

MICRO-TEACHING REHEARSAL WITH DIGITAL VIDEO: ENHANCING THE IDEOLOGY OF MICRO-TEACHING EXERCISE

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Abstract

The ideology behind micro-teaching, a widely used pedagogical approach in teacher education, is currently being scrutinized and questioned regarding its effectiveness in developing the competence of pre-service teachers. This has created a concern among experts and prompted a rethink of this strategy's purpose, process, and implementation procedures. This study examines the principles behind micro-teaching exercises to an innovative approach (Digital video) that could be combined with the traditional procedure to improve micro-teaching methodology. The study adopts the qualitative method as a source of data collection. Two focus group discussions comprising five (5) participants were used, and responses were analyzed with thematic analysis, three themes were generated for discussion which include; (1) the perception of micro-teaching exercises (2) digital video as an active form of participation, and (3) in-depth knowledge of good practices. From the themes, the findings of this study reveal how digital video and teaching rehearsals may improve the implementation procedure and methods of micro-teaching exercises to enhance the pre-service teachers' competence.

Keywords: Ideology, Micro-teaching rehearsals, Digital video, Micro-teaching methodology

Introduction

The teacher education program faces some undisputed challenges as the pre-service teachers are at the receiving end. These challenges vary from preparation and planning of the lesson, effective presentation of lesson delivery, effective use of chalkboard, classroom management, and control, etc. As if these are not enough, the complaints by supervisors and mentors in schools regarding the performance of pre-service during and after teaching practice exercises have put the pre-service teachers in a confused state of how best they can properly implement what they have been taught at the universities or colleges regarding effective classroom delivery. These challenges have undermined the ideology behind micro-teaching exercise and have given the scholars of micro-teaching mixed feelings to rethink the process, procedure, and implementation of the methodology by putting the pre-service teachers at center stage as stated by Ajileye, and Ajibola, (2013) that micro-teaching contents, resources, and materials need to be reviewed for optimum results.

Micro-teaching exercise is a structured procedure with defined objectives which include but are not limited to developing the skills of effective teaching, developing teaching competency in teachers, developing effective communication skills, evaluating the teaching performance of pre-service teachers with a feedback mechanism, and developing specific skills in the bid to enhance professional development. Micro-teaching is a procedure that is purposely designed to build confidence and competence in the would-be teachers. (Arslan, 2021; Okuntade, 2020; Wangchuk, 2019; Dayanindhi & Hegde, 2018) This strategy exposed the pre-service teachers to a set of classroom practices in a non-threatening environment to reduce the complexity of teaching with an opportunity to get feedback on one's actions for reflection and improvement (Otsupius, 2014; Kumar, 2016; Reddy, 2019). Mostly, micro-teaching exercises are used to shape and develop specific teaching competence, with frequent practice while errors are gradually eliminated. (Onwuagboke, Osuala & Nzeako, 2017; Pandey, 2019) Teaching competency is characterized by the ability to prepare, plan, and teach effectively which resonates with the ideology of micro-teaching exercises.

The ideology of micro-teaching provides the context desirable for pre-service teachers' competencies and the required skills needed for quality teaching, emphasizing the processes, procedures, and implementation strategies within the context of theory-practice divides. More importantly, the ideology behind the micro-teaching exercise stressed the need for practical presentation of the lesson as it relates to the reality of the classroom (Ralph, 2014; Adewoyin & Okuntade, 2017). Micro-teaching ideology in summary represents the methodological properties desirable for professional development. Going by the different definitions of micro-teaching, the scholars in summary conclude that micro-teaching has helped to enhance pre-service teachers' content, pedagogical, and skill development. (Molina, 2012; Remesh, 2013; Iksan, Zakaria, & Daud, 2014; Ralph, 2014; Onwuagboke, Osuala & Nzeako, 2017; Reddy, 2019; Popat, 2020).

