

# Asian Resonance

## Microteaching of the Students Presenting Seminars An Observational Study



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### Abstract

The aim was to evaluate the use of microteaching sessions for students presenting seminars. In this study, seminars were conducted in Anatomy department of our medical college in a period of 3 week. Total 6 students consented to participate in microteaching sessions before presenting seminars. These students were given the participant information sheet about the project before giving consent. The students who gave consent and then attended microteaching session were included in the study this study. During this session, they presented in front of faculty of the same subject in the Anatomy department. They were given constructive feedback regarding their presentation for improvement in presenting skills. They were again assessed on the same points during the final presentation in front of all the batch students by the same faculty, and then they were asked to fill "self-evaluation forms." There was about 30% improvement in performing presenting skills by the students. Feedback was also taken from students about this exercise; almost all of them had a great overall experience. There is a drastic improvement both objective and subjective for the students in their presentation skills, especially with the introduction of these microteaching sessions, which may alternatively be called as "micro presenting" sessions for the students. Apart from self-learning and improvement in presenting skills of presenting students, there is also large group learning for the audience students. Micro presenting sessions integrated two teaching-learning methods- microteaching and seminars. The faculty in our institute got apprised of the microteaching Micro presenting sessions integrated two teaching learning methods-microteaching and seminar presentation. It certainly improved the presentation and communication skills of the students.

**Keywords:** Microteaching, Micro Presenting, Presenting Skills, Seminars, Teaching-Learning Method

### Introduction

Microteaching, a teacher training technique whereby the teacher reviews a videotape of the lesson after each session in order to conduct a post mortem. Teachers find out what has worked, which aspect have fallen short and what has done to enhance their teaching technique. The microteaching currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education such as health sciences, life sciences, and other areas. The emerging changes in medical curricula by the Medical Council of India and the role of medical teachers envisage the need of this special training of teachers and monitoring of their skills for their continued efficient performance at any age. The alleged limitations of microteaching can be minimized by implementing this at the departmental level in several sequences. This project presents an outline of the various phases of microteaching, core teaching skills, implementation aspects, and the impact of microteaching on medical education and feedback from the students.

Presentations have now a day's become a necessity in every conference/workshop for all professionals. Most of the doctors (i.e., health

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professionals) don't know how to prepare their presentation and if they know it, then they sometimes have difficulties in presenting in front of a large audience. What can be done for this problem is a concern? Student seminar are now a routine in medical institutes as a small group teaching method.(1,2) Our aim was to evaluate the use of "microteaching" sessions for students presenting in the seminar before their final presentation (3). Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching(.4,5) This, we believe would improve the communication and specifically presentation skills of students and thereby of future health professionals, especially in front of large group.6 It would also sensitize the students and teaching faculty of the institute about advantages of microteaching.

### Materials and Methods

The study was conducted in JNMC. AMU Aligarh. In this study, seminars were conducted in Anatomy department of our medical college in a period of 3 week. Total 6 students consented to participate in microteaching sessions before presenting seminars. These students were given the participant information sheet about the project before giving consent. The students who gave consent and then attended microteaching session were included in the study. The students underwent one microteaching session before their final presentations. The students were told about the presentation skills before the microteaching session. During this session, they presented in front of faculty of the same subject in the Anatomy department. They were given constructive feedback regarding their presentation for improvement in presenting skills by the faculty. The parameter in which they were assessed are given in Table 1.They were again assessed on the same points during the final presentation in front of all the students of the same faculty, and then they were asked to fill "self-evaluation forms" (Annexure 1). The faculty was asked to give feedback about the microteaching sessions and its efficacy in improving presenting skills (Annexure 2).

**Table 1: Presenting skills on which students were assessed as Yes or No**

	Yes	No		
Self induction	Show interest by learning, listening			
Planning	Organised in Logical sequence			
Presentation	Pace of presentation Use of eye contact			
Audio/ Vedio aids	Use proper and effectively			
Closure	Summarised important points			
Topic asa whole	Relevant/irrelevant			

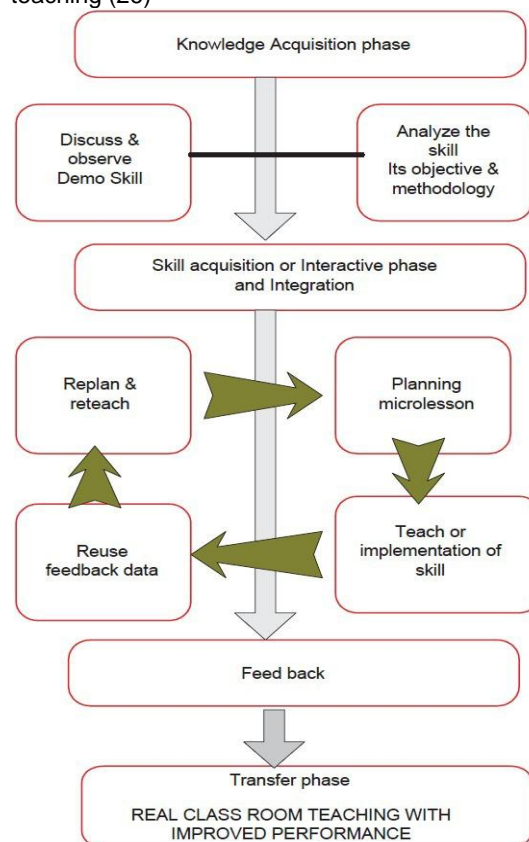
**Table 2 Percentage of skills Performed by students**

