

# Educational Research and Reviews

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*Full Length Research Paper*

# The evaluation of micro teaching method used in the training of primary school teachers in Turkey

Taşkaya Serdarhan Musa

Mersin University, Turkey.

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**Micro teaching, one of the most frequently used methods in the pre-service education of teachers, is used in many lectures for the training of teachers in the faculties of education in Turkey. Micro teaching is a teaching method which is especially used in the pre-service training of teachers and it aims to train prospective teachers by making systematic trials in terms of their teaching behaviours. However, because of various reasons, some problems are encountered in the implementation of this method. In this research, it is aimed to evaluate the status of the use of micro teaching method, according to opinions of the primary school teacher candidates. The study was figured as an action research in survey type. The semi-structured interviewing technique was used to collect data in the research. 24 students studying in the department of primary school teacher training in a public university in spring semester of 2012-2013 education year participated in the research. Volunteering was the basis of the selection of the students. The semi-structured interview form developed by the researcher was used as a means of collecting data. Descriptive analysis was used to analyse the data. In the research, it was concluded that except for one course, the micro teaching method is not used in the teacher training courses. The participants have expressed that they find the micro teaching method, which is implemented in only one lecture, very useful in many ways and proposed the use of micro teaching method in all education lectures.**

**Key words:** Micro teaching, primary school teacher candidates, teaching method.

## INTRODUCTION

Teaching, which is a very old profession, has become very different in terms of profession nowadays. In the new educational paradigm, rather than teacher-centred teaching, student-centred educational approach in which the teacher learns together with the students by guiding them in the class prevails. In this approach, teachers have to create an effective and interactive learning environment, choosing the methods and activities that can provide students participate in the lesson and can be

applied in the classroom. Therefore, teachers need to be trained to have the expected competencies during their pre-service education.

“Teacher training is a comprehensive and multi-dimensional issue. The selection of teacher candidates, pre-service training, practice (internship) period and the monitoring and the evaluation studies in this period, topics like in-service training, totally enters into teacher training concept” (Kavcar, 2002: 1).

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Teaching experience applied in pre-service teacher education has a very important role in teacher training. Teachers' self-efficacy beliefs may be affected by the applications performed in the academic courses of the faculty of education programs and the experiences in the internship schools. Therefore, it is important to provide teachers with the training methods which will enable them to see their own self-efficacy in the faculty of education courses. The inadequate pre-service teacher education lies on the basis of the problem of the quality of teachers. With the traditional understanding and practices, only upbringing of traditional individuals can be achieved. Therefore, teachers need to be trained in new ways that they can keep up with the times and adapt to the changing needs of the society (Meral et al., 1998).

It is hard to say that just one method is effective in teaching (Rao and Lakshmi, 2010). Therefore, in the training of teachers, different methods have been used until today. 'Practical activities are indispensable elements for the program in the teacher training programs. It is extremely important for a teacher to find the opportunity to apply the principles and theories he/she has. One of the applications which are thought to contribute to achieving this and create an effective means between theory and practice is micro teaching (Görge, 2003: 56).

Micro teaching method was first revealed at Stanford University in the United States (USA). This method of teaching has taken its present shape in the 1960s and 1970s, when American educators focused their work on it. This method is used particularly in pre-service teacher education and also in in-service training of private and public organizations (Demirel, 2009; Güney and Ersoy, 2010).

Micro teaching is the presentation of the audio-visual records of the teacher training institution students' teaching experiences to them. These records are to be discussed by the consultants who are responsible for the lesson (Alan, 1979). Micro teaching can also be used in pre-service of teachers both in Turkey and other countries as well as in many areas (Çakır and Aksan, 1992; Oliver, 1993; Kazu, 1996; Dennick, 1998; Güney and Ersoy, 2010; Semerci, 2011; Erdem et al., 2012). Allen (1979) stated that micro teaching can be utilized both in pre-service and in-service training of teachers.

