

REFLECTIVE EFFECTS OF MICRO-TEACHING AND FIELD EXPERIENCES ON PRE-SERVICE TEACHERS IN NIGERIA

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Abstract

In recent times, there have been much hues and cries over the continuous poor standard of education in Nigeria. This has been blamed predominantly on the teachers, their teaching methods and techniques, attitude to work, competence and general behavior. This unpleasant development somewhat put to question the efficacy of teacher education content particularly micro-teaching which serves as the meeting point of both theory and practice in the pre-service training of teachers. The purpose of this study is to investigate the modes of improving the pre-service teacher competence and productivity based on the constructive reflection of student teaching, with a focus on micro-teaching which is adjudged as an avenue for acquiring pre-service pedagogical knowledge and field experiences. The study seeks to highlight the efficacy of micro-teaching in facilitating effective teacher preparation. It employs a combination of quantitative and qualitative research methods. In its quantitative dimension, the study features a descriptive survey design with research questionnaire administered on 500 respondents randomly sampled across five institutions. In its qualitative dimension, the study employs inductive and deductive research methods and analysis where data were collected and analysed based on existing framework and emerging themes on reflective effect of micro-teaching and field experiences, as decided in advance by the researchers. The study revealed that micro-teaching content, resources and material need to be reviewed for optimum result. Multi channel-viewing and other forms of Information Communication Technology (ICT) gadgets need to be introduced as a matter of urgency.

Keywords: field experiences, micro-teaching, pre-service teacher preparation, prospective teacher trainees in Nigeria, reflective teaching.

INTRODUCTION

Effective teaching practice has been identified as playing a significant role in preparing prospective teachers for award teaching (Good , 2008). Rosenshine (1986) has summarized the research on most effective teaching into specific pedagogical skills. Others have found that effective teacher preparation normally leads to effective teaching practices (Berliner, 1987; Fisher & Berliner, 1985). Research also indicates that teachers' creativity and resourcefulness normally affect the quality of student teaching (Glaser, 1984; Wenglinisky, 2004).

Despite the fact that the aim of research in teacher education is to improve the quality of teacher preparation programmes, only a few studies have actually focused on specific components or variables connected to training procedure or preparation methods (Rosnani,

1996). However, a handful of studies have addressed such training procedures only with a view to determining their efficacy in influencing the immediate behaviour of student teachers. Lanier and Little (1986:535) discovered that research on teacher education has concentrated more on teachers' cognitive development and factors that influence their decisions. There have been other instances of excessive emphasis on the use of technology, almost to the detriment of the social and philosophical requirements in educational foundations (Finkelstein, 1982; Warren, 1982; Rosnani, 1996). Other researchers have maintained that the component that is most important to teacher professional development is the teaching practicum (Zeichner, 1990 : Rosnani, 1996).

Teaching practicum is arguably the most essential component of teacher education. According to Conant (1963) school experiences are the most important element in professional education while student teaching is the most universally approved education course. This assertion finds support in the words of Andrews (1964) who stresses the need to accord both school experiences and student teaching a central consideration in the professional education component of teacher education. However, both Conant and Andrews each failed to give evidence and specific details of what really earns the two components such a special place among the various foundations courses that constitute the professional education component. According to Tozer, Anderson, and Armbruster (1990), although the earliest systematic efforts at professional education teachers did not require student teachers to focus on the social and psychological foundations of teaching and learning processes such fields as psychology, sociology, history, and philosophy became so relevant that more importance was attached to them than to any component of professional education, since the beginning of the twentieth century.

The implication of this assertion is that not even school experiences or student teaching is as important as the above enumerated foundation courses. Notwithstanding, noted educational researchers and teacher trainers such as Appleberry (1976) and Andrew (1998) have maintained that student teaching is the most beneficial aspect of teacher preparation. This position has found strong support in the works of contemporary educational researchers such as Allen (2003) Cochran – Smith (2004), Cochran – smith and Zeichner (2005); Frazer (2007) and Furlong (2008). Accordingly, there is no strain in asserting that student teaching is the most important component of the professional education of the teacher.

