

Abstract

An Evaluation of Teaching and Learning Organization in
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The purpose of this research was to evaluate the teaching and learning organization in Micro-teaching Project in the following areas : setting course objectives and teaching skills, management of instructional process, practice of teaching skills, and assessment. The population included 58 students taking 058409 : Micro-teaching, in the second semester of academic year 2001, and 17 instructors. The research instruments consisted of 2 questionnaires, one for the students, and the other for the instructors. The data obtained were analyzed by using percentage, mean and standard deviation.

The researchers discovered that the students and the instructors had the similar evaluation which was as follows :

1. The course objectives were clear and covered the cognitive, psychomotor, and affective domains. They were in accordance with the teaching skills. Both the teaching skills and the knowledge enrichment skills were appropriately set at the high level.
2. The instructional process management was found to be very appropriate. The students were required to take pre-courses related to teaching methods. The teaching and learning activities started with having the students attend the lecture class on teaching skills, prepare the lesson plans, have the pre-conference with the supervisors, evaluate themselves after teaching skill practice, be "pupils" and give peer feedbacks, and have the post-conference with the supervisors through video viewing and discussion so as to evaluate their teaching skills. The pre- and post-conference activities were much practiced by the supervisors through the problem-solving collaboration technique. In addition, the record forms regarding the teaching skills, a Micro-teaching laboratory, teaching materials, the technician's service were found to be very appropriate as well.
3. Teaching skill practice was discovered to be very appropriate and practical. The students did the lesson preparation through the pre-conference with the supervisors. During the teaching skill practice, the supervisors set the time, videotaped, observed, and recorded the teaching behavior then gave the reminding signal. After that, the students evaluated themselves before having the post-conference with the supervisors.
4. The criteria and ways of teaching skill evaluation were appropriately set at the high level. All assignments related to teaching skill practice including those (20%) of special activities run by each major, and one videotaped teaching skill selected by each student were evaluated by the supervisors of their own majors through the use of the grading system : A, B⁺, B, C⁺, C, D⁺, D, and F.