

## Original Research Article

# Effectiveness of a microteaching workshop designed to improve the teaching performance of post graduate medical students

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### ABSTRACT

**Background:** Microteaching helps in professional development in prospective professional teachers. The objectives of the present study were to know whether such a microteaching training / workshop programme conducted at our setting helped the participants to improve their teaching skills and to know what are changes that can be implemented to make such workshop more effective and useful.

**Methods:** 54 postgraduate students participated in the workshop. It was a three-day workshop programme conducted by medical education unit. At the end of the 3<sup>rd</sup> day, feedback form was given to participants to know their perception on the effectiveness of the workshop.

**Results:** Hundred percent of the participants felt the workshop was useful. They also felt that feedback given during the session was most useful to improve their teaching skills.

**Conclusions:** Present study shows that postgraduates perceived the workshop to be beneficial to improve their teaching skills and to build their self-confidence. Conducting such workshops at regular interval will definitely benefit them to improve their teaching process.

**Keywords:** Professional teachers, Teaching competency, Teacher training, Teaching skills

### INTRODUCTION

Most of teachers in Medical field do not undergo any special training in teaching methodology at the time of their recruitment, as it is not made mandatory for their appointment, so their teaching skill enhancement is entirely dependent on themselves, which lack supervision, feedback from students and peers.<sup>1</sup>

Now medical council of India has put more emphasis on effective teacher training methodology. As a part of this, many teaching methodology-training programmes are now being implemented at university/institutional level.<sup>2</sup> Microteaching is one such tool that helps in professional

development in prospective professional teachers designed by D. Allen at Stanford University in mid-1960's.<sup>3</sup>

Microteaching is a simulated teaching session self-learning tool, involving small number of students, observer/supervisor and teaching a small or single concept in short time and concentrates on a specific teaching skill.

Microteaching training workshops helps the teachers to develop confidence and improve their teaching skill in actual situation of classroom teaching.<sup>4</sup>

While undergoing training in teaching methodology teachers will gain many experiences. It assists in gaining managerial and preparation skills like time management, class management, lesson planning, classroom planning, predict classroom problems and solve them effectively, optimum use of technology and development of teaching activities and materials.<sup>5</sup> Microteaching session will also experience the teacher for overcoming the inattentive behaviours of the students and to handle the class successfully. Practicing teaching in such workshop will help them in their future endeavours, to make instant decision in teaching process. Whenever needed, such experience may guide to make changes in their lesson plan.<sup>6</sup>

However, effectiveness of a training programme depends on the participant's belief and involvement in the training and effective organization and implementation of the programme. This was one such programme. The objectives of the present study were to know whether such a microteaching training/workshop programme conducted at our setting helped the participants to improve their teaching skills and to know what are changes that can be implemented to make such workshop more effective and useful.

**METHODS**

The study was conducted at Adichunchanagiri Institute of Medical Sciences, BG Nagara.