Teaching practicum is a generic term that comprises a wide variety of components such as clinical experience, student-teaching-in-school experience, teaching rounds, field experiences and micro-teaching (Iqbal, 1996). Accordingly, "the practicum refers to that body of professional experiences during which the student applies, tests and reconstructs the theory which he is evolving and during which he further develops his own competence as a teacher" (p.117). The need for effective delivery by the teacher requires sufficient amount of practical training to enable him function well. This infact is an aspect of teacher preparation that is of most value. For the purpose of the present study, any of the three dominant forms of teaching practice may be adopted. One of the three forms is block teaching practice which puts the student teacher at a vantage position to assume a major responsibility for full range of teaching duties in a school setting under a close monitoring by both his college and the cooperating school. Another form is internship which is an extended period of placement in the school with complete responsibility for teaching the pupils but with a limited or lesser workload than that of a qualified teacher. The third form is continuous teaching practice which provides an opportunity for the student teacher to engage in regular teaching tasks for a period of half day, one day, or two days per week such as in schemes of school attachment or day-release involvement in schools (Thew, 1994). However, the fact that teaching practice is aimed at the acquisition of practical pedagogical skills that are capable of aiding or facilitating a meaningful realization of pedagogical objectives makes it central to teacher education. This component depends more on the teacher's creativity and resourcefulness than on any other factor or consideration.

There is no gainsaying that there has been a continued public outcry on the continuous poor standard of education, teaching methodology, techniques, attitude to work, competence and general behaviour of the teachers. This is sequel to the poor performance of teachers in the classrooms which calls to question the efficacy of the teacher education content, especially micro-teaching in the training of teachers in the Nigerian educational system. One wonders whether educational institutions provide sufficient avenues for reflection as a means of assessing micro-teaching and field experiences. This informs the need for investigation into the reflective effect of micro-teaching and field experiences on pre-service teacher education in Nigeria. In attempting to fulfill such a long-felt need, the present paper seeks to examine the extent to which micro-teaching enhances field experiences of pre-service teachers, ascertain the extent to which teacher educational institutes provide avenues for reflection to assess micro-teaching and field experiences, find out the mode and strategies provided for improving the competencies of pre-service teachers through micro-teaching and field experiences, and also seeks to determine the extent to which micro-teaching and field experiences equip pre-service teachers with reflective skills for professional growth. The investigation is guided by such questions as 1-To what extent has micro-teaching enhanced the field experiences of the pre-service teacher?; 2-What avenues do the educational institutions provide for reflection to assess micro-teaching and field experiences?; 3-How do micro-teaching and field experiences equip pre-service teachers with reflective skills for professional growth?; 4-What are the modes and strategies provided for improving the competencies of the pre- service teachers through micro-teaching and field experiences.

The Essence of Micro-Teaching

Dominant models of teacher education accord micro-teaching a central place. Its place as an essential part of teacher education curriculum dates back to the early 1960's as a result of the efforts of Professor Dwilight Allen and his colleagues at Stanford University in England. Their aim was to ensure an adequate combination of theory and practice in the training of teachers and through this develop in the prospective teachers' desirable skills and competencies. Moore (2005), while discussing the importance of micro-teaching agrees that it simplifies the task of teaching by sub-dividing the act of teaching which is multifaceted into simpler, less complex tasks in such a way that lessons can be better managed and to focus on a few major skills in the planning process. Tara (2004) is of the view that micro-teaching is an effective device FOJ; modifying the behaviours of teachers under training as it is a highly individualized type of teacher training technique. Moreover, it is useful for pre-service and in-service teacher training where teachers can improve their competencies. In the same vein, Syed and zaid (2005), states that micro-teaching is a stimulated social skill development process aimed at providing feedback to teachers for modification of their behaviour. He concludes that it is a clinical teaching programme organized for providing teachers with miniature encounters.

Micro-teaching as an essential part of formal educational training for teachers has its objectives which include enabling teacher trainees gain confidence in teaching by mastering a number of skills on a smaller group of students; providing teacher-trainees with an environment for practice-based teaching and through this instill some self-evaluative skills. The objectives of micro-teaching reveal that it is a field or branch of teacher education essential for teachers in training because through it, they imbibe the qualities of effective teaching, avoid mistakes often made by teachers and equip themselves with adequate mastery of skills and techniques of good teaching.

