In general, students get the help they need in lesson preparation, and the clinic has managed to establish a relaxed, non-threatening atmosphere in which to introduce most students to their first teaching experience. On several occasions when supervisors were not present and substitutes could not be arranged, students elected to proceed with only peer supervision, rather than to miss the experience.

The present policy requiring two cycles of teach and reteach, one in each main subject for which teachers are being trained, is strongly endorsed. The statistical mean of 3.0 sessions results from the response of a few students who enthusiastically request up to 10 teaching sessions.

The high proportion of students identifying Science as their best performance is likely related to the systematic, careful preparation of student teams by science faculty before both teach and reteach microteaching sessions.

Staff Evaluation

Staff evaluation has not yet been completed. Informal staff response indicates basic support with a vocal minority objecting to being required to add microteaching supervision to their teaching load. Little substantive criticism has been voiced.

The Future of Microteaching at MCE

The microteaching clinic at Molepolole College of Education will continue to evolve. That is one of its strengths. The College is young and well served by its willingness to examine systematically all aspects of its programs. It is this spirit of innovation and change which is likely to encourage the further refinement of one of the most successful microteaching clinics among the hundreds of institutions which use this training protocol, worldwide.

Attachments

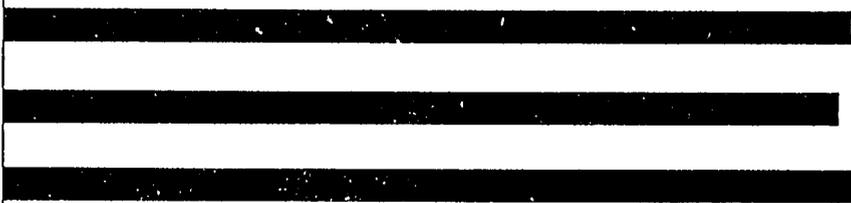
Microteaching Guidelines

Microteaching Class Observation Form

Microteaching Evaluation Form for Supervisors and Student Teachers

Summary Tabulation of Microteaching Student Data

Reinforcement Skills Exercise



Attachment A
Microteaching
Guidelines

Microteaching Guidelines
Molepolole College - 1987

PROPOSAL TO THE ACADEMIC BOARD
FROM THE EDUCATION DEPARTMENT

1. Clinic Schedule

Monday 12 October through Thursday 19 November 1987

Four afternoons per week, Monday through Thursday, for six weeks

One and one half hours each day, 3:00 PM until 4:30 PM

Number of clinic stations: 6

Number of video tape stations: 3 (of 6)

There will be two clinic phases of three weeks each.

2. Basic Format for all subjects:

MCE students will be assigned in groups of four, in each of their main subjects. When numbers do not come out evenly, groups of three or five will be assigned as needed.

Lessons will be planned for 45 minutes (for three students), 50 minutes (for five students) or 60 minutes (for four students) depending on the number of students in the microteaching group.

Lessons will be divided into segments, and each MCE student in the group will teach one segment of 15 minutes (10 minutes for five student groups).

All MCE students will be present for the entire lesson, and observe the segments they are not teaching.

Lessons will be taught to Form I secondary school students from the senior secondary school.

Lessons will be supervised by a subject area supervisor or by an education department supervisor who will be present for the entire lesson and its critique.

A reteach lesson will be scheduled three to five days after the initial teaching session.

Each student will teach one lesson segment (teach and reteach) in each of his or her main subjects, and will observe all other segments of the same lessons.

Each student will teach and reteach one lesson (one main) during each phase.

At the end of the complete lesson (after all lesson segments have been taught), a supervisory critique will be held. After school pupils have completed their evaluation forms, they will be excused. The supervisory session will include a discussion of all lesson segments and will focus on: the general success of the lesson, issues related to the training components, specific suggestions for each MCE student, strengths and weaknesses, and specific, proposed modifications for the reteach session, if it is the first session.

3. Evaluation

A microteaching supervision/observation form will be prepared and adopted by the education department. It will be used by supervisors and MCE student observers (who will be teaching other segments of the same lesson).

A pupil evaluation form will be prepared and adopted by the education department for use by secondary school pupils at the end of each full lesson (pupil evaluation will NOT take place after each segment).

A microteaching clinic evaluation form will be prepared for completion by MCE students and MCE supervisors at the end of the clinic.

