



Microteaching, a “Middle-Aged” Educational Innovation: still in Fashion?

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Abstract

Despite the fact that teaching practice constitutes a fundamental part of teacher training, it has not yet received the attention it deserves within the Greek educational context. This means: a) that there is still a lack of theoretical studies and empirical research of teaching practice and its various elements, b) that teaching practice and teacher-training procedures, such as microteaching, are still absent from the curricula of the majority of university departments that train prospective teachers. Microteaching, firstly introduced in 1963 at Stanford University by Allen and Ryan as an innovative method of teaching practice and a ground-breaking program of teaching skills, has been implemented in some Greek university departments that train prospective teachers since the late '80s. Hence, in this paper I investigate microteaching as a method of teaching practice from an empirical perspective in order to provide primary research data and an examination of microteaching as a vehicle of teacher training and teacher professionalization. To this aim I will present the findings of a questionnaire survey on 332 undergraduate university students of the Department of Primary Education of the Democritus University of Thrace who have participated in microteaching. The analysis and the elaboration of the questionnaire data were carried out with the use of the statistical programme “Statistical Package for the Social Sciences”. I performed a frequency analysis of all the variables and a cross-tabulation between the independent and dependent variables. The research will give us the opportunity to draw useful conclusions on microteaching as a part of teacher education, and in particular on the training of specific teaching skills and teaching behaviours within this practice. Also, it will document the need for the implementation of microteaching both in teacher education and in in-service teacher training with the utilization of new technologies.