Micro-teaching is an organized practice teaching which is intended to give prospective teachers confidence, support and feedback by creating for them opportunity to demonstrate among their friends and colleagues what they intend to demonstrate among their students in the classroom setting (Goodlad, 2010). Ideally, micro-teaching sessions take place before

the first day of class, and are videotaped for review individually with an experienced teaching consultant. Micro-teaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start. At the Harvard University Center for Teaching and Learning, as many as six teachers from the same or similar courses can participate in a single micro-teaching session. Course heads, a few experienced instructors, and a staff member are usually invited to serve as facilitators. While one person takes his or her turn as teacher, everyone else plays the role of students. It is the job of these pretend pupils to ask and answer questions realistically. It is the job of the teacher to involve his or her "class" actively in this way (Goodlad, 2010). Such a scenario typically runs for five to ten minutes. When finished, the person conducting the class has a moment or two to react to his or her own teaching. Then everyone else joins in to discuss what they saw that they especially liked. Finally, the group may mention just a few things that the practice teacher might try doing differently in the future. Like all the Center tapes, videos of these sessions are for the benefit of those taped and will not be seen by anyone else without the explicit permission of the practice teacher. Session tapes can even be erased immediately if the practice teacher wishes. Nearly everyone, however, finds it extremely helpful to make an appointment to view and discuss their tape together with a Center consultant.

A cursory look at the teacher education programme shows that it is based on a conceptual framework that defines the work of a teacher as influencing reflective decisions about pedagogical and lesson designs. The implication then is that the pre-service teacher is a reflective practitioner who continually assesses the effectiveness of his choices and actions on others while actively seeking for opportunities to grow professionally and utilize the professional growth to generate more learning for more students. Contrary to expectations, it is becoming increasingly clear that pre-service teachers do not seem to reflect on how educational theory can inform practice. They fail to realize that the essence of micro-teaching and field experiences is for them to be better prepared for the realities of classroom situations. It also affords them the opportunity to critically analyze their practices so as to improve students' learning by applying sound theories to classroom situations.

Malkani and Allen (2005) opine that pre-service teachers do become more reflective about teaching and classroom issues when exposed to micro-teaching. However, the extent to which pre-service teachers have been influenced by reflection after micro-teaching and field experiences still remains a mirage. It is also not clear whether the Nigerian teacher educational system makes provision for reflection to assess micro-teaching and field experiences.

METHOD

A combination of quantitative and qualitative research methods was employed in the study. Its quantitative dimension features a descriptive survey design with research questionnaire administered on 500 respondents randomly sampled across five institutions. The population, it should be noted, consisted of all the teacher education institutions in the South Western States of Nigeria. Simple random sampling technique was employed to select five (5) teacher education institutions. The sample for the study comprised respondents selected from each of the five tertiary institutions from which one hundred respondents made up of ninety pre-service teachers and ten lecturers, were selected, thereby making a total of five hundred (500) respondents whose ages ranged from 30 to 55 years and academic qualifications, from B.Ed./B.A.Ed./B.Sc.Ed. to Ph.D. They had all gone through micro-teaching and field experiences in the teacher education. The questionnaire, which was titled Reflective Effects of Micro-teaching and Field experiences (REMFE) was a self designed instrument used for data collection, and contained a number of items designed to elicit information from the respondents on the reflective effects of micro-teaching and field experiences. The content of the questionnaire was validated by experts in the Faculty of

Education, University of Lagos. The reliability of the instrument was ascertained using split-half method with a coefficient of 0.75 which was considered high enough for a study of this nature. The data collected was analyzed with the use of frequency counts and simple percentile. In its qualitative dimension, the study employs inductive and deductive research methods and analysis where data were collected and analysed based on existing framework and emerging themes on reflective effect of micro-teaching and field experiences, as decided in advance by the researchers (Bogdan & Bilken, 1998; Patton, 2002; and Wasonga & Murphy, 2007). Based on literature, specific micro-teaching- and field-experience-related concepts were identified (Murphy, Hunt, & Wasonga, 2004) with a view to providing the framework for interpreting specific responses from participants, on emerging themes on reflective effect of micro-teaching and field experiences as in theory based-investigation (Bogdan & Bilken, 1998; Chen, 1990).

