

Chapter 12

Peer Assessment in Micro Teaching: An Analysis of Prospective Teachers' Teaching Profession Level

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ABSTRACT

Micro teaching was developed to reduce the complexity of the learning environment in the classroom. During the current pandemic period, many theoretical and applied courses have been conducted through distance education. The purpose of research is to determine the level of prospective teachers' skills for the teaching profession in distance education and micro teaching by peer assessment. The research has been designed within descriptive approach. Within the scope of the course, students perform micro teaching. Students choose a topic and explain it in 15 minutes. In distance education, while the student was teaching the lesson live once with Zoom, the second lesson was done on the video he/she recorded before. As a result, it was determined that prospective teachers saw deficiencies in themselves while preparing the lesson plan and they had difficulty in realizing the plan they made during the teaching process. It has been reported that distance education and lessons negatively affect learning due to the pandemic, and the situation reduces the motivation of prospective teachers.

DOI: 10.4018/979-8-3693-2314-4.ch012

INTRODUCTION

Education is the most important path that leads to success in the professional life of individuals. In order to make education life qualified, it is a necessity to develop the equipment of the teaching staff, that is, the teachers. For this, it should be started with the development of knowledge, skills and attitudes of teacher candidates during teacher education. During teacher training, the curriculum is updated and thus improved in order to increase the qualifications of teacher candidates. Reform movements towards the teacher training system and teaching processes in the last century have attracted attention (Lukin et al., 2004). As a product of this improvement and development, the micro teaching course in the curriculum draws attention. Micro teaching has taken its place in the curriculum as a course in teacher education.

A teacher needs to demonstrate many skills while teaching, such as using materials, managing the classroom well, and communicating with students. It is quite complex to both teach and demonstrate these skills in a classroom setting. In order to eliminate the complexity in this process, it is expected that practical courses will be given in university education (Ulich, 1996). One of the practical courses is micro teaching. Micro teaching was developed to reduce the complexity of the normal learning environment in the classroom. Micro teaching is an approach where prospective teachers act as a teacher while lecturing and act as a student while listening to the lesson (Legutke & Ditfurth, 2009). Teacher candidates are both teachers and students in the micro teaching method. There is the teach-re-teach cycle. Prospective teachers plan and teach the topic they choose. They re-plan and retell their lessons in line with the criticisms and evaluations made on their teaching (Koçak et al., 2005). Micro teaching activities before the teaching career are one of the most common practices to provide prospective teachers with the necessary pedagogical tools and resources to help them learn to teach before their actual teaching practice in the profession. Micro teaching is important for prospective teachers. Because the act of changing roles can increase their awareness of both teaching and learning situations (Yiğitoğlu Aptoula, 2021).

Assessment for learning is very important for improving students' learning. In particular, peer assessment with constructive feedback is one of the commonly used strategies that can encourage students to learn from each other and to encourage ownership of learning (Leahy et al., 2005). Students' participation in the peer assessment process is highlighted as a critical factor for improving learning. The peer assessment process is seen as quite complex by students. Peer assessment improves individuals' level of expressing something by writing (Ng & Yu, 2023). Peer assessment encourages students to place greater emphasis on learning objectives and become more involved in the assessment process. The beneficial effects of peer assessment in learning in higher education and school settings are supported in

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