

ASSESSING THE EFFECTIVENESS OF MICROTEACHING DURING TEACHER PREPARATION

Cuthbert Majoni

Zimbabwe Open University
Mash Central Regional Campus
P. Bag 984, Bindura
ZIMBABWE

ABSTRACT

The study sought to find out the effectiveness of micro-teaching in primary teachers colleges in Zimbabwe. The multiple case study design was used and the lecturers and the student teachers from a teachers college participated in this study. Purposive sampling technique was used to select the participants. Data were generated through interviews and focus group discussions. Data were analysed using the interpretive study analysis. The study found that the effectiveness of micro-teaching is affected by absence of well researched and lack of adequate planning of the programme. The time allocated to microteaching is very short and student teachers taught a single lesson from all the subjects of the primary school curriculum. The study concluded that micro-teaching was less effective in preparing student teachers for teaching practice. The study recommends designing of a well researched micro-teaching programme that will take into consideration critical aspects to consider ensuring student teachers are adequately prepared for teaching practice.

Keywords: Micro-teaching, Teacher Preparation, Effectiveness.