Welcome to Faculty Development Program

Micro-Teaching: Mastering The Art of Teaching

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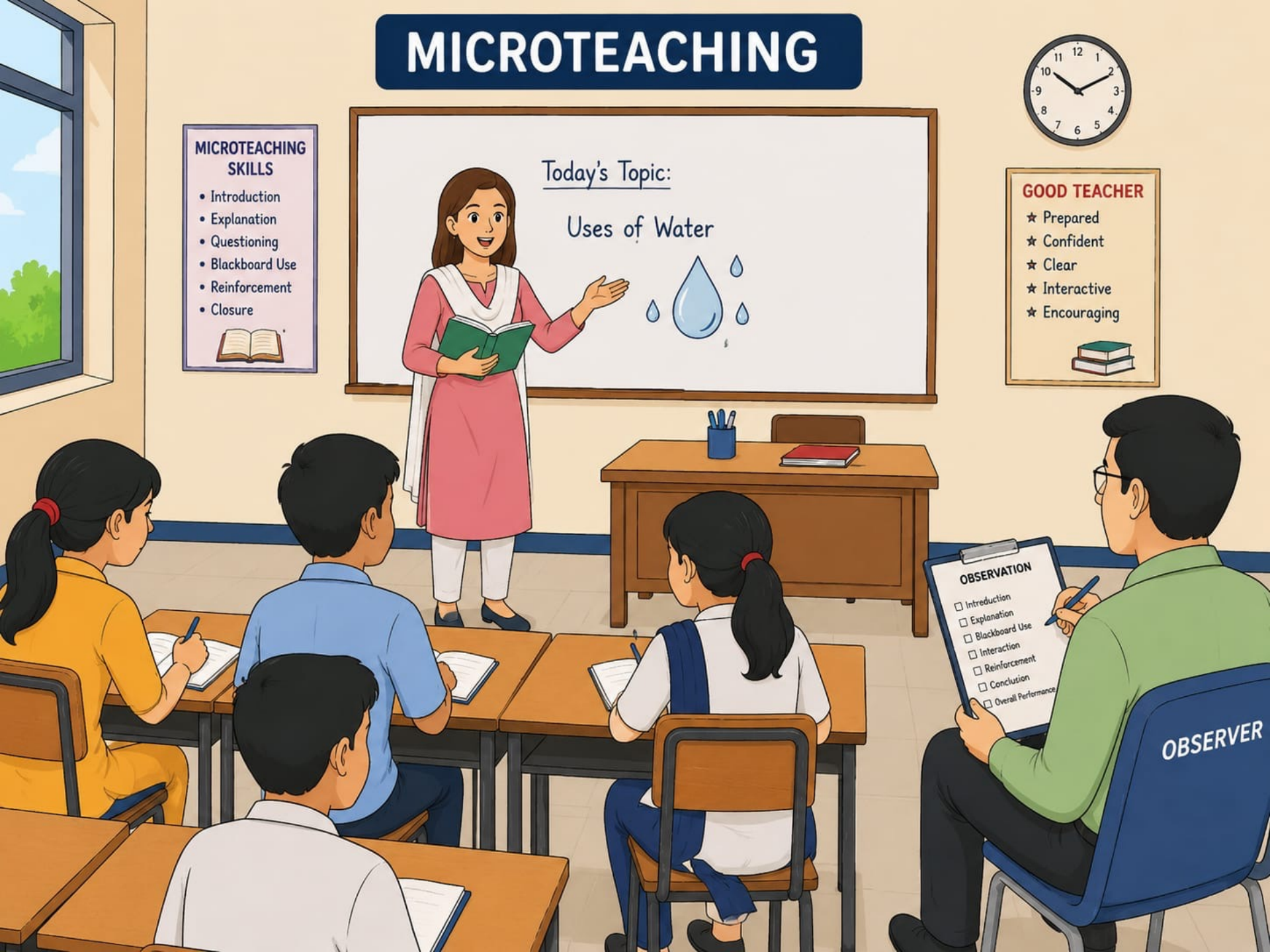
LEARNING GOALS
Be respectful
Be prepared
Be responsible
Be engaged
CLASSROOM EXPECTATIONS
Be respectful
Be prepared
Be responsible
Be engaged
BELIEVE IN YOURSELF


