

**Microteaching for MBBS students**

Sir,

It is education which makes the man, a good or bad man according to its education content and its nature and its methods.

**Teaching learning process:** Every individual should have access to the type of education that permits maximum development of his potential and capabilities. Education is a process, the chief goal of which is to bring about change in human behavior. The term behavior in this context relates to the acquisition of knowledge, achievement of skills, and development of attitudes. Teaching learning process is a part of education program or teaching learning system. What the student receives, perceives, and assimilates is more important than what the teacher presents, gives, or does. Teaching comprises interactions between teacher and students under the teacher's responsibility in order to bring about expected changes in the students' behavior. Teacher facilitates the students learning process by creating a suitable learning environment and by providing effective learning experiences.

**The need for microteaching:** Teaching in a large class room situation does not provide a conducive atmosphere for the development or refinement of teaching skills. It is mainly due to the absence of opportunity to receive feedback from students. For a beginner, direct entry into a classroom poses many difficulties like covering a vast content area, for the duration of 1 hr or so and dealing with a large number of students. Thus, there is a need to provide training in teaching skills in a safe and controlled situation, under the guidance of a supervisor.

"Microteaching" has been described as "scaled down" teaching encounter to develop teaching skills. It consists of practicing teaching in the form of specific skills in a safe and controlled situation. The trainee plans and practices one or two skills in the form of micro lesson, i.e., a short lesson or a part of the lesson to a group of 4-6 observers for a period of 5-10 mins. The observer may be peers or students whose job is to carefully observe the performance of the teacher and to offer detailed feedback to the practicing teacher as regards the skills practiced. The feedback given by the observer is used as the basis for improving one's skills.

Component skills in microteaching include lesson planning-use of relevant content matter and also properly organize it. The teacher should arouse interest and gain pupil attention by questioning, relating to previous learning, performing an interesting activity, etc. Students should also be rewarded verbally and by gestures. Proper modulation of voice, avoidance of boredom by movement, gestures, eye contact, etc., summarizing the important points is very useful.

**Microteaching cycle:** The original microteaching cycle was developed at Stanford in the early 1960's. It consisted of the sequences Plan - Teach - Observe - Replan- Reteach-Reobserve.<sup>1,4</sup> However, simplified version of Microteaching cycle consists of only three stages, i.e., plan, teach, observe.

**Limitations of microteaching:** The skills acquired during microteaching may not be internalized. Integration of several skills is not an easy task. Microteaching often meets with resistance from teachers. Soliciting cooperation from colleagues and students is a challenging task.

**M. Jamuna Rani\***

Department of Pharmacology, Malla Reddy Institute of Medical Sciences, Hyderabad, Andhra Pradesh, India

\*Correspondence to:

Dr. M. Jamuna Rani,

Email: jamunadrani@yahoo.com

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