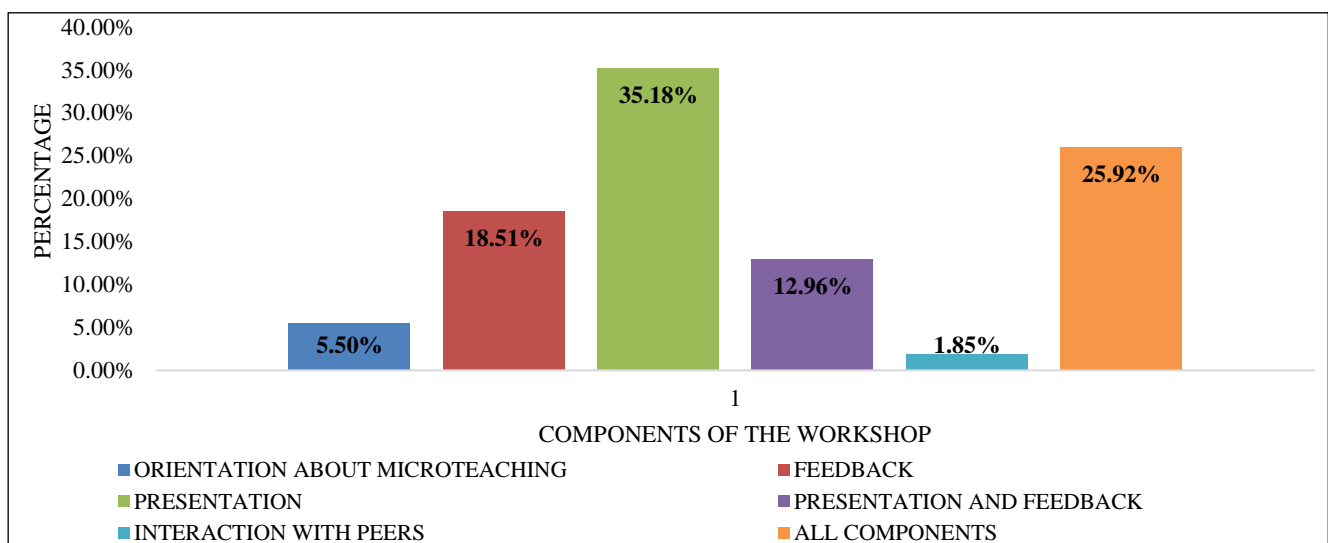
A three-day workshop was conducted on Microteaching for the first-year post-graduates by the institutional medical education unit. All first-year postgraduate students were included in the study. First day a member of medical education unit gave the participants an insight to microteaching. On the Second day all the participants along with medical education unit members and few

undergraduate students were divided into group, each group had 2 faculty members, 2 undergraduate students, 7-8 postgraduates. All the participants were instructed to give a first micro lesson for 5 minutes and oral feedback was given by one of the peers in the group and one supervisor. Others in the group were asked to fill the microteaching assessment forms and to write their comments. The feedback forms were given to the presenters to go through the suggestions given. On the 3<sup>rd</sup> day the postgraduates were instructed to re-present in the microteaching session after adopting the suggestion that were given on the first microteaching session.

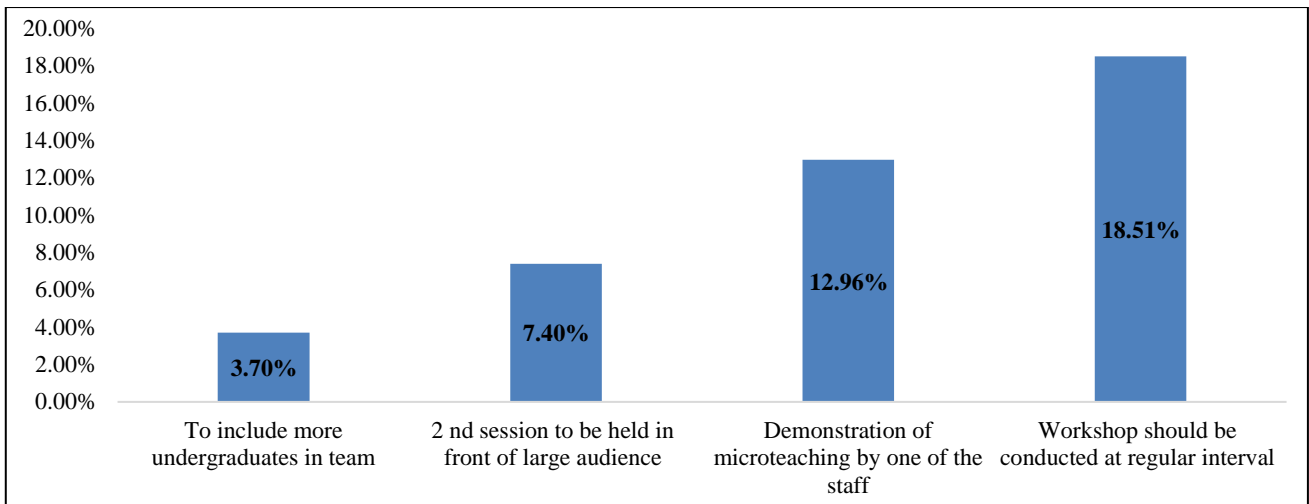
The feedback about the workshop were collected by administering feedback form consisting of open-ended questions on most useful part of the workshop, how to improvise the programme, whether the feedback was useful, and the part of the workshop, which contributed less to improve their teaching skills. The feedback form was given at the end of the 3<sup>rd</sup> day, the postgraduates were requested to give their honest feedback, and disclosure of the identity was made optional. The data collected was tabulated and analysed.

