Original Research Article

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Use of microteaching as a tool to improve teaching skills among assistant professors in Medical College

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ABSTRACT

Background: Microteaching is a well-recognized tool for improvement of teaching skills. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session. The aim of the study was to evaluate the application of microteaching principles for improving teaching skills of Assistant Professors in medical college.

Methods: Assistant Professors were asked to prepare a topic for tutorial lesson and engage one batches of II MBBS students (session I). The students assessed the performance of the Assistant Professors and gave immediate feedback to the faculty. The feedback focused on appreciating the good points and giving tips for improvement of group facilitation skills and teaching skills. The Assistant Professors then engaged another tutorial class on different topics (session II).

Results: The results of the evaluation after two microteaching sessions showed that there was significant improvement in the teaching skills of the assistant professors. Lesson on the whole was effective.

Conclusions: The teaching skills of assistant professors improved after the two sessions of microteaching. The faculty had more confidence in teaching after the study. Microteaching can be used as a tool to improve teaching skills among assistant professors in medical college.

Keywords: Assistant Professors, Microteaching, Teaching skills

INTRODUCTION

Medical college Assistant Professors of all disciplines serve as teachers and role models for UG students. They work closely with medical students and have considerable opportunities to teach and influence them. The focus is on active learning and development of learning skills, rather than on passive acquisition of information. Teaching is the best way of learning. There was a perceived need to improve their teaching skills to make these teaching learning sessions more meaningful for the undergraduate students. Microteaching is a well-recognized tool for improvement of teaching skills. It scales down the

complexities of real teaching, as immediate feedback can be sought after each practice session.^{2,3} It helps in eliminating errors and builds stronger teaching skills for the beginners.⁴ Teaching is a performing art, which needs, apart from sound content knowledge, skills required for stage presentation. Microteaching also enables development of these skills.⁵ Thus, Knowledge acquisition, skill acquisition and transfer, all three aspects are addressed by microteaching. We believe that microteaching would improve the communication and presentation skills of Assistant Professors and thereby increase their confidence in actual tutorials, practicals and seminars.

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The aim of the study was to evaluate the application of microteaching principles for improving teaching skills of Assistant Professors in medical college.

METHODS

The study was conducted from July 2018 to September 2018 at Malla Reddy Medical College for Women. Study population comprised of Assistant Professors in Malla Reddy Medical College for Women. Assistant Professors consent was taken. To begin with, each Assistant Professors were asked to prepare a topic for tutorial lesson and engage one batches of II MBBS students (session I). The students assessed the performance of the Assistant Professors and gave immediate feedback to the faculty. The feedback focused on appreciating the good

points and giving tips for improvement of group facilitation skills and teaching skills. The Assistant Professors then engaged another tutorial class on different topics (session II). This was also assessed by the same students. They got three days between sessions to work on their content knowledge as well as teaching skills. A total of 4 Assistant Professors and 120 students participated in the study.

RESULTS

The results of the evaluation after two microteaching sessions showed that there was significant improvement in the teaching skills of the assistant professors as shown in the Table 1. Lesson on the whole was effective is shown in Figure 1.

Table 1: Students response regarding microteaching sessions of the assistant professors.

Skill	Teacher's action	Microteaching 1			Microteaching 2		
		Yes	To some extent	No	Yes	To some extent	No
Set induction	Arose interest in the beginning by relation						
	to previous learning, throwing a new idea,	35	50	35	45	52	23
	quostening, etc.						
	Specified the objective of the presentation	38	45	37	50	52	18
Planning	Organised material in a logical sequence	59	31	30	75	40	5
	Use relevant content matter	45	25	50	56	36	28
Presentation	Changed the pace of presentation by shifting emphasis, joked etc	20	33	67	37	42	41
	Use non verbal clues, eye contact etc	30	30	60	56	33	31
	Used specific examples to illustrate main ideas	15	22	83	40	56	24
Pupil participation	Allowed question for students	23	50	47	28	45	47
	Asked questions	38	25	57	46	34	40
	Solicitated/raised questions	45	54	21	51	49	20
	Rewarded pupil's efforts	15	10	95	32	29	59
Use of AV aids	Used proper AV aids	56	45	19	78	25	17
	Used aids effectively	48	33	39	60	42	18
Closure	Summarises most important points at the end of session	22	29	69	54	15	53
The lesson on the whole was effective		50	46	24	69	16	35

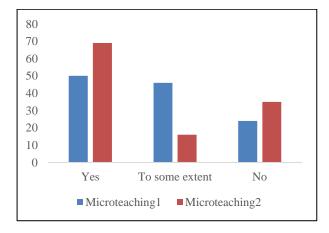


Figure 1: Effectiveness of the lesson on the whole.

DISCUSSION

In this study it was found that there was an increase of 19% in the effectiveness of the lesson after the second session of microteaching (69%) as compared to the first session of microteaching (50%). A case study on microteaching lesson study combining the elements of Japanese lesson study and microteaching technique reported that the pre-and post-lesson plans had successfully demonstrated growth in teachers' knowledge on teaching.⁶ It was also observed that there was improvement in the planning, presentation, pupil participation, and use of AV aids after the second session of microteaching as compared to the first session of microteaching. This shows that microteaching as a tool to improve teaching skills among assistant professors in

medical college is effective. Microteaching helps not only in developing skills of the novice teachers but also assists in comparing the effectiveness of variation of one microteaching with another. Microteaching has the ability to enhance the skills of problem solving, critical thinking, questioning, and reflective thinking. It improves learning by realistic applications. The other key benefits of this technique included the following: Transformation of difficult topics into learnable units, usage of advanced organizers, integration of the lecture with applications on topics, and usage of proper questions and pauses. The role of health educators can thus be effectively satisfied by practicing microteaching techniques.

CONCLUSION

The teaching skills of assistant professors improved after the two sessions of microteaching. The faculty had more confidence in teaching after the study. Microteaching can be used as a tool to improve teaching skills among assistant professors in medical college.

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