Data Collection and Analysis

The questionnaire was personally administered and hand-scored by the researchers, in keeping with the administration and scoring guidelines in the research tool. The results were tabulated and expressed in percentages, using the appropriate binary choice. In its qualitative dimension, twenty-five of the 500 participants sampled who were identified by the researchers as having offered most useful information in the questionnaires earlier completed by them, were contacted via their cellphone numbers and scheduled for interview and further participation in the study. The rationale for the researchers' decision in this regard lies in his assumption that respondents who offered such meaningful and comprehensive information on the subject of the study, were more likely to have an informed view on related themes. Consequently, eleven of them made were physically available to the researchers owing to the proximity of their locations to the researchers' base while fourteen of them said they could not be readily available for any interview at the material time, owing to various reasons notable among such reasons being the remoteness of their locations. Such remotely located respondents were therefore requested to consent to answering their interview questions on phone and they kindly did. However, a particular participants who would have made 25 the list of respondents in the researchers' further collection of data, was not reachable, despite frantic effort at securing an audience with her. Consequently, the twenty-four participants were provided with a general description of the study especially with regard to the need for further collection of data. They were thereafter requested to respond to a set of questions (provided below) relating to their views on the effect of micro-teaching and field experiences on pre-service teachers in Nigeria. The specific questions are as follows:

1. Describe your perception of micro-teaching and field experiences?
2. Do activities designed for student-teachers on micro-teaching have any reflective effect on their performance in the classroom?
3. Describe instances where such activities or experiences have enhanced the quality of teachers' performance? Give examples.
4. Describe instances where the absence of such activities and experiences has caused ineptitude? Give examples.
5. Identify the top three of these salient activities or components of micro-teaching and field experiences that you feel are most essential to facilitate effective teacher preparation?

The responses so elicited from the participants were analysed both inductively (looking for new ideas or themes) and deductively (using a matrix) to match the existing framework with responses). These analyses were aimed at discovering what is important, and what is to be learned and deciding way forward (Bogdan & Bilken, 1998).

Findings and Discussion on Qualitative Data

The qualitative data showed commonalities in the views of the respondents on micro-teaching and field experiences. The data also revealed that they appreciate the reflective effects of pedagogical experiences to which pre-service teachers are exposed in the Nigeria. There is yet another commonality in their clamour for provision for activities that are capable of making the student-teacher effective in the face of the challenges of teaching in today's world. It is obvious from the participants' responses in the three instances cited above that the researchers' pre-determined judgments on the concepts of micro-teaching and field experiences and their effects on pre-service teacher education in the country, find support in teachers' views and beliefs about the concepts. The data also revealed that there were numerous instances where micro-teaching and field experiences have equipped prospective teachers with requisite pedagogical skills the absence of which may mar effective performance in the classroom. Several examples of this were provided by the respondents. For instance, one of them claimed to have acquired requisite skills for effective classroom management during field experiences and that such skills have always enhanced his performance in the classroom.

The data revealed also that there were numerous instances where lack of exposure to micro-teaching and field experiences had caused negative effects in the pre-service teacher education thereby rendering products of such system ineffective in the discharge of their responsibilities as teachers. Similarly, several instances of this were cited by the participants. For example, one of them claimed to have determined a particular way of identifying new entrants into teaching who were not exposed to micro-teaching and field experiences, arguing that such novice teachers are normally given away by their "lack of confidence and pedagogical dexterity", among others. There seems to be a commonality in the line of arguments variously advanced by the 24 participants in this regard. One of them even dismissed any possibility of instructional success in a classroom managed by a novice teacher with no prior exposure to micro-teaching and field experiences. He said, "...there can't be teacher education without field experiences and that is why you don't expect any good performance from any one whose teacher preparation is devoid of micro-teaching and field experiences components." Yet, another respondent said, "Micro-teaching and field experiences are the core of teacher education. All the courses incorporated into the professional education component of teacher education are intended to prepare the teacher for performance in the classroom but they are merely theoretical with their practical component provided through micro-teaching and field experiences".

However, a particular respondent created the impression that "what is generally known as field experiences may be done internally by exposing teacher trainees to several days of rigorous marathon classroom teaching within their colleges". The respondent added that, "it is what is made of the experience that matters and not where the experience is recorded which is why the stereotypical idea of posting student teachers out of their base for the purpose of teaching practice may not be a dynamic practice". However, the present writer believes that it is obvious from literature that the perspective offered by this respondent is alien to best practices in teacher education. This is so because there is no dominant model of teacher education that has receded micro-teaching and field experiences to the background or restricted them to the four walls of the college where teachers are being prepared for, such a thinking may amount to attempt to alter the landscape of teacher education without any theoretical basis or justification from research literature. The fact that the perspective provided by the respondent in question offers no creative idea or critical viewpoint is valid enough an argument to disregard it. The rest of the respondents did not mince words in saying that micro-teaching and filed experience are central to teacher education in Nigeria and anywhere in the world.

