

## Simulated Teaching – Modification for Teacher Behaviour

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### Teaching and Teaching Behaviour of Teacher

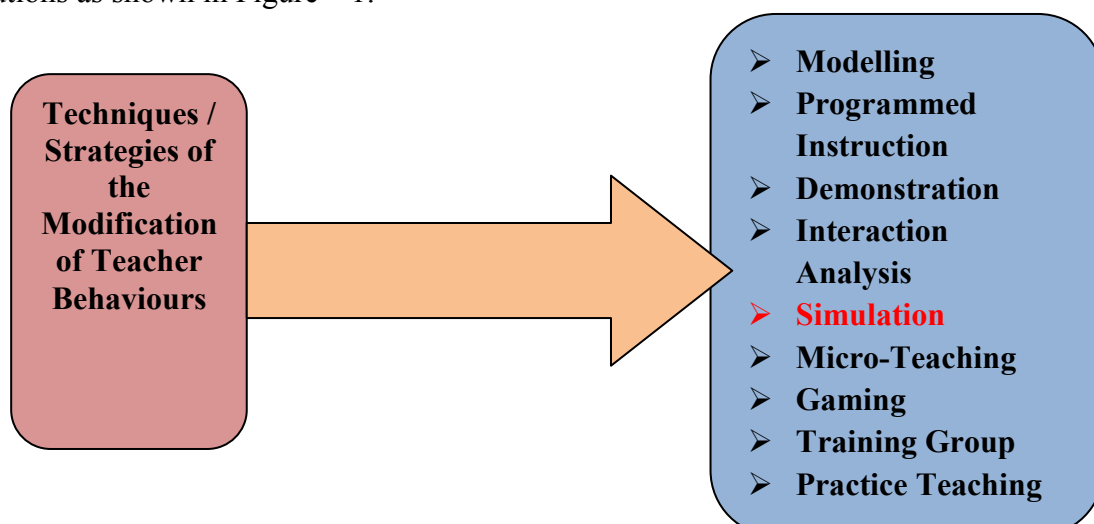
The major assumption of the behavioural technology is that the effective teachers are not only born but they can also be prepared by the use of feedback devices. It is the postulate of D. G. Ryans’ theory of teacher-behaviour that teacher behaviour is modifiable.

Teaching is an act on the part of teacher which intends to bring about change in the learner. This act exerts influence on the learner and thus modifies his/her behaviour. Teaching is a variety of actions performed by a teacher with a view to bring positive and tangible behaviour in students and thus achieve educational objectives.

**Teaching is an art** when creativity, personal values, attitudes and natural dispositions are taken as the bases for teacher's behaviour. **Teaching is science** when through a systematic application of certain techniques of behaviour modification and desirable teaching competencies/behaviour are developed and undesirable teaching competencies/behaviour are modified or eliminated. In both the considerations, teaching behaviour of a teacher remains our main concern. In the former, behaviours are covert (implicit / intangible) and in the latter, they are overt (explicit / tangible) in expression.

Teaching is considered art as well as science. **According to Silverman (1966)** *teaching is very much an art which is to say, it calls for an exercise of talents and creativity. It is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A great teacher is one who adds creativity and inspiration to the basic repertoire. Teaching is a task that can be performed skilfully, carefully and successfully.*

Since teacher's behaviour is modifiable, various training techniques have been developed and followed by teacher educators. **Teacher behaviour consists of those acts that the teacher performs typically in the classroom in order to induce learning (B.O Smith, 1966).** Here we mention some of the popular techniques which are being used at reputed teacher education institutions as shown in Figure – 1:



These teacher training techniques have a scientific basis in which the total behaviour is analyzed into small units and new desirable behaviour is developed. Objective observation of behaviour and application of certain techniques to develop new behaviour under controlled conditions lead to scientific way of looking at teaching.

## Teacher Behaviour

*Teacher's behaviour is defined as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those activities that are concerned with the direction of guidance of the learning of others (D.G. Ryans).*

The implication of this definition is that teacher behaviour is social behaviour. Not only do teachers influence student behaviour, but students influence teacher behaviour as well. In teaching-learning process, teacher's behaviour is instrumental to bring change in learner's learning and shaping his/her behaviour. The totality of teacher's behaviour and its influence on the learner can be understood from two dimensions:

- ❖ **Personal qualities** like warmth, affectionate, sympathetic, democratic, optimistic, dynamic, etc.
- ❖ **Professional competencies** like command on the subject matter, effective communication, proper use of teaching aids, classroom management, evaluating students' learning, etc.

