Mrs Dwi Shinta Rahayu– Indonesia –

10th September 2021

Micro teaching from home during pandemic

Purpose and context of the presentation

The presentation describes an illustration of practice in which preservice mathematics teachers conducted micro teaching sessions from home during emergency online education. As preservice teachers were unable to conduct role-play teaching sessions in a classroom or lab, this was identified as an alternative way for them to demonstrate their teaching skills. Participating students were then surveyed and interviewed to determine their perceptions of the effectiveness of the micro teaching from home activity.

Illustration of practice

At the start of the course, students were introduced to the theory underpinning the activity of micro teaching and how it could help them improve their teaching skills, classroom management and time management in class. Then, students were provided with instructions for the activity. Students had to create a lesson plan and record themselves delivering the lesson from home. They submitted their videos and the lecturer met with each student individually to review the lesson plan and video. Students also completed peer reviews on each other's videos to evaluate their performance.

For the purposes of the study, students were then interviewed on the challenges they faced completing the activity.

Survey results

- 93% of students felt the project instructions were clear.
- 39% felt it was difficult to prepare lesson plans and learning media from home.
- 55% felt it was difficult to complete the project within three weeks.
- 81% felt there were obstacles in delivering the micro teaching lesson at home.
- 87% felt there were obstacles in recording the micro teaching lesson. For example, many did not have a recording device
- 93% felt that the project helped them to better understand the design of teaching and learning.
- 91% of students felt that they were able to improve their teaching skills through the project.
- 75% felt more confident to teach than they had before the project. Those who didn't felt that they would have benefited more from practising their teaching in a lab situation, and did not think the project was effective.
- 93% felt that the project was a good substitute for lab-based practice, because they were able to do the teaching from home and not have to travel into campus.

- 81% felt that they were better prepared to teach because of the project than they had been before.

Challenges identified by students

Pedagogical and psychological challenges:

- Lack of self-efficacy in teaching
- Lack of basic teaching skills mastery
- No experience with recording and performing in front of a camera
- Lack of ability to select and present media according to learning objectives (e.g. how to demonstrate mathematical symbols)

Infrastructure challenges:

- Lack of classroom items such as chairs, tables, blackboards in the home environment
- Difficult to get student actors
- Limited access to video recording and editing tools (most just used mobile phones with limited camera range)

Technical challenges:

- No support for video recording
- Lack of experience in video editing
- Inconvenient recording environment (noisy, too dark)

Other challenges:

- Poor preparation
- Unable to fully understand the task requirements