A microteaching response form will be prepared for completion by secondary school pupils at the end of the clinic.

The teaching practice evaluation committee will be asked to review the results of the microteaching clinic after its completion, and make recommendations for 1988.

4. Staff responsibility

A general coordinator will be appointed who will be responsible for scheduling, staff assignment, pupil availability, distribution of forms, video-taping of sessions, and the collection of evaluation forms. The coordinator will be assisted by the staff development advisor.

A total of about 150 supervision sessions will be required. If all staff participate, each staff member will be asked to supervise two to three lesson sessions (four to six afternoons).

It is recommended that all departments encourage supervision by education staff. If certain subject areas do not wish to have some of their students supervised by education staff members, the staff load in that department will be increased.

5. Training Components

The education department will devise one training component for each of the two clinic phases. These training components will focus on teaching skills such as reinforcement and questioning.

It is suggested that a college-wide committee be established to devise a college lesson plan format to be used consistently in all practical settings (microteaching clinic and teaching practice). If this plan can be accepted before the beginning of the microteaching clinic, students can become experienced in its use before their first teaching practice experience.

All staff members will be trained to supervise the two education training components.

Each subject area is encouraged to develop one or more training components.

Any education staff member supervising in a subject area should receive training on the subject area training components for that subject area.

6. Videotaping of lessons

If adequate equipment is available each student will have either his first or second lesson videotaped in each lesson series.

9

[Empty observation form area]

████████████████████ Attachment B
████████████████████ Microteaching Class
████████████████████ Observation Form

Name of teacher: _____ Subject:: _____ Date: _____

Lesson segment: 1 2 3 4 5 Session: teach reateach Supervisor: _____

	High				Low				
1. Did the teacher use good examples?	5	4	3	2	1				
2. Did the teacher use the chalkboard well?	5	4	3	2	1				
3. Did the teacher know the subject well?	5	4	3	2	1				
4. Did the teacher ask students enough questions?	5	4	3	2	1				
5. Did the teacher ask students good questions?	5	4	3	2	1				
6. Did the teacher use good reinforcement techniques?	5	4	3	2	1				
7. Did you clearly understand what the teacher was trying to teach?	5	4	3	2	1				
8. Was this lesson interesting?	5	4	3	2	1				
9. Compared with other classes, rate this class	5	4	3	2	1				
10. How could the teacher improve this lesson?									

Attachment C

Microteaching Evaluation

Form for Supervisors

and Student Teachers

23. What did you think is the most important strength of the microteaching program?

24. How can microteaching be made better next year?

25. How could supervision be improved next year?

26. How could lesson plans be improved next year?

27. Would you like to have all microteaching lessons videotaped?

28. Comment on how effective it was to have all students in a single session plan, teach, and discuss the results of their lessons together?

29. Please give any overall comments on the microteaching program this year.

████████████████████ Attachment D

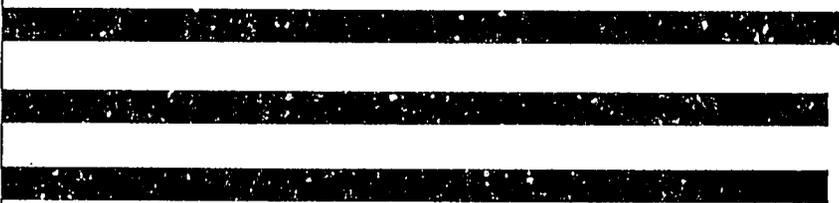
████████████████████ Summary Tabulation

████████████████████ of Microteaching

████████████████████ Student Data

Summary Tabulation of Microteaching Student Data (n-110)