MICROTEACHING
MICROTEACHING SKILLS
• Introduction
• Explanation
• Questioning
• Blackboard Use
• Reinforcement
• Closure
Today's Topic:
Uses of Water
GOOD TEACHER
★ Prepared
★ Confident
★ Clear
★ Interactive
★ Encouraging
OBSERVATION
☐ Introduction
☐ Explanation
☐ Blackboard Use
☐ Interaction
☐ Reinforcement
☐ Conclusion
☐ Overall Performance
OBSERVER

Why Called Micro…

1. It is real teaching that focus developing teaching skill.

   It includes-

   - 5-10 students/Simulated students
   - Duration of 5-10 minute
   - Small topic given to the teacher with few objectives
   - Limited number of teaching skill

2. Few assessors (Seniors/trainers)
3. Focused immediate feedback on various aspects of teaching method

   Such as: Attitude, body language, vocabulary, Lecture/class planning, PowerPoint construction, speaking techniques etc.

SESSION OVERVIEW

01 **What is Micro Teaching?**
Definition, history & origin

02 **Rationale & Importance**
Why it matters in medical education

03 **The Micro Teaching Cycle**
5-step plan-teach-feedback cycle

04 **Teaching Skills Practiced**
Core competencies developed

05 **Implementation Steps**
Practical steps & program design

06 **Feedback & Evaluation**
Tools, rubrics & structured feedback

07 **Evidence & Outcomes**
Research findings & effectiveness

08 **Challenges & Solutions**
Overcoming common barriers

MICROTEACHING

- It is an innovative **teacher training technique** aims at development of competence in teaching skills.
- A teacher education technique which allows teacher to apply well define teaching skill to a carefully prepared lesson in a planned series of 5-10 minutes encounter with small group of real class room student, often with the opportunity to observe the performance an videotape.(Bush 1968)

MICROTEACHING

- Teachers are not born, rather, teaching skills are improved gradually over the years through experience and continuous practice.
- Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences.
- Even a senior or experienced teacher can be benefited by this method, particularly for learning new skills in teaching.

FOCUS

Not **WHAT** teachers should teach ..... but **HOW** teachers should teach

HISTORY OF MICROTEACHING

1961	→ Demonstration lesson introduced at Stanford University, USA.
1963	→ Microteaching formally developed by Dwight W. Allen & colleagues.
1970	→ Adopted in teacher training across UK, Europe & Australia.
1976	→ Introduced in India and expanded to Asian medical & nursing education.
2000	→ Integrated into global faculty development programs.
Today	→ Core component of faculty development worldwide.

Microteaching In Medical Education

- Traditional teaching is **teacher-centered** and focuses on factual knowledge.
- Modern medical education emphasizes **student-centered** learning with **SMART objectives**.

Microteaching In Medical Education

- Conventional teacher training has limitations. **Microteaching** develops teaching skills through:
    - **Practice**
    - **Observation**
    - **Feedback**
    - **Reflection**

REQUIREMENTS..

