



A STUDY ON THE IMPROVEMENT OF THE LECTURING SKILLS IN TEACHER TRAINING

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Abstract

Analysis of the programs that were updated in recent years shows that the dominant assumption in these programs is based on the view that each student can learn. Reinforcement of pedagogical knowledge should also be achieved through practices to make the student teachers more competent professionals. This study is a qualitative research. The participants of the study are five volunteer senior student teachers. Each of the student teachers delivered a course three times, each lasted for 15-20 minutes. Dimensions of teaching skills that are expected to be gained by these student teachers were identified based on the literature review and the views of the specialists. More specifically, there were three main dimensions and fifteen sub-categories. The recorded presentations were analysed through Video Series Analysis (VIDA) taking into account these dimensions and sub-dimensions. Findings of research indicate that the dimensions during the first, second and third presentations became varied.

Keywords: Teacher training, Micro teaching, Lecturing skill, Video sequence analysis

INTRODUCTION

Analysis of the programs that were updated in recent years shows that the dominant assumption in these programs is based on the view that each student can learn (Huber and Ward, 1969; Fry, 1988). Therefore, it is commonly argued that when necessary guidance is provided, each student can learn efficiently. In the context of science courses, this responsibility is assumed by science teachers. Therefore, student science teachers should improve their related skills (Abate, 1990; Durmus, 2004). The improvement of the in-service teachers' skills is a responsibility for the Ministry of National Education. The improvement of the pre-service teachers' skill is task of teacher training institutions. Regarding science student teachers, they should firstly learn how to teach the course (Liston, Whitcomb and Borko, 2006; Butler, 2001). It is certain that field knowledge is significant and necessary part of science teaching. However, research suggests that field knowledge is not enough for science teaching and that other knowledge is also required. For instance, student teachers should have information about class management and be self-confident (Hiebert, Morris and Glass, 2003; Allen, 1980). In other words, student teachers should be offered opportunity to use their theoretical knowledge they have learned in practice. Reinforcement of pedagogical knowledge should also be achieved through practices to make the student teachers more competent professionals (Amobi, 2005; Kuzu, 1999).

Distinct activities are needed to offer them opportunity to evaluate their performance during the delivery of course. Research suggests that micro teaching is one of such activities. Studies on micro teaching revealed that traditional approaches towards teacher training are inefficient for the preparation of student teachers for their future profession (Mally and Clift, 1980; Evertson, Hawley and Zlotnik, 1985; Goodman, 1986; Ruppell, 2001). Although student teachers are taught theoretical information about how a good course should be or which qualifications good teachers have, they need much practical knowledge for their profession of teaching (Trott, 1977; Frye, 1988). Some of the needed skills by student teachers are asking questions, managing class discussions, and classroom management. These skills are not effectively reinforced by traditional teacher training programs. On the other hand, micro teaching significantly contributes to the improvement of these skills.



METHOD

This study is a qualitative research.

Research Group

The participants of the study are five volunteer senior student teachers. The study was carried out during the academic year of 2012-2013.

Implementation

Each of the student teachers delivered a course three times, each lasted for 15-20 minutes. They firstly developed course outlines for their presentation. All presentations were recorded visually. Recorded presentations of the first and second turns then were watched together with other student teachers and faculty members to discuss the difficulties experienced by the participants, deficient points, necessary steps to be taken and what to do to eliminate the deficiencies. Based on these discussions and recommendations provided, the participants reorganized their course plans and they presented the course for the third time. Similarly, these presentations were also recorded.

Data Analysis

Dimensions of teaching skills that are expected to be gained by the student teachers were identified based on the literature review and the views of the specialists. More specifically, there were three main dimensions and fifteen sub-categories. The recorded presentations were analysed through Video Series Analysis (VIDA) taking into account these dimensions and sub-dimensions. For the analysis of development, licensed Videograph (Rimmele, 2002) program was employed.

FINDINGS

Table 1 presents the findings of the study. As seen in Table 1, regarding the dimension of individual competency, the rate of body language in the first presentation was found as follows: 42 % for Ayşe, 30 % for Ahsen, 30 % for Taner, 11 % for Ceylan and 31 % for Murat. These rates were found as follows for the second presentation: 76 % for Ayşe, 42 % for Ahsen, 34 % for Taner, 50 % for Ceylan and 42 % for Murat. At the end of the third presentation, the following rates were found: 66 % for Ayşe, 34 % for Ahsen, 34 % for Taner, 65 % for Ceylan and 34 % for Murat.