Although one might argue that micro-teaching exercise has been used for years and several innovative strategies have been introduced to beef up its methodology in addition to so many experimental researches to strengthen this exercise, from experience it has never recorded one hundred percent success. Also, micro-teaching procedures may look the same all over the world, but it should be noted that there is still variation in terms of culture, the pattern of training pre-service teachers, the expertise of the method teachers, process and procedure cum strategies of implementation. In addition, from personal experience, some central elements of the micro-teaching procedure are not well incorporated during the implementation process due to the excess workload of supervisors, space for the exercise, facilities, time allocated to the course, etc. Nevertheless, despite the improper implementation, the ideology behind the exercise might have been questioned, and scholars (e.g. Chen, Zeng & Yang 2010; Onwuagboke, Osuala & Nzeako, 2017; Ledger & Fischetti, 2020; Okuntade, 2020; Zalayra & Makri 2022, Trainn & Okuntade, 2022) are still given credence to its

significance in teachers' education programs particularly when technology is infused into its methodology.

Consequently, incorporating digital video into teaching rehearsals before micro-teaching is an attempt to complement the existing procedure to retain its values so that the competence of the pre-service teachers will not be compromised. However, one might argue that the previous procedure has elements of technology but this has not been effectively infused as a reflective and feedback mechanism by both the students and the supervisors. In light of this, micro-teaching experts have begun to re-examine the integration of digital technology as an alternative strategy to achieve realistic feedback about teaching competency (Ekpo-Eloma, Arikpo & Ebuta 2014; Savas, 2012; Van de Westhuizen, 2015; Shanu, 2016; Pandey, 2019; Afalla, & Fabelico, 2020; Ledger & Fischetti 2020). Digital videos are an enhancer to gain an in-depth understanding of the concept of micro-teaching, (Training & Okuntade, 2022), and they will help motivate and interest the pre-service teachers to function effectively in their lesson presentations. Emphasizing teaching rehearsal with digital videos in this study is to create a pre-knowledge of learning experience which may improve retention and engage the student with a flexible mindset of reflecting on scenarios that will help develop their professional competency.

By and large, enhancing the ideology behind micro-teaching exercises with digital video is to rebrand the methodology by using rehearsals to salvage and improve micro-teaching exercises. This approach may complement the traditional method of micro-teaching and could help the pre-service teachers develop personally and professionally. Teaching rehearsal with digital video is a process that combines a group of pre-service teachers working together as a team with constant practice using or watching digital video devices under a chosen director within the group and guided by an expert teacher to reflect on micro-teaching exercises and plan how to present a good lesson based on their cumulative learning experiences. The motive behind a teaching rehearsal is to leverage the pre-service teacher's knowledge of learning to teach within themselves and to imitate what they observed over time. Therefore, the process emphasizes that before proper micro-teaching exercise, teaching rehearsals should be incorporated as compulsory complementary activities that will help enhance the understanding of the pre-service teachers in terms of lesson planning, application of skills, and effective presentation of the lesson, etc. as illustrated below:

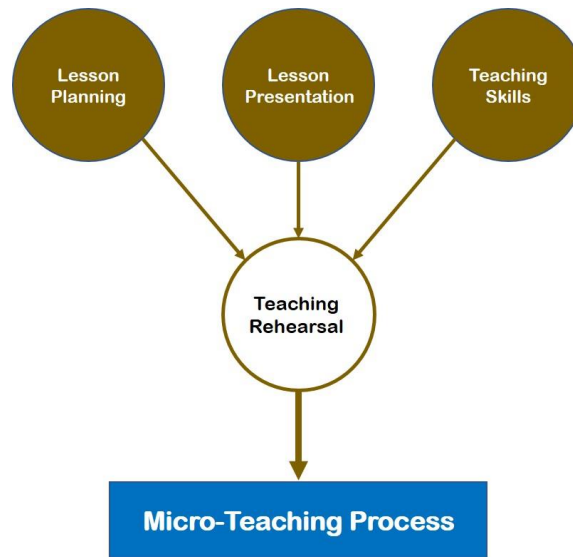


Figure 1: showing the process of rehearsals before the micro-teaching process

From the illustration above, every element in the process should be rehearsal and perfected over time before the exercise should take place, this may reduce the mistakes and lessen the work of the supervisors and consequently improve the performance of the pre-service teachers. In addition, micro-teaching rehearsal if well planned and guided, may be a source of motivation for the pre-service teachers to be committed to the teaching activities having in mind that they are to practice as a team, learn from one another, learn from demonstrated videos and reflect on their performance before presentation with a competitive mindset that they are not the only group involved in this act.