- **Simulated classroom / Teaching corner**
- **Distribution of resources :**

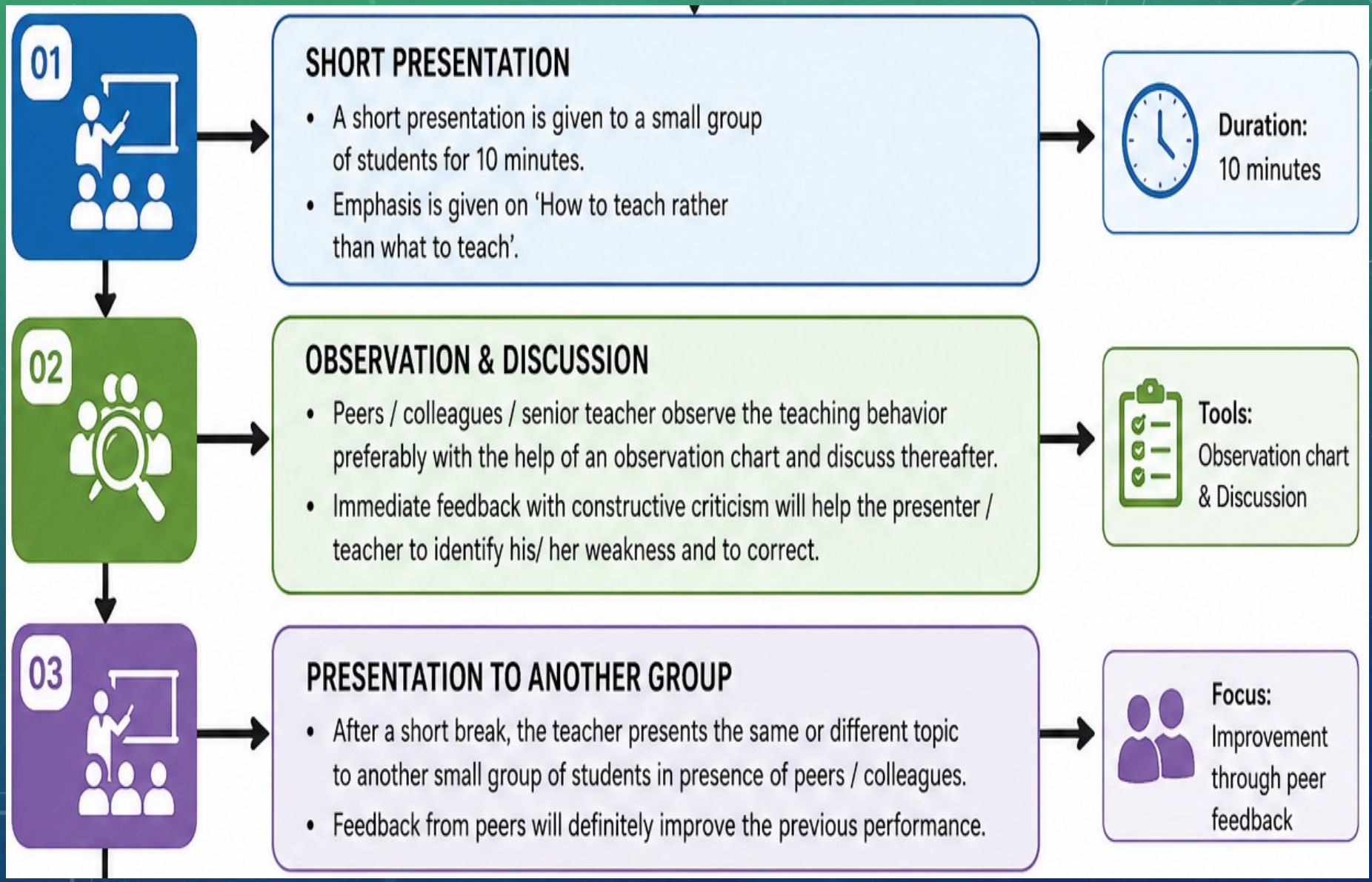
  projector, computers, speakers, microphone
- **Observer/Assessor:**