Teaching experience has a very important place in teacher training for primary education. Self-efficacy beliefs are affected by the experiences in education faculties and practices in schools (Tschannen-Moran et al., 1998). When considered from this perspective, micro teaching emerges as an important method to improve the quality of teacher candidates (Güney and Ersoy, 2010; Kartal et al., 2012).

Micro teaching is a teaching method which aims at raising teachers by making systematic trials in terms of their teaching behaviors and is used in their pre-service training (Taşdemir, 2006). This method can be regarded

as a minimized and condensed teaching experiment in terms of number of students, teaching time and subject (Küçükahmet, 1999; Aydın, 2005). Thanks to micro teaching method, prospective teachers have teaching experiences albeit short-term and with this feedback, they have the opportunity to see and resolve their inadequacy (Küçükoğlu et al., 2012).

The camera shot which is one of the most important stages in micro teaching remains inadequate for some reasons. The candidate's self-assessment and especially self-monitoring can only be realized by this stage. Despite all the problems, micro teaching is the most commonly used method as a teacher training method in education faculties in Turkey.

No matter in what way it is used, micro teaching has taken its place not only as an integral part of the educational programs in teacher training faculties, but also in in service training of teachers enabling them to improve themselves continuously for many years in European countries and in America (Meral et al., 1998: 760).

The class where the method is going to be applied should be sufficient in terms of instructional technology. With this method, teachers are given the opportunity to have experience and improve themselves in a low-risk environment. However, in faculties of education in Turkey, the application of this method has some problems. Restriction of time and lack of infrastructure are the biggest ones. Kazu (1998) also stated that the overcrowding of classes pose problems in terms of the implementation of the microteaching. Despite all these problems, in the survey made by Peker (2009), Özçınar and Deryakulu (2011), Güney and Ersoy (2010), micro teaching in teacher training has been shown to be effective. In a survey conducted by Ekşi (2012), it has been stated that teacher candidates find micro teaching useful in professional development because they reconcile theory and practice.

## Purpose

In this study, it is aimed to evaluate the micro teaching method in training primary school teachers based on the view of teacher candidates. For this purpose, answers to following sub-problems were sought:

- 1- What are the opinions of primary school teacher candidates regarding the use of micro teaching method in their lesson presentations?
- 2- What are the opinions of primary school teacher candidates about the advantages of micro teaching method?
- 3- What are the opinions of primary school teacher candidates about the disadvantages of micro teaching method?

4- What are the opinions of primary school teacher candidates about the use of camera in micro teaching method?

5- What are the suggestions of primary school teacher candidates about the application of micro teaching method?

## METHOD

### The model of the research

This is an action research which has a survey type pattern in order to detect an existing situation. Ekiz (2003: 43) defines action research as a kind of research or survey that is carried out by implementers in order to improve education technics and aims to understand, evaluate and change these technics systematically. In this study, data were collected through interviews.

### Study group

This research was done in Primary School Teaching Department of the Education Faculty of Mersin University, which is a public university in Turkey. The research was conducted with twenty-four students who are studying in the third grade of the primary school teacher training department, in the end of the 2011-2012 academic year spring semester. Ten of the participants were males and fourteen of them were females. The selection of the students in the study group was based on volunteerism.

### Data collection tool

Semi-structured interview form developed by the researcher was used as the data collection tool. Literature was utilized in the development of the interview form. The interview form consisted of two parts. In the first part, there were questions about the personal information of the participants, and in the second part there were research questions. Pre-application has been conducted and experts' opinions are taken for the reliability and the validity study of the interview form. Ten students were interviewed in the pre-application. The expert consulted for the validity of the interview form works in the primary school teacher teaching department of the education faculty. The interview form was finalized after the experts' opinion and the pre-application.

### Data analysis

Descriptive analysis was used in data analysis because the sub-problems of the research were pre-determined. After being analysed, the interviews were collected under pre-determined headings and interpreted generally. In order to exemplify and understand the reviews better, some of the participants' opinions were cited. To hide the name of the participant whose views were quoted, coding was used instead of the names of the primary school teacher candidates. F represents the female participants and M represents the male participants in the encoding.