Purpose of Micro-Teaching Exercise

The conventional training of teachers from inception is to produce quality teachers, these teachers are expected to demonstrate competence and confidence which is a yardstick for successful outcomes. To further strengthen this successful outcome regarding confidence and competence, micro-teaching exercises were introduced with the ideology of improving the methodology of the teacher education program. The ideology behind micro-teaching is to allow pre-service teachers to practice the act of teaching before normal classroom teaching. These exercises aimed to respond to challenges faced by the pre-service teachers and, more importantly, the development of self-confidence and competence in teaching. The basis for the ideology of micro-teaching exercises is to improve the methodology of teaching teachers with the fact that teaching techniques can be learned, practiced, and evaluated under a controlled atmosphere (Iksan, Zakaria, & Daud, 2014; Koross, 2016).

Procedure of Micro-teaching exercises.

The procedure of micro-teaching exercise according to Fernandez (2010) and Remesh (2013) is classified into three phases which include: - the knowledge acquisition phase, the skills acquisition phase, and the transfer phase.

Knowledge acquisition phase: in this stage, the expert teachers or educators expose the pre-service teachers to all elements of micro-teaching exercises and other teaching skills and instructional strategies through demonstration.

Skills acquisition phase: this is the second procedure where the pre-service teachers will prepare and gain more knowledge on the applications of the skills, reflecting on how best to demonstrate the teaching skills, and drawing ideas from previous experiences either theoretically, practically, or otherwise.

Transfer phase: the last stage in this procedure is transferring the knowledge into actual practice. This stage allows the pre-service teachers to demonstrate practically what they have learned and observed by integrating these skills from the simulated teaching situation into a real classroom setting.

Through these procedures, the pre-service teachers are to practice teaching skills systematically to enhance and develop their teaching competencies. Within this process, teaching activities are broken down in terms of content, class size, skills, and time durations, all these take place in stages during the process as discussed below.

Process of Micro-teaching exercises

Planning Stage: this is the first stage of the process that allows pre-service teachers to prepare and plan a lesson on a topic using specific skills within a time frame. This stage involves planning all necessary activities that will take place during the lesson.

Teaching Stage: The teaching stage is the second phase in the process where the pre-service teacher will demonstrate what they have planned within the limited time under a supervisor and other colleagues which may be recorded for easy playback and review

Feedback: The feedback stage in this process reveals the strengths and weaknesses of the pre-service teachers' performance in both the planning and teaching stages. The comments may help the pre-service teachers gain insight and understanding of what is expected which will be a guide during the re-planning and re-teaching stages.

Re-planning: the outcome of the feedback stages gives the pre-service teachers ideas on how to re-plan the lesson in a more skillful way bearing in mind the strength and how to overcome the shortcomings.

Re-teaching: this stage is a phase where pre-service teachers re-present their lesson based on the corrections given from the feedback stage. The re-teaching stage may rekindle the courage and confidence to do better taking clues from the feedback.

Re-Feedback: the stage is the re-evaluation of the new performance of the pre-service teacher. It may likely mark the end of the process depending on the outcome of the planning and teaching stages otherwise the process continues in a cycle till their behavior is modified appropriately.

Objective

To investigate how micro-teaching rehearsals with digital video will enhance the implementation of micro-teaching exercises.

Research questions

1. How do pre-service teachers perceive the procedure and methodology of micro-teaching exercises?
2. How will digital videos enhance the implementation of micro-teaching exercises?
3. How will teaching rehearsals in micro-teaching exercises enhance pre-service teacher's professional development?