  1/more
- **Not mandatory… Students / simulated students…… e.g. 5 in number**

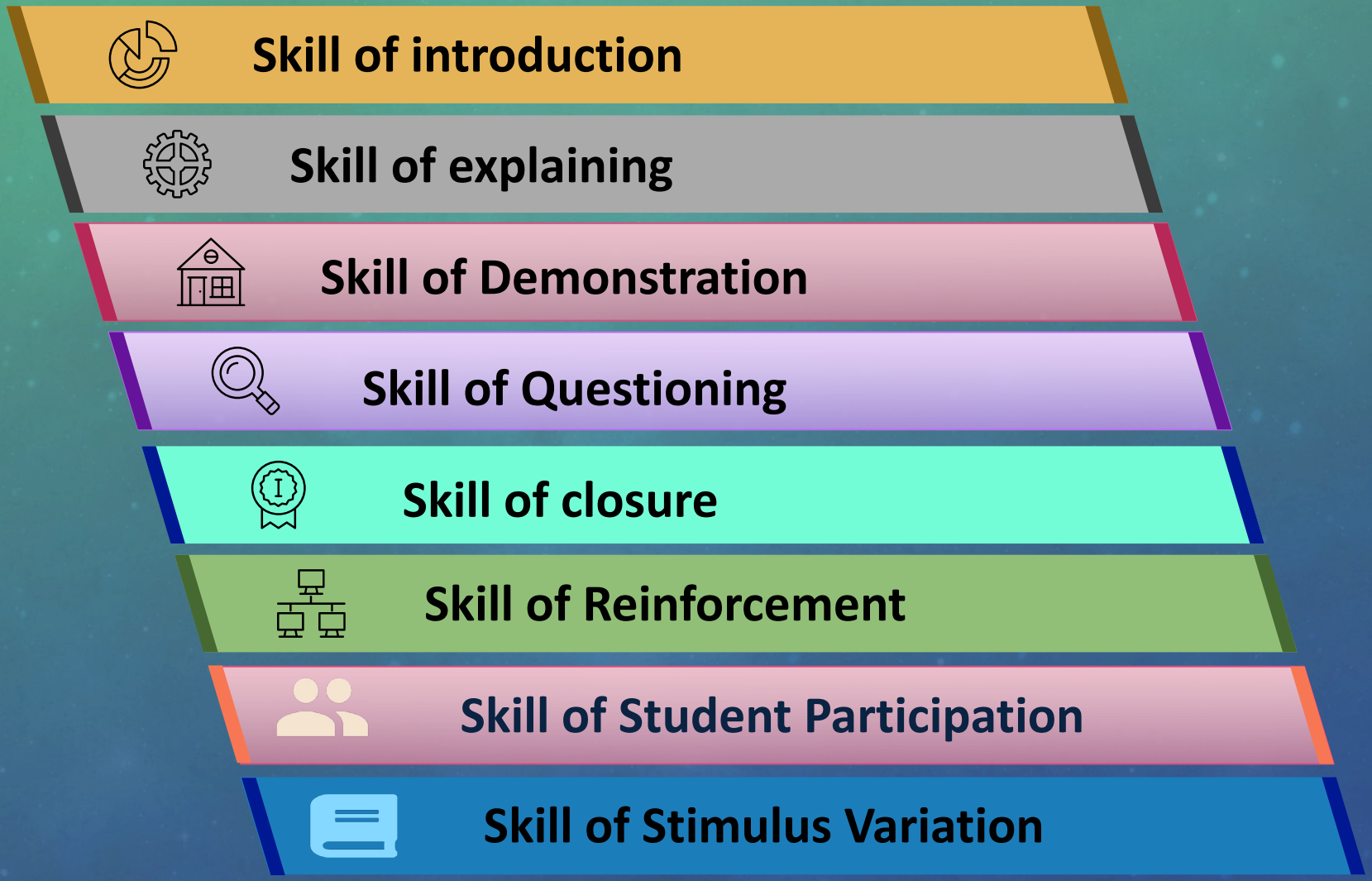
  (Focused **on year** / **phase** of course & how many students)
- **Teaching content** must be valid & according to