Findings and Discussion on Quantitative Data

Research question one attempted to ascertain the extent to which micro-teaching has enhanced field experiences of pre-service teachers.

Table 1 Enhancing pre-service teachers through micro-teaching and field experience

ITEMS	A	%	D	%	U	%	Total	%
Micro-teaching will expose pre-service teachers to the challenges they would experience	427	85.5	45	9.0	28	5.5	500	100
Micro-teaching is very essential to field experiences of pre-service teachers	455	91.0	18	3.5	27	5.5	500	100
.Micro-teaching will help to improve the performance of pre-service teachers in the field work	447	89.5	48	9.5	5	1.0	500	100
Micro-teaching helps to build the confidence of pre-service teacher	420	84.0	52	10.5	28	5.5	500	100

Key: A=Agree; D=Disagree; U=Undecided

Table 1 shows that micro-teaching to a large extent enhances the field experiences of pre-service teachers. This can be buttressed by a review of the responses to the items above. For example, 85.5% (427) of the respondents to item 1 above were of the view that micro-teaching has really prepared the pre-service teachers for field experiences because it exposes them to most of the challenges that would confront them in the classrooms. Only 9 (45%) of the respondents disagreed with that idea while 5.5% (28) of the respondents were undecided. Also, on the issue of whether micro-teaching is very essential to field experiences of pre-service teachers, majority of them 91.0% (445) agreed to the assertion that micro-teaching is very essential to field experiences while only 5.5% (27) disagreed and 3.5 (18) respondents were undecided. This reveals the role and importance of micro-teaching as an essential aspect of teacher training. It further portrays micro-teaching as an integral part of teacher education programme upon which the syllogisms regarding teaching and learning are built. Micro-teaching is the foundation of good delivery by the pre-service teacher and his/her traits, attitude and general behaviour affects the learner particularly in the formative years.

Research question two seeks to find out the extent to which educational institutions provide avenues for reflection to assess micro-teaching and field experiences.

Table 2 Educational institutions' provision of avenues for reflective micro-teaching and field experiences

ITEMS	A	%	D	%	U	%	Total	%
The teacher education programme is not based on a conceptual and reflective framework	330	66	105	21	65	13	500	100
Micro-teaching and field experiences should define the role of the teacher as a reflective decision maker	478	95.5	7	1.5	15	3.0	500	100
Educational theories enhance educational practices	467	93.5	8	1.5	25	5.0	500	100
Pre-service teachers are always influenced by reflection after micro-teaching	483	96.5	5	1.0	12	2.5	500	100

KEY: A=Agree; D=Disagree; U=Undecided

Table 2 shows that almost all the respondents agreed that there is no such avenue for reflection to assess micro-teaching and field experiences. For instance, about 95.5% (478) of them were of the view that the programmed does not define the role of teacher as a reflective decision maker and only 1.55 (7) agreed that it does. Also, 96.5% (483) of the respondents agreed that pre-service teachers are always influenced by reflection after micro-teaching, whereas only 1.0% (5) disagreed. Ideally, after the micro-teaching and field experiences, there should be a forum where the pre-service teachers and their supervisors would sit and discuss cases and reflect n how educational theory can inform practice. This is essential in the preparation of these pre-service teachers, for the realities of actual classroom situations. Also, they will be in a better position to critically analyze their practice to improve students learning by applying sound theories to classroom situations. This view agrees with those of Malkani and Allen (2005) who explained that pre-service teachers do become more reflective about teaching and classroom issues when exposed to cases in micro-teaching and field experiences.

Research question three seeks to find out if micro-teaching and field experiences equip pre-service teachers with reflective skills for professional growth.

Table 3 The influence of micro-teaching and field experiences on reflective skills for professional growth

ITEMS	A	%	D	%	U	%	Total	%
Micro-teaching and field experiences will equip pre-service teachers with reflective skills	472	94.5	5	1.0	23	4.5	500	100
Micro-teaching and field experiences will enhance the growth and development of pre-service teacher	482	96.5	8	1.5	10	2.0	500	100
The pre-service teacher is a reflective practitioner who continually assesses the effect of his choices and actions on others	397	79.5	55	11.0	48	9.5	500	100
The pre-service teacher has adequate technological skills to create meaningful learning opportunities for all students	485	97	10	2	5	1	500	100

Key: A=Agree; D=Disagree; U=Undecided

Findings from the third research question revealed the influence of micro-teaching and field experiences reflective skills for professional growth. Most of the respondents agreed that micro-teaching and field experiences will equip pre-service teachers with reflective skills for professional growth. For example, the table reveals that 97% (485) agreed to the view that pre-service teachers will be equipped with reflective skills for professional growth through micro-teaching.