Process and Procedure of Methodology

This case study adopted a qualitative approach to gain a holistic understanding and interpretation of the participant's responses. A qualitative research approach is described by Denzin and Lincoln 2011:3 as “an interpretive naturalistic approach to the world”. By implication, the qualitative approach helps to study procedures or people in their natural setting. Teddlie and Tashakkori (2011) opine that qualitative data helps to discover comprehensive views on the issue under investigation. To gather full information about the phenomenon under investigation, the population for the study consists of the third-year students of Adeniran Ogunsanya College of Education (AOCOED) now Lagos State University of Education (LASUED). This level was selected because they are rounding up their program and have been exposed to several courses in educational practices that could have suggested that students have enough knowledge and skills useful for their professional development. Ten (10) students with (5) participants each were purposively selected as the samples for the focus group discussion from the population, and two (2) students each from the five (5) schools in the college without gender bias were selected to respond to the interview questions developed by the researchers and validated by two (2) experts in the field of micro-teaching. The reason for using this focus group discussion is to allow the participants to be free in their responses since they are all colleagues.

In this process, the three (3) research questions were used to generate sub-questions to elicit responses for the discussion. Each focus group participant was given a different section and location within the college, and the same questions were asked for the discussion session, not exceeding one (1) hour. Each session was recorded with two devices to avoid audio loss and served as the data that was later collated and analyzed using thematic analysis. Thematic analysis procedure emphasizes themes and pattern identifications in an event or behaviour (Aronson, 1995). The recorded responses were transcribed into text, carefully examined, and thoroughly read repeatedly to identify similarities in their pattern of responses. The consistency in their responses was identified for categorization into major and minor categories which was used to conceptualize the themes for discussion. The coding was also

extended to the participants for easy referencing during the discussion as focus group one (1) one to five (FG1.1-5) and focus group two (2) one to five (FG2.1. – 5). The three (3) themes generated from the categorization are *the perception of micro-teaching exercises, digital video as an active form of participation, and in-depth knowledge of good practices*. These themes are discussed alongside the major and minor categories in a pattern revealing the results as they resonate with findings from other studies.

Result and Discussion

Perception of micro-teaching exercises.

The experience of the pre-service teachers informs the perception of micro-teaching exercises, the view is based on the method they are exposed to. Perceptions are subjected to individual understanding of particular concepts. Rivera (2018) opines that views or information can be interpreted and judged by how the concept is understood. So understanding micro-teaching implementation procedures is seen from the responses of the participants. The perception of the participants as classified as major and minor categories is revealed in the table below which shows the values placed on the course.

Table: 1. shows the major and minor categories of respondents' how pre-service teachers perceive micro-teaching exercises.

Focus Groups	Major category	Minor category
	Context and procedure	Guideline Observation Model

From Table 1.1 above the major category is seen within the minor categories as expressed by the focused group participants. Emphasis was placed on the context and procedure of the course, the understanding of the concept was based on the implementation procedure, organization, and structure of the content. The participants viewed the course (*Context and procedure*) as not well structured in a format that could enhance the practicality of the course and without a clear guideline that could help inform their understanding as seen in the views of some participants who agreed ‘*we need a guide, they can guide us as a first-time teacher to deliver the content*’, the guide referred to in this statement perhaps might be video demonstration or expert demonstration. This statement may likely suggest that the way micro-teaching was probably presented to the participants lacks some elements in the procedure that could inform the knowledge of the participants as seen in this response ‘*There should be a guideline of how it must be planned and structured, what should be expected from us*’, other participants also agreed that ‘*I think it wasn’t very well structured or the guidelines*

were not really good especially when we were introduced to it'. And from another participant, 'we didn't get a holistic idea in a lecture'. This reflects from the minor categories in line with the major category that the implementation procedure needs a model to be observed by the participants that will serve as a guide to understand what is expected and what the micro-teaching exercise entails. This view is in tandem with the finding of (Azrai, Rini & Suryanda, 2020) that students need a direct experience regarding teaching activity.