### Application

Interviews were recorded with an audio recorder. The participants were previously informed about audio recording. The interviews

ranged from 3 to 9 min. While transferring the opinions to writing, we were careful not to disrupt the meaning. However, some corrections were made where there were narrative and grammatical mistakes. To improve reliability, the analysis of the recording was done by another expert too. In this way the accuracy of the data recording into writing was checked. In the examination made by the expert, no problems were found in the analysis of the audio recordings.

## FINDINGS

### Opinions about the use of micro teaching method in the course presentation

The teacher candidates who participated in the study stated that micro teaching was not used in course presentation except in one course. The participants expressed that they made their course presentations they were assigned in teaching lessons using only the narration method.

*...Micro teaching was applied in only one course, not in the others... (M4)*

*...When I watched, I exactly saw what I did and how I walked. I think it is a useful application. Other presentations were temporary but in micro teaching method we have the camera shot... (F11)*

*...Micro teaching was applied in just one course. In most of the lessons the lecturers don't care how the course is done. Instead, these lecturers tell us to come and do the presentation and go. We do our presentations generally reading from power point slides. Only the well-prepared ones can tell without reading. It can't be said that much attention has been paid to how the teaching is done in the lessons in which micro teaching is not used... (M1)*

*...In most of the lessons the lecturer does not even listen to us. We just tell the lesson and go. In fact, just doing the slide show is enough for some lecturers... (M3)*

Micro teaching was found to be applied in only one course in the first three years of the primary school teacher teaching department. The results of the study show that opinions regarding the full implementation of the micro teaching method are generally positive. Some of the participants stating opinions this way have expressions as follows:

*...I think micro teaching is the best method that provides student participation. It is even the best method we have seen in our faculty so far. We evaluated ourselves in the lessons in which micro teaching was applied. And this made us more active during the lesson. Moreover, our friends evaluated us too. However, only the lecturers evaluated us in the lessons in which micro teaching was not applied... (M4)*

*...I watched myself at home, too. I could see that I had deficiencies. Moreover, I realized that there were some students disrupting the lesson and even I was laughing with them. But I couldn't see that during my course*

*presentation. I could see that clearly when I watched the camera shot... (F8)*

*...We saw and evaluated ourselves (thanks to camera shots) in micro teaching. We just prepare and do our presentations and go in the lessons in which micro teaching isn't done, that's all. We don't do the critique of our presentations. We are able to evaluate ourselves better because we see ourselves when micro teaching is applied... (M2)*

### **Opinions about the advantages of micro teaching method**

It has been expressed that there are many advantages of applying micro teaching in the lessons. Especially the camera shot and watching it after the lesson helped the teacher candidates see themselves more clearly and objectively. Following are some examples to the opinions of the participants:

*...When I watched myself, I realized that I had made unnecessary hand gestures. You can see your deficiencies. If there hadn't been camera shot in micro teaching, I couldn't have remembered anything but, it was very effective when I watched myself later. It helped me make my other presentations more effective... (F4)*

*...I also watch myself at home. I can see my deficiencies more clearly... (F5)*

*..In all the lessons in which micro teaching is not applied, we just give the lesson but in micro teaching we are more careful about what we say... (M1)*

Making comments after the presentations which teacher candidates prepare, evaluation of the lecturer, self-assessment and peer-assessment are stated as some of the advantages of micro teaching method.

*...I liked the evaluation part of micro teaching. At the end of the course presentation, the student evaluated himself/herself, two friends evaluated him/her, and the lecturer evaluated him/her. At the end of this evaluation, we had an average assessment. This was an important detail because the assessment part of micro teaching was different. We had never evaluated ourselves before. The lecturers always graded us... (F2)*

It is remarkable that some participants say they learned how micro teaching is done and what its contents are when micro teaching was applied.