In microteaching session-----

In final presentation---

Student number	Done %	To some extent%	Not done%	Done %	To some extent%	Not done%
1	58	24	14	84	10	02
2	45	34	24	81	12	04
3	56	51	31	78	16	05
4	70	36	12	68	20	10
5	35	57	36	70	23	20
6	20	18	54	75	21	12

Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching.(24) Figure 1 describes the various phases of microteaching. Knowledge acquisition phase is the preparatory, pre-active phase, in which the teacher gets trained on the skills and components of teaching through lectures, discussion, illustration, and demonstration of the skill by the experts. In the interactive, skill acquisition phase, the teacher plans a micro-lesson for practicing the demonstrated skills. The colleagues and peers can act as constructive evaluators which also enable them to modify their own teaching-learning practices.(25) The teacher can reinforce behaviours and skills that are necessary and extinguish that are not needed. Ultimately, they can integrate and transfer this learned skills from simulated teaching situation to real class room teaching (26)



**Figure 1 Various Phases of Microteaching**

## Results

Students who underwent microteaching sessions were observed as per checklist and were again observed. A total of 6 students participated in the study, the results of their participation were tabulated according to the presenting skill they had performed during their presentations as assessed by the faculty. They are collectively as given in Table 2. The Table 2 shows that, students were able to perform the presenting skills about 30% times more in their final presentations than in microteaching sessions. Presentation skills improved in the following fields-starting a presentation, changing emphasis, using nonverbal cues, summarizing. The fields where in spite of microteaching, students could not do well were – involving the audience by asking questions, allowing them to ask questions. The parameters which were not affected with microteaching were using audio-visual aids and relevant content matter. The feedback was taken from the 9 teaching faculty who participated in the microteaching sessions. As per the feedback forms all were aware of the concept of microteaching. They found the concept useful for the presenting students. 6 (65%) thought that microteaching is feasible for the faculty, while 5 (54%) found the concept useful for the faculty, 3 (33%) say it may be helpful to some extent only. However, none feels that microteaching is not a good method or that there're any institutional factors hindering its implementation. Feedback was also taken from students about their experience of this exercise; almost all of them had a great overall experience. They learnt presenting skills, some could overcome the stage fear, and most of them felt improved confidence levels. They realized the hard work needed to prepare for teaching and that controlling of students during the class is really a difficult task. Some of them found teaching to be really exciting.

## Discussion

Microteaching, a teacher training technique whereby the teacher reviews a videotape of the lesson after each session in order to conduct a post-mortem. Teachers find out what has worked, which aspect have fallen short and what has done to enhance the their teaching technique. It is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This Stanford technique involved the steps of "plan, teach, observe, re-plan, re-teach and re-observe" and has evolved as the core component in 91% of on-campus clinical teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe, etc.(3,4,5,6,7,8) 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.[9] Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be

effective, skills and practices of microteaching have been implemented.(10)

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent.(4,7) A microteaching exercise before presenting a seminar is a valuable tool to help students develop communication, critical-thinking, and problem-solving skills.3,8 Further, it helps increase student learning, helps students to "think on their feet" and be reflective, provides an opportunity to have students analyze their own and fellow classmates' presentation methods and develops their skill in the provision of constructive feedback through peer assessment.3 We tried using this technique for training of students with a dual purpose, learning and presenting. As per the above results, there is a drastic improvement both objective and subjective for the students in their presentation skills, especially with the introduction of these microteaching sessions, which may alternatively be also called as "micro presenting" sessions for the students. The word microteaching is used primarily for teachers; therefore, we propose a change in the terminology to "micro presenting." Although this method of teaching is like self-learning for preparing a presentation, it also involve small group learning methodology for presenting students by micro presenting in front of the faculty earlier and large group learning for the audience students. However, students still perceive small group learning to be more effective than large group learning.<sup>1</sup> The students were told about the presentation skills before the microteaching session, but still the improvement occurred only after their presentations, this implies that these presenting skills can be best learnt by doing those skills themselves rather than by any other method.8,9 This also implies that such students who are learning to present skills from their graduate level, in the future will certainly have good presentations in various scientific or social gatherings which are a must for any health professional. Though there are possible chances of not providing proper feedback during the initial sessions, the skilled ability to evaluate and provide constructive feedback by the small group increases when there is an increase in the number of micro presenting sessions before the actual seminar.10 Furthermore, that with this exercise the faculty in our institute were appraised of the advantages of microteaching and almost all willingly agreed to participate in these micro presenting sessions.(11,12) A limitation of the study were small sample size, involves a lot of time of the students as well as faculty to come together for both the sessions in a busy schedule and on few occasions the faculty who attended microteaching sessions were unable to

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attend final seminars and some who attended final were unable to attend microteaching sessions. These we had to exclude from our results. Still considering this as a preliminary study, more educational research can be planned particularly for improving the quality of presentations by medical students.

## Conclusions

Micro presenting sessions integrated two teaching learning methods-microteaching and seminar presentation. It certainly improved the presentation skills of students. The faculty in our institute got appraised of the microteaching. All the medical students are going to become health professionals in future, we recommend the introduction of micro presenting sessions before seminars for improving their quality of presentation and communication skill

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## Annexure 1

### Microteaching self assessment form Presenter----

----- Date----- Topic-----

- What I learnt from topic-----
- What I feel about topic-----
- What I feel our peer response-----
- Most difficult part of the topic-----
- Most positive aspect of Experience-----
- I would rate the entire experience as-----

## Annexure 2

### Feedback form

- Were student aware of concept of microteaching.  
Yes ( ) No ( )
- How student find concept of microteaching.  
Helpful ( ) Not helpful ( )
- Obstacles for implementing microteaching are.  
Lack of interest ( ) Lack of time ( )
- Are you to undergo microteaching session before presentation/lecture  
Yes ( ) No ( )