A critical look at the response of the participants reveals that having a holistic understanding of micro-teaching, in terms of content and procedure of implementation as a yardstick for good performance outcomes needs the input of expert teachers as a mentor or demonstration videos in addition to the lesson content. This is seen from the response of one of the participants 'Show us first how to do it and what to expect from us'. The statement implies that the methodology or strategy adopted is not sufficient in building the professional expertise of the participants, this finding resonates with the finding of Ajileye, and Ajibola, (2013) that micro-teaching contents, resources, and materials need to be reviewed for optimum results. Perhaps the content and procedure of implementation are not explicit enough, one might argue that other related courses should have enhanced their understanding, and peradventure participants may not be placing more value on those courses seeing it differently since emphasis is not placed on their significance to micro-teaching exercises. In addition, the responses in totality reveal that the frame of reference that could guide the proper process, and implementation procedures must expose the participants to more modeling, with a guide and support that could propel their understanding as seen in the response 'If you can show us a model of a person who has good habits in micro-teaching so then we at least have a frame of reference'. The expectation of the participants as far as micro-teaching exercise is concerned is that the procedures should be strong enough to model the needed experience in line with Ajileye, and Ajibola, (2013) that the contents, resources, and materials of micro-teaching should be reviewed for optimum results. Also, the result resonates with the conclusion of Azrai, Rini & Suryanda, (2020) that students need a role model to be used as reference materials.

However, from the participants, most information acquired during micro-teaching exercises is theoretically based as such the potential of the course is not properly annexed. Having this in mind, the way they view the procedure is more or less describing the ideas abstractly without proper demonstration to enhance a better understanding as seen in the responses 'I feel there is no specific way that they can teach me, basically, it is not easy to read up or describe practical aspects. And 'I feel like micro-teaching is not something that you can learn only from a book'. Nevertheless, this should not be an excuse for not getting the concept and doing the right thing because there is an opportunity to do extra reading as a group and check YouTube

videos as an instructional resource for more practical experiences in line with the assertion of Abubakar, Mohamed, Aman, Megat & Lukman, (2023) that YouTube serves a good source for instructional for learning.

Digital video as an active form of participation

The emergence of technology in the teaching and learning process has improved classroom activities and has enhanced meaningful learning (Sun, 2014). Different technology devices have crept into the learning space, creating active participation as the teachers are connected to the students without any distance barrier. Various digital technology tools with video facilities have also reshaped the teaching and learning strategy, making classroom activities more educative, interactive, and entertaining. Digital video has dynamic features with its multimedia facilities, it appeals to the sense of visuals of a person which may allow participants to be active contributors, cooperate, or collaborate as seen in the findings of Zhou, Xu & Martnovic (2016) that technology is beneficial for collaborative feedback and instant reflection for teacher candidate. Digital video as a form of active participation can help enhance engagement and longer retention of information for a better understanding of the concept. The place of digital video in micro-teaching exercises is to unite the participants to cooperate and collaborate, share ideas, reflect, and make a meaningful contribution that encourages the community of practice which is the ideology behind micro-teaching exercises as seen in the table below.

Table: 2. showing the summary of participants' responses to how digital videos may enhance the implementation of micro-teaching exercises

	Major Category	Minor Category
Focus Group	Source of motivation	Additional experience Evaluation Reflection

The results in Table 2 above as seen from the major category and in the minor categories, digital videos are sources of motivation that encourage active participation among learners. These devices are useful in the teaching and learning process to motivate students' interest, they may make classroom activities more interactive, and allow the student to gain more experience. The result from the group discussion is seen in the minor categories. (*Additional experience, Evaluation, and Reflection*) beliefs of the participants on a digital video as an active form of participation is that they are stimulating sources of learning, this resonates with the findings of Dayanindhi & Hegde (2018). Digital video may enhance a better understanding of micro-teaching exercises, and allow them to gain experience compared to any theoretical explanation. Perhaps during the process of watching videos, participants may gain more knowledge and ideas as they interact and exchange information with colleagues, as they may

see exactly what they are expected to do as seen in the responses of some participants *‘You can pick up from the videos that the way, how teaching would be in the actual context of a classroom’* and *‘Yes because that is the only way of gaining experience. Yes, at least watching a video to learn.’* Experience is the best teacher, when learners are encouraged to interact with videos, this may likely hone their teaching experience and inform their ability to reciprocate the desired behaviors in line with the findings of Dayanindhi & Hegde, (2018) that video triggers behavioural change. Learning through digital video may enhance the ideology behind effective micro-teaching exercises and thereby improve the implementation procedure following this response *‘A video of a teacher teaching? Yes. I think that would be very helpful actually different teacher teaching.’*