*...I had heard only the name of micro teaching before. By practicing it, I could understand what it was and how it was applied... (F6)*

*...I learned that there was a camera shot in the lesson in which micro teaching was done. The evaluation was very different in micro teaching because there was self-assessment, peer-assessment and lecturer assessment. It was different because no attention was paid to these in*

*other academic courses... (F2)*

### **Opinions about the disadvantages of micro teaching**

Micro teaching was generally described as a good method by the participants and the question whether there are disadvantages of this method or not was generally answered as there are not disadvantages of this method. The disadvantages which some participants stated were the concern that some teacher candidates may get excited because of the camera shooting and the method is time consuming.

Here are some examples of the opinions in this regard:

*...The shortness of time is a disadvantage of this method... (M7)*

*...We could not always watch ourselves fully in the lessons in which micro teaching was done. I could watch myself completely only at home... (F3)*

*...Teacher candidates may be anxious because of the camera shooting... (M1)*

*...Some of the friends may not like camera shooting... (M6)*

### **Opinions about camera use in micro teaching**

Camera recording is an important subject in micro teaching. In the interviews, the teacher candidates regard camera shooting as nearly the whole part of micro teaching. Participants are generally observed to take a bright view of camera shooting.

*...If there weren't camera shots and I didn't watch myself in the class, I couldn't see my mistakes... (M6)*

*...Actually I don't like taking photos or videos of myself. But thanks to camera shots we could watch and see our mistakes... (M10)*

About micro teaching applications where the presentations were shot with a camera and watched afterwards, primary school teacher candidates stated that their opinions were negative at first but changed positively later.

*...In each course, we make applications. But in micro teaching, camera can cause stress for some of us. But this situation lasts for a short time until you get used to it... (F9)*

There are also participants who think that the use of camera affects the teacher candidates adversely during their presentations.

*...Course presentation is made once. Because of the recording, the mistakes we make are documented. I could be more comfortable if there wasn't camera*

*shooting. I am more comfortable in the course presentations in which there is not a camera. Still, I can't say I make my presentations better without a camera... (F11)*

*...When I got very high marks in the lessons without camera shooting, I used to think that I deserved those marks. Camera shooting made me realize that actually I am not so good... (F8)*

*...We began to have prejudice against the lesson when we heard there would be camera shooting because we were going to watch it again when we made a mistake in front of so many people. We come with a traditional approach, and when we see something new, we oppose to it with prejudices... (M2)*

### **Suggestions about the application of micro teaching**

Some of the suggestions about the application of micro teaching are as follows:

*...More time should be allowed for the watching process of the camera shot at the end of the micro teaching. This cannot be done because the class is crowded... (F4)*

*...Duration should be longer in the course presentations... (M7)*

*...The camera shooting of the presentation can be done secretly. Or test shots can be done to eliminate the excitement of the teacher candidates... (M1)*

*...Micro teaching should be applied in all the academic courses in which we make presentations... (F1)*

*...It would be better if there weren't grading process. There shouldn't be grading... (F2)*

*...Micro teaching should be done with the teacher candidates who volunteer... (M6)*

### **DISCUSSION AND CONCLUSION**

It is very important for the quality of the education that teachers have experience with their own presentations in front of their friends and improve their teaching skills before starting to work as a teacher. Because of this, the teaching methods used in the pre-service of teachers come forward. Micro teaching has been the most outstanding of these methods in teacher training recently. Micro teaching is known as a method applied in the classroom. Due to this method, teacher candidates can make their sample presentations in an environment in which they will feel secure in front of their friends and under the guidance of the lecturers.

Various studies are encountered about the status of the use of micro teaching method in the education faculties in Turkey. When these researches are examined, it has

been concluded that micro teaching helps the teacher candidates to identify and resolve their deficiencies, overcome their excitement, and gain teaching skills (Kazu, 1996; Grgen, 2003; Grses et al., 2005; Sarı et al., 2005; Peker, 2009; Erkten and Durkan, 2010; Kuran, 2009; Erdem and friends, 2012; Gney and Ersoy, 2010; Eki, 2012; KaradaĖ and Akkaya, 2013). In this study, the status of micro teaching methods in the primary teaching departments in Turkey was evaluated according to the opinions of the students.

