

GUIDING FIRST-YEAR STUDENT TEACHERS IN THE APPLICATION OF THE SKILL OF SET INDUCTION IN MICRO-TEACHING

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Abstract

In teacher education and training, the skills of teaching and learning are significant parts of microteaching. Every student teacher must be enabled to teach effectively to ensure they can master the practice of teaching. When student teachers go for teaching practice as part of their work-integrated learning (WIL), they must present lessons that will make learners eventually achieve in their academic endeavors. Teaching and learning involve several activities that student teachers must be knowledgeable of and master proficiently. In microteaching, these activities are called skills. There are several skills such as set induction skills, questioning skills, writing on chalkboard skills, and so on. that must be understood by the student teachers to present effective lessons. In most cases, student teachers who are doing their Bachelor of Education degree attend teaching practice during the second semester of their first year of study. During this period, they are expected to have mastered the skill of set induction. This skill is essential because it is the first skill of microteaching and plays an important role in ensuring that student teachers are ready for the basic principle of teaching. This research paper will provide an explanation of the skill of set induction, its purpose, its components, and strategies that student teachers can employ to successfully apply set induction in a classroom situation.

Keywords: *Microteaching, teacher education, set induction, Work Integrated Learning (WIL), teaching practice.*

1. Introduction

The first year at the university is characterized by many factors that may be positive or negative. Simpson and Frost (1993) demonstrate that the first year at the university is apparently a fresh start for the students. Mainly, it is the first time away from home where they will be liberated to make their own personal choices. Tappu (2015) and Terenzin et al., in Millet (2005) add that these students experience challenges that are conventionally associated with the transition from high school to university such as finance, homesickness, socializing with peers, and lack of skills. Compounding this challenging situation, the first-year students face, particularly the B.Ed. students in teaching, is the attendance of teaching practice where the student teachers must go to the real classroom and present lessons. These student teachers seemingly have no confidence, are fearful of what they might experience at the school, and do not have the skills that will make them effective in presenting the lessons. This paper intends to provide some guidelines and strategies the student teachers may apply to gain confidence and use the available teaching skills, principally the skill of set induction, to present lessons effectively.

2. Methodology

The paper is a narrative review of the literature exploring the strategies that Central University of Technology first-year student teachers may use to apply the skill of set induction successfully. This study will make use of the relevant literature primarily from academic collections, journals, google scholar, and the internet. The paper will reveal its findings in the results section and thereafter provide recommendations. The paper will further invite engagement for future studies.

3. Literature review

3.1. Explanation of microteaching

Researchers explain microteaching in a variety of ways. The earliest researcher, Klingstedt (1974) describes microteaching as a controlled experiment of genuine teaching which is scaled down about learners and time. Wangchuk (2019) explains that microteaching is a productive teacher empowerment method that improves the skill that student teachers must acquire. Remesh (2013) views micro teaching as a teacher training method that is used to learn teaching skills. Microteaching is a skill-based mechanism that is utilized in teacher education to narrow the gap that exists between theory and practice in teaching (Taole, 2015). The significant part of microteaching is that it is traditionally placing its emphasis on assisting student teachers to master a variety of teaching skills (Amobi, 2005). The microteaching circle can be represented as follows, with every skill following this circular process:

Figure 1. Microteaching cycle.



As highlighted in this study, the skill of set induction will be explored to assist the CUT first-year students who will be taking part in the teaching practice in the second semester of the year 2022. In congruence with the authors above, Kalaimathi and Julius (2015) confirm that microteaching is an instrument for teacher training that trains teaching behaviour and skills in a minute group setting assisted by video recordings. On the one hand, Mollo (2021) concludes that microteaching has assumed a productive role as a teacher empowerment strategy that is utilized by many universities to prepare their student teachers with the necessary teaching skills. On the other hand, Msimanga (2021) resolves those micro-lessons that are presented during microteaching can develop student teachers' skills when there is a progression in students' groupings.

3.2. Set induction as the microteaching skill

It is fundamentally important for student teachers to understand the basic skills that teachers must be acquainted with to become better teachers. Teachers must develop the skills that will inspire and prepare learners for learning. Thus, the skill of set induction is precisely applicable at this stage. Primarily, Schuck (1970); Narayanan, Shankar, and Ananthi (2019) view a set as a preceptive process triggered by a stimulus or a stimulus perceived in an environmental situation. Schunk (1970) illustrates that a set determines how an individual is inclined to respond to what is prevailing in a particular situation. Set induction can be defined as a pre-instructional method that often starts at the beginning of the class period, nonetheless, set induction may still happen during the lesson (Kalaimathi & Julius, 2015). Hargie (2011) contends that the set induction as a teaching skill is often used at the commencement of the lesson for gaining attention, apprehending past knowledge, presenting an introduction of the content to follow, and determining the expectations of the learners. Set induction refers to a process of making use of the thought-striking account, exciting point, or an audio-visual stimulus at the start of the lesson to gather the attention of the learners and to provide an overview about the lesson or the topic (Narayanan et al., 2019; idsemergencymanagement.com, 2020). Changingminds.com (2020) concludes that the set induction is about the preparation in a formal lesson presentation. When learners are set, they are ready to learn. As a result, set induction is about making certain that learners are ready to learn and thus placing them into a correct frame of mind.