In addition, most of the participants in their responses see the value of digital video as a source of inspiration that may guide their understanding of how micro-teaching exercises should be implemented. In the area of *evaluation and reflection*, as seen in the minor categories, they suggest that digital video may allow them to reflect on their mistakes and will be of great benefit in getting in-depth knowledge and feedback on their performance as seen from some of their response. *‘Yes, I like the feedback you have to get feedback for your teaching we can reflect back on what we didn’t teach in practice.’* The ability to see oneself or another performance through digital video or YouTube can create amusement and engage other participants to reflect on the procedure thereby understanding the ideology behind micro-teaching exercises. Evaluating and reflecting on the activities of one’s action may create a rethink and with the ability to track one’s mistakes as suggested by one of the participants *‘when I look at a video I can easily track my mistakes and get to fix them.’* In line with the participants’ views, the finding reveals the value of digital video as a device useful for their professional development, this corroborates the findings of some scholars (e.g. Perrotta, 2013; Zhou, Xu & Martinovic, 2016; Azrai, Rini & Suryanda, 2020; Okuntade, 2020; Zalavra & Makri, 2022) on the significant benefits of digital video in learning.

Although participants might have been taught thoroughly because they are on the verge of graduating, one might also argue that they should have understood the implementation procedure better with the years spent in college and practical experience that could have honed their understanding. Despite this, there is still an urgent need for digital video that can be used as a guide that the participants can watch conveniently in their leisure time and reflect on how they could present their teaching better as suggested by two of the participants in *‘I think we need sufficient videos on YouTube that will show us a lot about teaching’*. And *‘when you watch the video it is only then that you start doing an introspection you start reflecting on the lesson’*. In light of the above, the result reveals the finding that digital video is an active form of participation because it allows constructive feedback that someone could reflect on his or her actions and modify where necessary in line with the findings of Zhou, Xu & Martinovic, 2016; Dayanindhi & Hegde, 2018; Trainin & Okuntade, 2022). Also, participants can

get insight and inspire their understanding of micro-teaching exercises because the video may help in clarifying difficult concepts within the context of the ideology behind the micro-teaching exercise as the attention of the participants will be shifted from hearing to seeing which may aid in remembering by implication encourages self-evaluation leading to self-efficacy following the findings of Zhou, Xu & Martnovic, 2016; Dayanindhi & Hegde, 2018) that technology and videos in micro-teaching are useful for self-introspection, immediate feedback and to reflect collaboratively.

In-depth knowledge of good practices

The knowledge of good practice in the teaching profession is necessary for professional development and should be embedded within the methods and procedures of teacher education programs. The holistic development of teachers leads to professional development characterized by a good knowledge of the subject matters, pedagogy, and teaching competency. The understanding of a particular concept and the effective application of such concept lies on the in-depth knowledge of such concept which applies to the micro-teaching process and implementation procedure. The knowledge of good practice with a refined strategy may help streamline the procedure and enhance productivity. Introducing a proactive instructional approach that can motivate pre-service teachers for effective content delivery is one of the assumptions behind micro-teaching rehearsals. Therefore in-depth knowledge of good practices involves theory and practice of teaching, continuous practices, video demonstrations, observation of master teachers, and a host of others as reflected in the major and minor categories discussed below may enhance the participant's knowledge.

Table: 3. shows the summary of participants' responses on how the teaching rehearsal in micro-teaching exercises will enhance pre-service teachers' professional development.

Focus Group	Major Category Practical knowledge	Minor Category Practical strategies Improve understanding
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Table 3. Describe the outcome of the discussion as revealed in both major and minor categories, the theme of in-depth knowledge of good practices is characterized by (*practical knowledge*) and (*Practical strategy and improved understanding*) the participants think that the practical knowledge is not deep enough to develop their understanding on how they can teach effectively and there is need to have constant practice in inform of rehearsals and some guided strategy that could enhance their knowledge. Also, the micro-teaching methodology should incorporate an innovative approach that can enhance better performance of teaching, as seen in some of the suggestions of the participants '*I think it is good to incorporate more practical stuff that they can do, and maybe bring in like actual teachers from actual schools to guide us*'. This view is that there should be teaching demonstration by expert teachers which the participants may likely emulate and by implication rehearse and possibly do exactly what