Primary school teacher candidates who participated in the research stated that micro teaching method is not used except for one course. It is understood from the views of the participants that in the academic courses, presentations are limited to be made in front the class. However, it is observed that the participants stated even one experience of micro teaching method they had in one course brought them a lot of competency in terms of teaching skills. Of course it is the lecturer's choice not to use this method. But it is obvious that making the presentations only with the narrative method and evaluation of the presentation only by the lecturer will be quite inefficient. In the research done by KaradaĖ and Akkaya (2013), it is observed that some participants say micro teaching is applied in few lessons in the department. In the research done by akır (2000) in Gazi, Hacettepe and Anadolu Universities, it is concluded that the lecturers want to apply micro teaching but they do not use it for various reasons. In the research done by Yldırım and Demirta (2008), it is concluded that in some courses in department of primary school teacher training, theory and practice should be together. Kuran (2009) noted that micro teaching should be done in the academic courses of the department of elementary school teacher training.

It is inferred from the replies of some participants given to the research questions that only camera recording is understood as micro teaching. However, camera recording is applied only as a stage in micro teaching.

In this research, it is concluded that the use of micro teaching is advantageous in many ways for the teacher candidates. Especially camera shooting and watching it afterwards and seeing themselves more clearly and objectively are the main advantages of micro teaching. Furthermore, it is stated that the critics, evaluation of the lecturer, self-assessment, and peer-assessment after the presentations are the advantageous sides of micro-teaching. It is observed that primary teaching department students say the use of micro teaching in the lessons improve their teaching skills in the research done by KaradaĖ and Akkaya (2013). In the research done by KkoĖlu and et al. (2012), it is found that teacher candidates have less difficulty showing their teaching skills with micro teaching applications. In the studies conducted by Œen (2009) and Sevim (2013), teacher candidates noted that they had more self-confidence,

their excitement became less, they had the opportunity to see themselves and they had more experience with micro teaching applications. Çakır and Aksan (1992) stated that micro teaching is an obligation before internship. In this respect, it can be said that micro teaching allows students to see their deficiencies and eliminate them before starting their profession.

In the research done by Sevim (2013), it is stated that micro teaching gives students the opportunity to evaluate themselves better than they do with the traditional methods. In this research, the participants also found the assessment of their presentations more useful when micro teaching is applied. Because in the presentations in which micro teaching is not applied, only the lecturer does the evaluation. But in micro teaching, as well as the lecturer, the people watching the presenter also take part in the evaluation. The fact that teachers' presentations are not evaluated well enough points out that there are some problems in this field. In the research carried out by Çakır (2000), it appears that only half of the lecturers in three universities think the evaluation in micro teaching should be done with the students. In the research carried out by Yalçın et al. (2012), in Mersin University, it is concluded that lessons are not made student-centered enough, few of the lecturers give place to self-assessment, performance observation, and peer-assessment in the assessment process used in presentations.

Primary school teacher candidates stated that using micro teaching in the courses does not have many disadvantages. In only a few of the opinions which argues micro teaching has some disadvantages, it is mentioned that camera shooting may cause teacher candidates to be excited and the method is time consuming. "In some situations, the excitement of the teacher candidate, which is because of the camera shooting, can cause the teacher candidate not to show his/her real performance" (Çakır 2000: 64). In the research conducted by Gürses (2005) it was determined that in the beginning, being recorded with a camera causes teacher candidates to be excited and stressed, but after beginning the lesson, this negative impact decreases. In the research done by Sevim (2013) and Çakır (2000), it is concluded that teacher candidates have to spend more time and effort to apply micro teaching method.