Evaluation Item	Mean Rating		
1. Enough Preparation	4.3		
2. Good Timing For Clinic	4.3		
3. Reteach Opportunity Useful	4.6		
4. MCE Supervision Effective	4.2		
5. Peer Supervision Effective	3.7		
6. Supv. Discussions Useful	4.6		
7. Successful in Building Confidence	4.3		
8. Six Week Clinic Length Satisfactory	3.9		
9. Lesson Length Satisfactory	3.4		
10. Useful to Teach Related Lessons	3.9		
11. Enough Time Between Tch/Retch	4.0		
12. Critique At End of Sessions OK	3.8		
13. Lesson Obs. & Eval Forms Effective	3.8		
14. Amount of Time/effort for Clinic OK	3.8		
15. Class Size Satisfactory	3.3		
16. School Pupils Were Cooperative	3.9		
17. Scheduling & Arrangements Smooth	3.9		
18. Video Tape Use Effective	3.8		
19. Written Comments of Supv. Useful	4.6		
20. Overall rating	4.0		
22. Number mt sessions	3.0		
21. Best performance		Total No. Tch	Selected As Best
English	14	52	0.3
Home Economics	5	27	0.2
Mathematics	3	30	0.1
Science	16	39	0.4
Setswana	15	44	0.3
Social Studies	11	52	0.2
Technical Studies	3	9	0.3
Music	7	24	0.3
Physical Education	9	28	0.3
Both Subjects Cited	22		



Attachment E
Reinforcement
Skills Exercise

**Reinforcement Skills Exercise
Microteaching Clinic 1987 - Phase One
Molepolole College of Education**

Positive reinforcement techniques

- verbal encouragement - letting students know of your approval by using such words or phrases as "good," "that is good thinking," "thank you for your help," "nice contribution," etc.

- non-verbal encouragement - letting students know of your approval by using non-verbal gestures or body language such as nodding your head, smiling in response to something said or done, pointing your finger in approval, etc.

- excusing one or more students from a requirement, assignment, or other responsibility such as rewarding a particularly good class comment by excusing a student from part of a homework assignment, or rewarding class good behavior by dismissing class five minutes early, etc.

- allowing students to help with desirable tasks such as ringing the school bell, going to the office to get something for the teacher or class, or passing out papers. It is important to judge correctly about what students perceive to be desirable tasks.

- NOTE: In general, positive reinforcements are anything which make people feel good, want to do more, or have a sense of approval and accomplishment.

Negative reinforcement techniques

- verbal discouragement - letting students know by your comments that you disapprove of what they have said or done, or that they have not done what you had wanted them to. For example saying "that's not correct," "absolutely not," "why did you do something like that," etc.

- non-verbal discouragement - letting students know by your gesture or action that you disapprove of what they have said or done. For example shaking your head, allowing your shoulders to sag, frowning, etc.

- punishment task - asking students to do something as punishment. It is important that extra study not be used as a punishment, for you do not want students to think that important academic work is so

undesirable as to be thought of as a punishment. Punishment tasks can be useful tasks to the school but not related to academic work, like picking up litter, or they may be completely meaningless tasks, though that is generally not as desirable.

- taking away a privilege - For example making a student change seats to a seat he or she does not want to sit in.

Exercise

Objectives

1. To learn different techniques of positive and negative reinforcement, which you will attempt to use in your classroom. In addition to those listed in this exercise, you are free to add others as you wish.
2. To demonstrate how many of these techniques can be used in a single classroom period, and to tabulate how many times each technique is used.
3. To increase the variety of reinforcement techniques used effectively in your teaching.

Activities

Before your first microteaching lesson think of several specific examples of positive and negative reinforcement, both verbal and nonverbal, which you will use in your lesson. You are expected to use one or more examples of each of these four types as you teach.

Your observers (both the supervisor and your peer teachers) will record the number of times you use each type of reinforcement by ticking a mark after each category, each time the technique is used during your lesson segment. After all lesson segments have been taught the supervisor and all peer teachers will discuss together the results of all observations.

You will repeat the procedure during your reteach session, trying to increase the number and range of reinforcement techniques used.

Discussion and Activity Report

For your own teaching:

- positive reinforcement techniques you used (include examples of each).
- negative reinforcement techniques you used (include examples of each).
- which techniques did you find most useful
- which techniques did you find most difficult
- which techniques did you learn to use which were new to you
- which techniques did you find unsuccessful
- do you think you can succeed with these later on

For the teaching of others you observed:

- were there techniques, not used by you but which you observed others using; which of these were effective; were there any which you may try later on
- did you see any examples where techniques were used inappropriately, either bad techniques, or techniques used in the wrong way or at the wrong time

How will you be able to improve your use of reinforcement techniques in the future

What are some of the most important things you learned in this exercise

Attach the observation record completed by your observers

Evaluation Report (part 2 of Activity Report)

How useful was this exercise for you?

How could it have been improved?

Should we ask students next year to do the same exercise?

Education Department
September 1987