3.2.1. Purpose of the set establishment. There is a rich body of evidence highlighting the rationale behind the utilization of the set induction such as Kalaimathi and Julius (2015); Perrott (1982) and Schuck (1970) among others. For instance, Kalaimathi and Julius (2015) insist that set induction is utilized to develop continuity from lesson to lesson and from unit to unit and encourages learners to garner interest and encourage participation in the body of the lesson. Schuck (1970) argues that the purpose of the set induction is to develop a frame of reference to facilitate the creation of communicative connectivity between the experiential field of knowledge that is possessed by the learners and the desired behavioural goals of the learning session. Following the same line of thought as the researchers in the preceding paragraph, Perrott (1982) cites that focusing attention on what is to be learned by securing the attention of the learners, moving from ancient to new materials and linking the two, providing sense to a new concept or principle and providing a structure for the lesson and setting expectations of what will happen are factors that serve as representatives of the purpose of set induction: While Changingminds.com. (2020) asserts that the set induction ensures that learners are actively and fully engaged in the learning process. This author highlights that this process can be effectively done by explaining potential advantages to the learners, providing crystal clear instructions to the learners and describing what is going to occur.

3.2.2. Components of the set induction skill. Kalaimathi and Julius (2015) introduce four components of the set induction skill which are vitally important to student teachers. These components are listed and discussed below:

Attracting learners' attention: It is imperative that while starting a lesson, learners' prior knowledge is evaluated in order to attract their attention. When teaching from the known to the unknown perspective, will evidently bring effective outcomes in attracting the attention of the learners (Kalaimathi & Julius, 2015). Attracting the learners' attention is preparing them for the state of readiness, that is readiness to learn (idsemergencymanagement.com, 2020).

Initiating motivation: Motivation is essential in the teaching and learning process. Motivation can be induced by giving pre-instructional illustrations and by ensuring that learners get interested in the lesson. These can include factors such as tale-telling, analogy, or any striking activity (Kalaimathi & Julius, 2015; idsemergencymanagement.com, 2020).

Structuring: Kalaimathi and Julius (2015) and Idsemergencymanagement.com (2020) the student teacher must propose a working design of the lesson by delineating timing, planning appropriate methodology, and announcing his or her plan to the learners to bring forth the complete picture of the lesson.

3.3. Strategies to successfully employ the implementation of set induction skill in a normal classroom setting

There is rich body of evidence about strategies that can be employed by the student teachers to successfully apply the set induction skill in the classroom. Schuck (1982) cites that student teachers that are taught by the teacher who is capacitated in the use of set induction skill has a far greater level of success than those teachers who are not capacitated on set induction skill. In accord with the previous author, Aurbertine (1968) maintains that teachers are presumed to be efficient in their teaching work when they employ set induction technique into the pedagogical strategies. In the section below the strategies that can be employed by the first-year CUT students who will be taking part in the teaching practice during the second semester are suggested.

3.3.1. Resourceful teaching strategies. The student teachers may use the funny and exciting ways when applying the skill of set induction to present their lessons resourcefully in the classroom setting. These are tabulated below (idsemergencymanagement.com, 2020):

Table 1. Teaching strategies.

Brainstorming	A group activity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas.
Use of technology	Google classroom, video games that can be used to teach on the internet.
Getting out of the classroom	Going out of the classroom and teach about an object found outside the classroom.
Using puzzles and games	Games that try to test a person's knowledge or puzzles whereby a solver is expected to put pieces together.
Using mind maps	Diagram in which information is represented visually, usually a central idea placed in the middle and associated ideas arranged around.
Roleplay	Acting out or performing part of a person.
Building a story board	Visual outline of a film, preproduction process, or a series of images.

3.3.2. Exciting modes of commencing a lesson. A student teacher can use the following modes such as commencing with a video, because most individuals are fond of a good video, especially school learners, commencing with an object thus making your learners speculate about the topic by showing them an object that is related to the content, commencing by asking a question, commencing with a movement or commencing with a mistake to start with his or her lesson. To remember these modes of commencing with the lesson, Changingminds.com (2020) developed this acronym STEP which is denoted as follow:

3.3.3. Conducting creative activities in class. The students can create the activities such as cut and glue, sticker fun, raised Salt Painting, drawing with Oil Pastel, the Back-and-Forth drawing games, playdough modelling game, marble painting and water balloon painting.

4. Conclusion

The skill of set induction is primarily the introductory skill in the teaching and learning process that creates an enabling atmosphere for effective educative endeavour. The paper acknowledges that CUT first-year student teachers will gain confidence and present lessons proficiently when they apply the skill of set induction successfully. The paper further provides strategies that can be used when applying the skill of set induction during their teaching practice period.

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