Videotaped lessons will enable the teacher candidates to see their strengths and weaknesses giving them the chance to evaluate their own lessons (Allen, 1979). Watching the camera shot of the course presentation is expected to affect later presentations positively. In this research, the participants expressed that video shots in micro teaching contributes positively to their other presentations, too. In the research done by Gürses and et al. (2005), it is also determined that at the end of the second presentation made after watching the camera

shot, these skills improved even more. However, some teacher candidates stated that camera recording of their presentations made them excited. Görgen (2003) and Sevim (2013), some teacher candidates expressed that video shooting may affect students' presentations negatively albeit at low rates, increase the teacher candidates' excitement, lower the efficiency because it is a new application.

Linmann (1980) supports the idea that recording the lesson and watching it afterwards is an effective way for micro teaching (Erdem et al., 2012). In this research though, primary school teacher candidates indicated that micro teaching is not applied in faculty of education except one lesson. "Video shooting during the lesson is described as useful in terms of evaluating themselves by the teacher candidates" (Erdem et al., 2012). In the study made by Çakır (2000), in three universities (Gazi, Anadolu and Hacettepe), the lecturers using a recording device in micro teaching were only the quarter of the ones who participated in the research.

In micro teaching method, teacher candidates do the presentation in front of the other teacher candidates and the lecturer in the class. The ones in the classroom criticize the presentation (Erdem et al., 2012). The lecturer generally observes the performance of the teacher candidate's presentation. The lecturer notes down the mistakes, and corrects them during the review of the presentation but never interrupts the lesson (Kpanja, 2001). However; in this research, it is observed that some participants say the lecturers do not make any comments after the presentations. This situation might be interpreted as a deficiency in teacher training and it means teaching cannot be done completely.

Micro teaching laboratories which have enough aural and technological hardware to make video recordings are needed for micro teaching applications which are most frequently used in teacher training. This is because lack of infrastructure which is the most common problem during the implementation phase causes important problems for the implementation of this method. In the research conducted by Yalçın İncik and Tanrıseven (2012) in the Education Faculty of Mersin University, it is concluded that the lecturers find the faculty's physical conditions insufficient in terms of student-centered education. Similar results were emphasized by Çakır (2000) who did research on micro teaching in Gazi, Hacettepe and Anadolu Universities.

About the application of micro teaching, few participants suggested that the time allowed for the application and watching the camera shots should be long enough, micro teaching should be applied in all the lessons, there should no camera recording, camera shooting should be done secretly, presentations should not be graded, and it should be done voluntarily.

The following results have been achieved in the light of the data gained from the research:

1. In the primary school teaching department of the university where the research was conducted, teacher candidates do many presentations and make lessons, but it is pointed out that micro teaching is applied only in one lesson in the first three education years.
2. Micro teaching method was seen as a method to contribute to teaching skills by all of the participants.
3. Teacher candidates stated that video recording helped them to see and evaluate themselves more clearly.
4. It was found useful that other teacher candidates criticize the ones who do the presentations.
5. Participants stated that the evaluation of micro teaching made multiple contributions to teaching skills.
6. It is emphasized that the time allocated for micro teaching is short and it should be increased.
7. It is mentioned that micro teaching should be applied in the other courses of primary school teaching program.

Based on the conclusion obtained from this research, these suggestions are made:

1. Why micro teaching is not preferred by the lecturers should be researched.
2. Necessary regulations should be made in teacher training programs for the micro teaching method to be used in all academic courses.
3. Research that will demonstrate how course presentations are evaluated in primary school teaching departments should be carried out.
4. In training courses, course presentations conducted by teacher candidates should be recorded by a camera and monitored.
5. Micro teaching should also be used during the in-service of teachers.
6. Hours of the training courses in primary school teaching degree programs should be rearranged.
7. Laboratory environment necessary for micro teaching should be established in education faculties and the infrastructure and equipment necessary for this laboratory should be provided to the lecturers.

### Conflict of Interests

The author has not declared any conflict of interests.

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