A teacher's behaviour is shaped by multiple factors at home, school, college and teacher training institution. Some of the factors which contribute to determine the quality and desirability of a teacher's behaviour are as follows:

- **Qualifications-academic and professional.**
- **Socio-economic background.**
- **Classroom conditions.**
- **Nature of curriculum.**
- **Teaching material available.**
- **Reading habits.**
- **Clarity of goal.**
- **Personal attitude.**

**Teaching Style:** *Teaching style refers to a pattern of teaching by the teacher. Teaching behaviour (personal qualities and professional skills) may result into specific patterns or styles under varying conditions/settings. Every teacher develops his/her own style of teaching as per his/her training experience and personal disposition (mental set).*

## Simulated Teaching

Simulated Teaching is a teacher training technique which was developed by **Donald R Cruickshank in 1968**. It is denoted by several terms such as ***Role Playing, Artificial Teaching, Pilot Training, Laboratory method, Clinical method and inductive scientific method***. It is one of the techniques being used currently in India as well as in other Countries for the modification of teacher behaviour. Simulated teaching is an artificially arranged teachers training technique which helps the student teachers to learn the art and techniques

through role playing. The dictionary meaning of simulation is the act or process of pretending or role playing. It is a kind of imitation of a particular appearance or form.

*According to D. G. Ryans (1964), “simulation is an accurate representation of realistic situation”. The simulated teaching can be defined as mechanism of feedback device to induce certain desirable behaviours among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.*

**Types of Simulation:**

- ❖ **Identity Simulation:** in identity simulation, the actual system is used as a model.
- ❖ **Replication Simulation:** in replication simulation, an operational model of the system is used in its usual environment.
- ❖ **Laboratory Simulation:** in laboratory simulation, replication is employed in the laboratory, with features of the real system represented.
- ❖ **Computer Simulation:** Computer simulation is an abstract representation of the real system with the use of a computer.
- ❖ **Analytical Simulation:** Analytical simulation uses mathematical models and attempts to get solution by analytical means.

**Characteristics of Simulated Teaching:**

- ❖ **Planning:** Simulated teaching requires systematic advance planning to enable the students to display the desired behaviour (skills) after going through the training. Planning should be done while keeping in view the educational needs, interests, attitudes and pre-requisites of target group.
- ❖ **Involvement:** the students are required to actively participate in all the activities. Simulated teaching demands a firm commitment and supportive behaviour on the part of the students.
- ❖ **Feedback:** the quality and frequency of feedback plays an important role in simulated teaching. It brings the desired change in human behaviour. Simulated teaching allows the students to experience the consequences of their activities more quickly than real life situations. The immediate feedback thus received has more impact on their learning.
- ❖ **Control:** simulated teaching is based on the system approach to achieve the specific objectives laid down before the students. Simulated teaching allows the teachers/trainees to determine what the students are to learn and in what sequence and under what conditions. To ensure full control over their learning, simulated teaching can be set in which the students solve or are encountered to relatively minor problems before they face those that are more serious and require greater skills and experience.
- ❖ **Time:** Simulated teaching is goal oriented and flexible method of teaching. Depending on the objectives to be achieved time can be condensed or expanded, or both. If the objectives to be achieved are complicated or the skill to be acquired is difficult, simulated teaching can be expanded over a number of sessions.



**Safety:** Simulated teaching minimises the risk in performing any activity in any artificial or mock or laboratory situation. Experience of performing operation of a patient, flying and driving an aircraft, fighting in a war and similar dangerous or risky situations can be given to them by providing artificial situations and mock trials.

### **Organisation of Simulated Teaching:**

The organisation of simulated teaching involved 5 to 7 student teachers who are to practice social skill. The one who teaches is called an Actor, two students assume the role of Observers and the trainees who play the role of students are called Foils whose number varies from 2 to 4.