Regarding the second main dimension, methodological competency, the rates of sub-dimension, student participation, were found as follows: at the first presentation, 0 % for Ayşe, 15 % for Ahsen, 17 % for Taner, 17 % for Ceylan and 23 % for Murat. At the second presentation, 16 % for Ayşe, 24 % for Ahsen, 19 % for Taner, 12 % for Ceylan and 16 % for Murat. These rates are as follows at the end of third presentation: 19 % for Ayşe, 22 % for Ahsen, 19 % for Taner, 18 % for Ceylan and 17 % for Murat.

The sub-dimension, maintenance of attention and interest, part of third main dimension, social competency, was found to be distributed as follows at three presentations: 0 % for Ayşe, 37 % for Ahsen, 45 % for Taner, 21 % for Ceylan and 52 % for Murat after the first presentation. These rates are found to be 22 % for Ayşe, 43 % for Ahsen, 21 % for Taner, 14 % for Ceylan and 20 % for Murat after the second presentation. At the end of the third presentations, the change rates for the participants were found as follows: 20 % for Ayşe, 29 % for Ahsen and Taner, 13 % for Ceylan and 27 % for Murat.

The findings about other dimensions are given in Table 1.

Table 1. Distribution Of Presentationsbased On Dimensions

			Ayşe (%)	Ahsen (%)	Taner (%)	Ceylan (%)	Murat (%)
Individual Competence	Present. 1	Tone of voice	1	2	3	3	3
		The use of blackboard	57	68	66	84	66
		Body language	42	30	30	11	31
		Providing opportunity for individual differences	0	0	1	2	0
	Present. 2	Tone of voice	4	18	6	9	6
		The use of blackboard	19	38	58	41	52
		Body language	76	42	34	50	42
		Providing opportunity for individual differences	1	2	2	0	0
	Present. 3	Tone of voice	3	16	10	10	8
		The use of blackboard	30	47	53	37	53
		Body language	66	34	34	65	34
		Providing opportunity for individual differences	1	3	3	2	3
Methodological Competence	Present. 1	Introduction to the course	0	0	2	2	3
		Identifying the course objectives	36	22	23	19	23
		Student participation	0	15	17	17	23
		Making links between study topics and daily life	51	55	47	62	43
		Feedback	6	6	6	0	8
		Finalizing the course	7	2	5	0	0
	Present. 2	Introduction to the course	8	3	3	1	1
		Identifying the course objectives	24	10	27	8	13
		Student participation	16	24	19	12	16
		Making links between study topics and daily life	34	39	47	57	34
		Feedback	1	11	4	10	7
		Finalizing the course	17	13	0	12	29
	Present. 3	Introduction to the course	6	5	4	3	2
		Identifying the course objectives	26	12	22	10	15
		Student participation	19	22	19	18	17
		Making links between study topics and daily life	31	38	40	45	32
		Feedback	2	8	7	12	9
		Finalizing the course	16	15	8	12	25
Social Competence	Present. 1	Communication with students	0	19	26	8	11
		Reinforcement	80	2	7	2	1
		Walking in the classroom	20	42	19	69	36
		Maintenance of attence and interest	0	37	45	21	52
		Using the proper practices	0	0	3	0	0
	Present. 2	Communication with students	10	24	21	11	12
		Reinforcement	4	6	6	3	1
		Walking in the classroom	49	19	38	72	66
		Maintenance of attence and interest	22	43	21	14	20
		Using the proper practices	15	8	14	0	1
	Present. 3	Communication with students	6	22	22	8	14
		Reinforcement	13	5	8	2	3
		Walking in the classroom	50	38	25	73	52
		Maintenance of attence and interest	20	29	29	13	27
		Using the proper practices	11	6	16	4	4



DISCUSSION AND RECOMMENDATION

Table 1 indicates that the dimensions during the first and second presentations became varied. It suggests that there were positive improvements in teaching skills of the participants.

In order to have productive practices of micro teaching, these should be used at least for two times. Otherwise, observation of the change and also having a positive outcome will be difficult. During the second and third practices student teachers are given opportunity to correct or improve their deficient points in the teaching process (Klinzing and Folden, 1991). In the study, it was found that dimensions are varied after each presentation and that the rates of the presence of each sub-dimension are different at each practice. It suggests that after each practice, student teachers reflected upon their theoretical knowledge and reconstructed this mentally.

At the end of the second and third presentations, the distributions in the main categories and sub-categories were found to be more homogenous. Because one of the significant outcomes of micro teaching is to provide the student teachers with the opportunity to reconstruct their mental representation and to reflect upon their theoretical knowledge (Klinzing and Folden, 1991). It can be argued that with the help of micro teaching, both behaviour and mental constructions and activities are positively changed.

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