  Curriculum

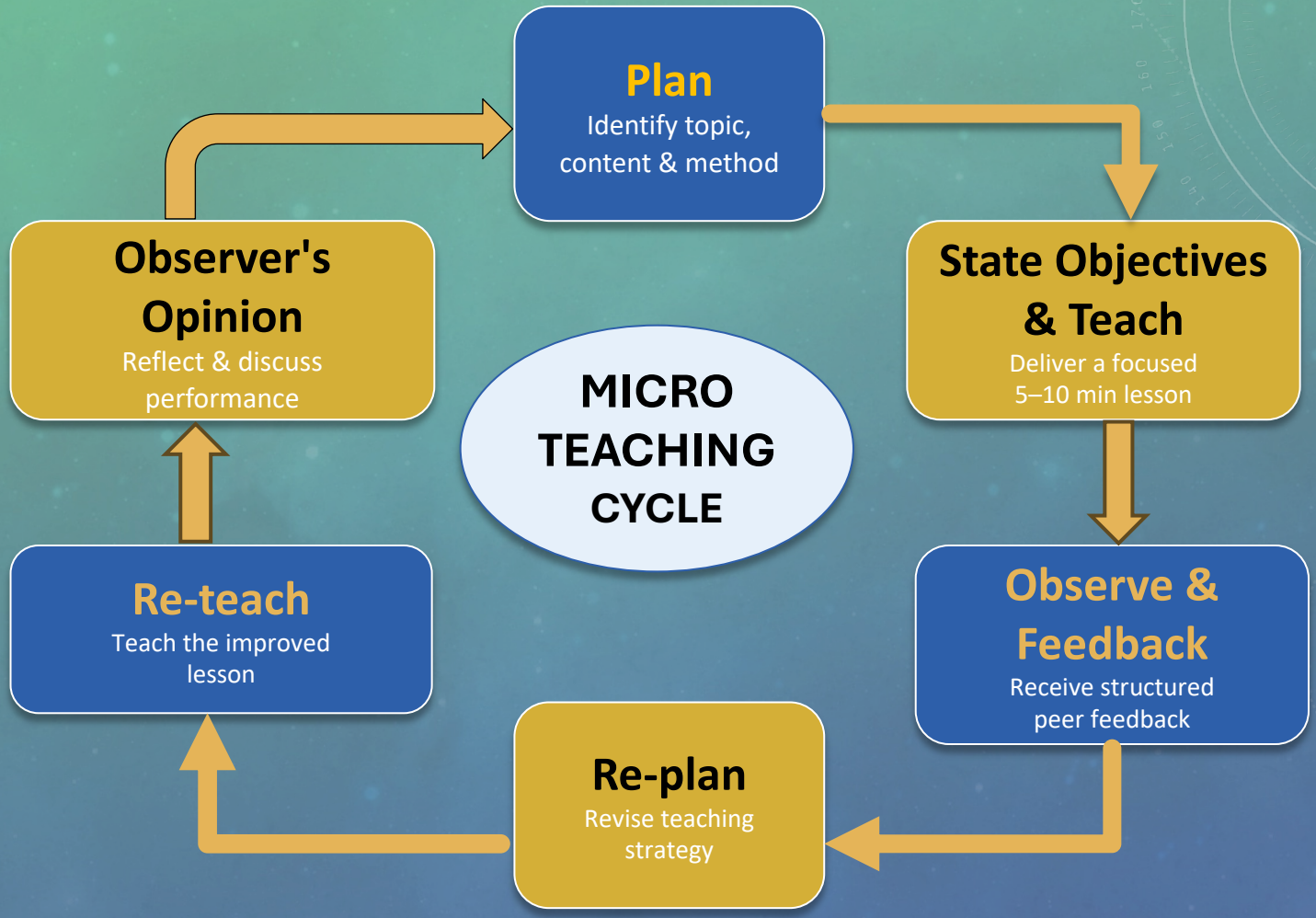
METHODS: MICROTEACHING



Teaching Skills Practice In Microteaching



Micro-Teaching Cycle



Plan → Teach → Feedback → Re-plan → Re-teach → Reflection → Continuous Improvement