### **Steps of Simulated Teaching:**

Flanders recommends the following steps:

- ❖ **Selecting Pupil Teachers:** A small group of pupil teachers is selected. Letters A, B, C, D etc. are assigned to each person in the group. Role assignments are rotated by letters so that each individual has a chance to be an actor or observer.
- ❖ **Selecting and Discussing Skills:** The skills to be practiced are selected and discussed. Topics of conversation that fit the skills are also suggested. Select one topic for the first session and decide on additional topics so that each individual has a chance to select one topic that makes him comfortable in his role.
- ❖ **Deciding Considerations:** Considerations as to who will start the conversation, who will intervene, who will stop the interaction and when it will be stopped are decided. Thus sequences of activities are to be determined.
- ❖ **Deciding Procedure of Evaluation:** The procedure of evaluation, kind of data to be recorded and the method of recording etc. are decided.
- ❖ **Conducting Practice Session:** First practice session is conducted and the actors are provided with feedback on his performance. If necessary the procedure of the second session is changed in order to improve the training procedure.
- ❖ **Prepared To Change The Procedure:** If need arises, one should be prepared to change the procedure and the topic and move on the next skill so as to present a meaningful challenge to each actor to keep his interest as high as possible.

### **Steps in Simulation [Alternative Presentation]**

There is no hierarchy of following rigid steps in simulated techniques in class room learning. Some educationists prescribe definite steps in simulation. Ned Flanders has recommended the following procedural steps in simulated teaching.

- ❖ **Step One:** When a teacher uses simulation in his class, first of all he must assign letter (A, B, C) designations to all the members of the group and develop a system of rotating the role assignment by letters so that each individual has the opportunity to participate and has a chance to be actor, foil and observer.
- ❖ **Step Two:** The second step involves planning, preparation and deciding the topic of the skill to be practiced through simulated technique. The teacher should carefully and intelligently select an appropriate topic for each actor according to his knowledge and interest in the subject.
- ❖ **Step Three:** The teacher should decide in advance as regards the name of the member of the group who will start conversation. A detailed schedule for actor

interaction should be drawn. The teacher should also decide who will stop the interaction and when will it be stopped.

- ❖ **Step Four:** The teacher should decide the procedure of evaluation and decide on what kind of data the observers are to record and how their data and opinions can best be presented to the actor when the interaction stops.
- ❖ **Step Five:** Conduct the first practice session on a topic or skill you decide. Provide the actor with feedback on his performance and be prepared, if necessary, to alter the procedure for the second session in order to improve the training procedure. As soon as the practice sessions are working smoothly and each person has had an opportunity to be actor, increase the difficulty of the task by privately instructing the foils or restricting the instructor's role.
- ❖ **Step Six:** This is the last step in simulation. Now the teacher should be prepared to alter the procedure, change topic and move on to the next skill so as to present a significant challenge to each actor and to keep interest as high as possible. The task should be neither high nor too easy for the participant.

**Advantages:**

- ❖ Stimulated teaching is a device for motivating students.
- ❖ It provides opportunities to student teachers to study and analyse critical teaching problems.
- ❖ Simulation establishes a link between theory and practice.
- ❖ Participants recognize their own progress by various feedback methods
- ❖ Simulated teaching serves as a social laboratory. They can exercise the social skills acquired.

**Disadvantages:**

- ❖ It is time consuming.
- ❖ It is very costly.
- ❖ The use of simulation cannot be made in all subjects of the curriculum.
- ❖ Simulation cannot be conveniently used in case of small children because mechanism is too difficult for them to follow.
- ❖ It requires a lot of preparation on the part of teachers. Very few teachers are prepared to take up the extra work which is required to make the use of the technique a success.
- ❖ In advanced countries highly sophisticated audio-visual aids and computers are used for simulation. We cannot afford these of costly audio-visual at present in our schools.
- ❖ The last limitation that learning is a serious activity which is highly individualized needs concentration on the part of the learner. Simulation is a play which reduces the seriousness of learning. Critics doubt if any worthwhile learning takes place through simulation.

## **Conclusion**

The current teaching practices of our teacher education programmes have two major limitations:

- ❖ The pupil teachers are sent to actual classroom teaching during teaching practices programme without inducing the role of teacher. Some training institutions have the provision for demonstration lesson.
- ❖ There is no provision for providing reinforcement for the pupil-teacher behaviour. The supervisor give remarks for their teaching task in general way as criticism of lesson. There is no scope to follow the suggestions given by the supervisors.

The simulated teaching is a technique or mechanism of feedback device to induce certain desirable behaviours among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.

In addition to the list of strategies for modification of teacher behaviour, modification may come by attending and participating seminars, workshops, refresher course, orientation programme, team teaching, doing action research etc.