**RESULTS**

Total participants for the workshop were 54 postgraduate students. Out of 54 participants, 20 were female and 34 were male participants. Ten were diploma students and 44 were master degree students. All the 54 participants felt that the workshop was very useful to improve their teaching skills. In addition, they felt that feedback given was more useful to improve their teaching skills. About 25.92% perceived overall workshop as the most useful part, about 35.18% perceived presenting in front of peers as the most useful part of the workshop, followed by presentation and feedback, orientation about microteaching, interaction with the peers.



**Figure 1: Perception of the participants regarding the usefulness of the workshop.**



**Figure 2: Suggestions of the participants to improve the effectiveness of the workshop.**

The participants felt the whole workshop to be useful few students felt that presenting the second micro session was not much useful for them. The most useful part of the workshop as perceived by the participants is shown in Figure 1. Suggestions of the participants to make such workshop more effective are shown in Figure 2. The participant felt that the workshop was completely organized, they felt that for the participants to be benefited it should be conducted at regular intervals.

## DISCUSSION

As defined by Allen and Ryan microteaching is “A teacher instructs four or five students for a short period of time and then talks it over with another situation for developing skills and helps to get deeper knowledge regarding the art of teaching”. This developmental tool builds the confidence in learning teacher and promotes interest in teaching.<sup>7</sup>

In this study, the participants of the microteaching workshop have strongly acknowledged the usefulness of the workshop and they have perceived that microteaching imparts creativity among teachers. They have also felt that such workshop should be conducted at regular interval to improvise their teaching skills and to build confidence among the beginner teacher. This is in concordance with study conducted by Noor Hazaiah.<sup>8</sup> In one study among the final year post graduate students, majority of students (85%) agreed on importance of microteaching sessions and 69.8% found it as interesting learning experience.<sup>9</sup> In the present study, 35 participants (61%) felt microteaching presentations were the most useful part of the workshop and found it as interesting experience.

Microteaching provides opportunities to self-reflect and obtain feedback from peers and experts resulting in acquiring of improvised teaching techniques and

strategies.<sup>10</sup> In the present study, all the students acknowledged the usefulness of feedback and 44.4% felt it as the most useful part of the workshop.

Ultimately, the usefulness of any training workshop is whether it is imparting the desirable behavioural change in the trainee. In this situation whether microteaching improves the teaching skills can be measured only in actual classroom setting. The limitation of present study is we have not studied the impact of this workshop on teaching skills of PG. However, a study conducted by Pandachuck et al, the classroom performance of teacher participant after undergoing training workshop, which also included microteaching sessions, was rated by students and compared with pre-workshop training ratings.<sup>11</sup> The study clearly reported increase in mean ratings of classroom performance in participant teachers compared to non-participant teachers. This clearly demonstrates the positive impact of training workshops on improving teaching skills.

The authors plan in future to study the actual impact of this workshop on developing effective classroom strategies and teaching.

## CONCLUSION

To conclude, from the findings of the present study it is clear that postgraduates perceived the workshop to be beneficial to improve their teaching skills and to build their self-confidence. Conducting such workshops at regular interval will definitely benefit them to improve their teaching process. Microteaching will help in planning a lesson and delivering it more effectively. It also helps in improving the communication skills.

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