FEEDBACK & EVALUATION TOOLS

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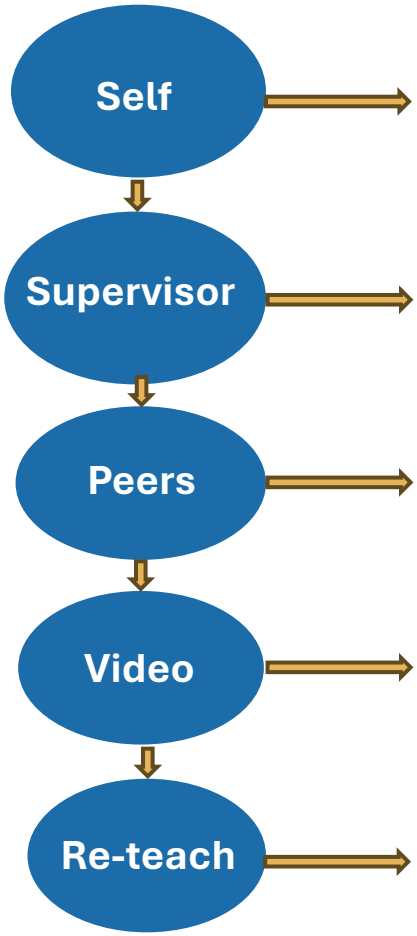
Structured Feedback Sequence



Teacher evaluates own performance first - strengths and areas to improve

Expert feedback using checklist and video timestamp references

Collegial observations from fellow faculty attending as students

Objective self-confrontation through careful video playback

Apply all feedback in the re-teaching session immediately

FEEDBACK & EVALUATION TOOLS

Sample Observation Checklist

Skill Component	1	2	3	4	5
Set Induction					
Clarity of Explanation					
Types of Questioning					
Student Engagement					
Use of Teaching Aids					
Reinforcement Given					
Closure & Summary					

1=Poor 2=Below Avg 3=Average 4=Good 5=Excellent

EVIDENCE & RESEARCH OUTCOMES

78% Improvement in teaching skill scores after a micro teaching program (Remesh, 2013)

3.2% Greater skill retention compared to traditional workshop-based training

91% Faculty reported significantly increased confidence in classroom management

82% Students perceived measurably improved teaching quality post-intervention

MICRO TEACHING IN CLINICAL SETTINGS

Bedside Teaching (Ward Round)

- Patient presentation by resident (5–10 min)
- Focused clinical questioning by consultant
- Brief bedside demonstration of examination finding
- Immediate constructive feedback in a private area
- Teaching point reinforced before moving on
- Encourages clinical reasoning & self-reflection

OPD / Outpatient Teaching

- Student takes focused history (5 min)
- Student presents findings to supervisor
- Supervisor demonstrates clinical examination
- Guided discussion of differential diagnosis
- One key teaching point per patient encounter
- High patient volume = rich practice opportunities

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CHALLENGES & SOLUTIONS

CHALLENGE	SOLUTION
Time constraints for busy faculty	Schedule 1-hour slots; integrate into faculty meetings
Reluctance to be video recorded	Normalize video; emphasize confidential, supportive setting
Artificial teaching environment	Use real students or standardized patients where feasible
Inconsistent feedback quality	Train observers; use standardized rubrics and checklists
Resource limitations (cameras/rooms)	Smartphones are fully adequate; designate a dedicated room
Sustaining long-term engagement	Link to promotion criteria; award certificates; track progress

Key References

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Micro-teaching is Vital to create new Leaders and new kind of Leadership...

-Anderson

THANK YOU

for your time, attention, and participation

QUESTIONS & DISCUSSION