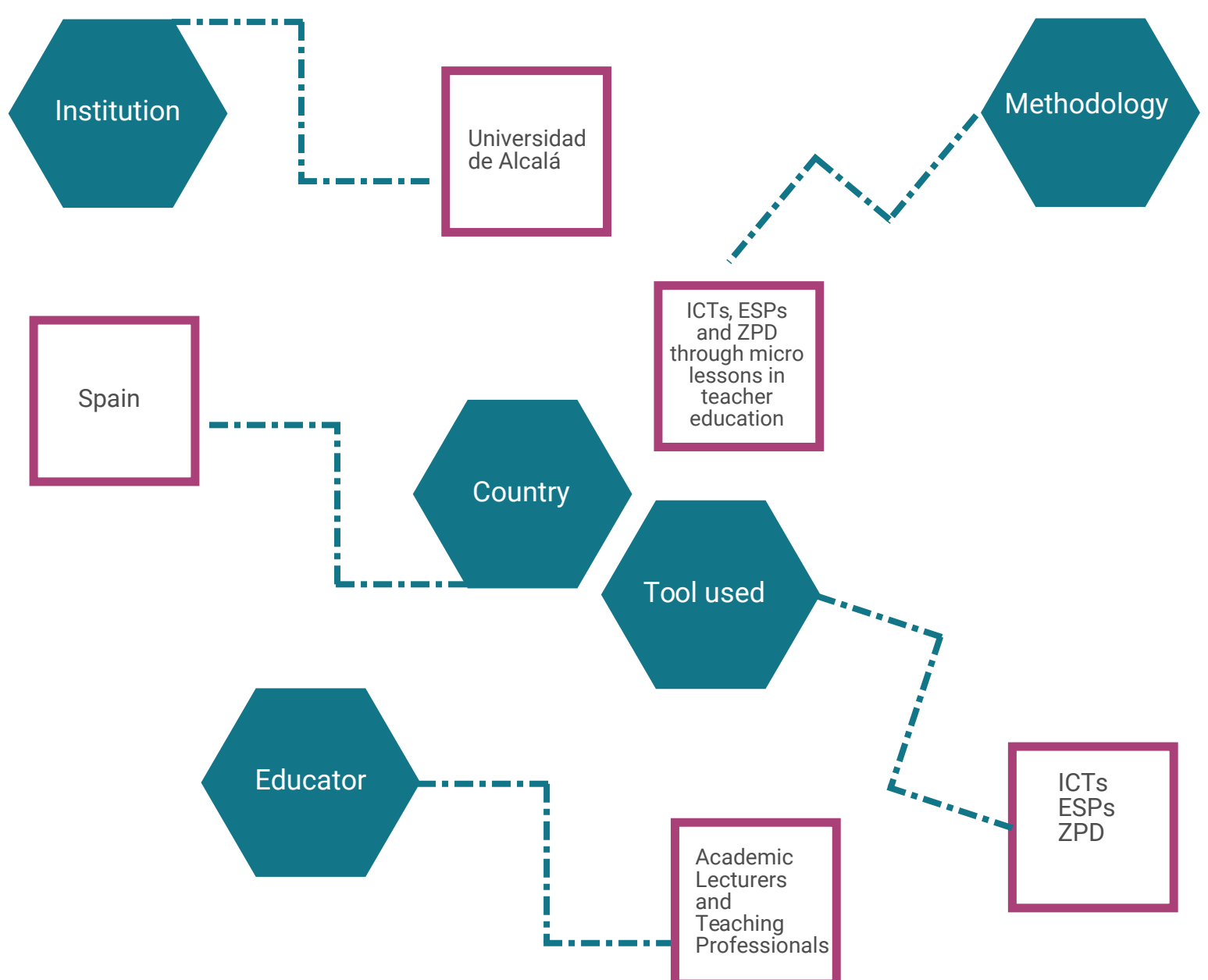


# ICT, ESPs AND ZPD THROUGH MICRO LESSONS IN TEACHER EDUCATION



Microteaching goes back to the early and mid-1960s where it was designed at the University of Stanford (Allen & Wang, 1996). The main purpose was that future professionals were conscious of what we call 'educational ac' and that they acquire the pedagogic 'know how' (skill) defined in terms of observable behaviour.

This project is based on the main features of these practices, which are: restricted and concise aims formulated in terms of teaching behaviour, independent of the lesson content, symbolic modelling (written and verbal instructions, description of teaching behaviour, verbal interaction), perception (recording sequence, visual and audible in which a 'teacher' shows the behaviours to acquire), teacher-student performance in a simplified teaching situation and results analysis with a positive reinforcement of the reached aims.



## Main challenge, Key Success and Enabling Factors

- The findings revealed that most respondents (97%) contemplate using ESP vocabulary and concepts related to teaching in pre-school, whereas 88% used it if from the Glossary "Materials in Early Childhood Education";
- All participants have indicated that in order to achieve teaching goals, lessons were correctly planned and timed (85%) and using technology (85%) in collaborative and work (95%);
- Results have shown, however, that most students (94%) prefer to use traditional resources;

## Lessons Learnt and Recommendations

- From the statistical data obtained, the use of technology through microlessons is favourably valued not only as a training technique, but also to practice and introduce new content;
- Teachers can use information about Vygotsky's (1978) ZPD to organise classroom activities, providing planned instruction, scaffolding and cooperative learning with technology.



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