One thing that is very essential to the preparation for teaching is the conceptual framework which consists of professional knowledge, skills and dispositions that have been learnt from research and effective practices. Micro-teaching will expose pre-service teachers to better discretion towards self, disposition towards others, perception of purpose and frame of reference. However, the extent to which micro-teaching exposes pre-service teachers to the above-mentioned becomes the big question. Micro-teaching appears not to function very well because of 'massification' that has befallen teacher education institutions as a result of inadequacy of facilities and personnel to ensure adequate assessment and thorough teaching. However, pre-service teachers when adequately exposed to cases would be better equipped with reflective skills which will promote professional growth.

The analysis of the participants' responses to items relating to research question four revealed that about 90% of the respondents were of the view that there should be a round table discussion of cases which will reflect on how educational theory can inform practice. This will go a long way to enabling pre-service teachers when they enter the classrooms to be prepared for the realities of the classroom situations. The preparation of teaching comprising professional knowledge, skills and dispositions that have been gathered from research, reported effective practices from learned societies in such areas as human growth and development.

The participants identified the provision of audio visual facilities like video recorder and multi-channel media to assist both the assessors and the pre-service teachers. This will afford the pre-service teachers the opportunity to play back at their own time so as to watch and reflect on their mistakes with a view to improving on them.

Team teacher supervision and team peer supervision were also identified by the respondents as being very crucial to the effectiveness of micro-teaching and field experiences. There is a growing appreciation of the practices of team teaching, team teacher supervision and team peer supervision, among teachers, teacher educators, educational researchers and educational practitioners in general. The importance of such practices lies in their potentialities to offer checks and balance in educational decisions or judgments in a manner that is capable of facilitating the attainment of an appreciable level of objectivity, validity and reliability in educational accountability. There is no gainsaying that such practices are capable of enhancing the quality of teacher education in Nigeria and other parts of the world.

CONCLUSION

This paper has demonstrated that micro-teaching is an essential programme that should not be made to have an insignificant existence because of the role it plays as the foundation for all forms of success in the teaching-learning process. Micro-teaching appears not to function very well because of 'massification' that has befallen teacher education institutions as a result of inadequacy of facilities and personnel to ensure adequate assessment and thorough teaching. Moreover micro-teaching appears not to function well because of non-provision of avenue for discussing cases encountered during micro-teaching and field experiences. Much should be done to ensure this particularly in the areas of facilities, personnel and even methodology. It is believed that this programme remains the pride of the educational status as all professional bodies have one form of professional internship period

or the other. To allow the micro-teaching programme die naturally or be mellowed down is to deny teaching its much desired professional status in Nigeria.

Based on the findings, the following recommendations are made.

- Adequate facilities should be made available to ensure that proper evaluation is carried out on students' micro-teaching. Audio-visual facilities like video recording, multi-channel medium, etc. should be provided to assist assessors who are teachers along with others have adequate assessment of the micro-teaching and with this make proper corrections and modifications.
- More personnel (experts) should be drafted to this field to assist in the teaching and assessment as population explosion has hit the schools.
- Financial reward should equally be given to lecturers involved in this field and to the students who excel too. This would serve as a positive reinforcement and encourage others to follow suit.
- Most importantly is the need for a forum to discuss cases and reflect on how educational theory can inform practice. This will enable pre-service teachers to become more reflective about teaching and classroom situations.
- There is need to expose pre-service teachers to online interaction with their teachers and supervisors by submitting their tasks or assignments online and also seeking to receive feedbacks through the same means. This is the vogue in some of today's best practices in teacher education.
- The idea of virtual classroom will go a long way in enhancing the quality of teacher education. This will enable the teacher address queries, assess submissions, treat topics or give lessons without necessarily being in physical contact with the prospective teachers.
- Professionalism should be emphasized in teacher education in order to ensure that prospective teachers are professionally initiated by teacher educators who themselves professionals and not untrained teachers.
- There is need to monitor developments or innovations being recorded in some of the best practices in dominant teacher education models with a view to modeling the Nigerian model after some of them.

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