they observed. In addition, the reality of the classroom needs to be modeled during the rehearsal period, this process perhaps, may likely expose a lot of challenges that need to be corrected before the actual micro-teaching exercises. The participants believe that they should be shown how to teach and allow them to rehearse before asking them to prepare for micro-teaching as in this response *'It's useless to tell me how to teach but not show me how to teach, teach us the practical give us a space to rehearse'*. Having this in mind, the participants believe practical experience with an opportunity to rehearse which serves as self-regulatory learning is necessary to hone their skills for good practice, this result is in tandem with the findings of (Campos-Sanchez, Sanchez-Quevedo, Crespo-Ferrer, Garcia-Lopez & Alaminos 2018; Davanindhi & Hedge 2018).

Accordingly, the participants saw the need for the re-structuring and re-branding of the methods of micro-teaching, they are of the view that strategy should be modified in line with the current technology age as seen from this response. *Let there be a model of teaching, I would advise them to teach us and show us practicals, either through videos we can use.* Demonstration of teaching either from an expert or YouTube may be of significance to their rehearsals. It is possible to argue that these participants are seeing their class lecturers teaching and demonstrating the act during the micro-teaching exercise. Nevertheless, this may not be rich enough to develop good practice in them, and perhaps they may not be paying much attention or be distracted by other activities, and believe it is not different from lecture methods because it is not constantly repeated. To the participants, the practical process should allow them to have a structure and model of teaching they can imitate and, during the process, they can rehearse, and work together to share knowledge which will give them better knowledge of their expectations as suggested by some participants. *There should be a guideline of how it must be planned and structured, and what should be expected from us.* The assumption here is that the methodology of micro-teaching needs to be structured with a good demonstration of what and how they can rehearse either from YouTube that can enhance participants' understanding as seen in the current findings of (Abubakar, Mohamed, Aman, Megat & Lukman, 2023; Azrai, Rini & Suryanda, 2020).

Furthermore, the result reveals the significance of teaching rehearsal because participants believe it will encourage a community of practices with the spirit of oneness and love for supporting one another. Perhaps, teaching rehearsal may strengthen the community of oneness, and with a demonstrative model participants may be exposed to the culture of teaching as seen from the response of this participant, *'The first thing that they must do is to instill the teacher culture to practice how to teach on our own as a team before the normal presentation'*. In the process of the rehearsals, participants may see themselves as a team working together to achieve a common goal, and by this idea, knowledge is exchanged, there is group communication, constructive criticism to re-brand practices and everyone contributes ideas, and by this good knowledge of practice can be gained. This finding

corroborates the findings of Ward, Chen, Higginson & Xie (2018) that peer learning helps personal growth. However, the nature of the micro-teaching exercise as perceived by the participants, is a process that encourages participants to be in groups to prepare and plan an individual lesson and present their teaching to the group which they believe is not challenging enough to get an in-depth understanding of the practices. Thus, teaching rehearsals should be considered and if well guided, it may help the participants to build confidence, modify their mistakes, and have deep knowledge of their expectations before presentations. This result corroborates the findings of Ward, Chen, Higginson & Xie (2018) and Lampert, et al (2013). This study's findings confirmed several findings from the literature that the ideology behind micro-teaching is to develop the professional competence and confidence of the pre-service teachers with an inference that micro-teaching exercises if well-structured with rehearsals as a complementary strategy may improve the implementation procedure and methods of micro-teaching exercises to enhance the pre-service teachers' competence.

Conclusion

The professional development of teachers should start moving away from theoretical perspectives to more practical-oriented activities, and attention should be shifted to that practical aspect of teaching that may enhance the pre-service teachers' professional knowledge. The ideology behind micro-teaching is to develop competent teachers and by so doing the methodology should not be static as society is moving, the teachers who are the nation builders should be honing their skills with current strategies that will enhance better performance. The teaching profession should keep re-adjusting its curriculum to focus more on practice-oriented activities that will encompass the introduction of rehearsals and the teaching model that could challenge the students to reshape their understanding toward effective instructional delivery within the context of their era. Finally, the nature of the study was explorative, the evidence is based on the experience and perspectives of pre-service teachers and how they feel micro-teaching methodology can be enhanced.

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