

Frequently Asked Questions (Faqs)

1. Define the concept of simulation.

Ans: Simulate means to obtain the essence of without the reality, i.e., simulations do not have to look like the real life counterparts, but they have to 'act' like the real thing. Guetzkow defined simulations as 'an operating representation of control features of reality'. Thus, simulation has both real life elements and the represented elements of real life.

2. What is simulated teaching?

Ans: Simulated teaching is a training technique used to change the behaviour of the student-teacher. It is also known as simulated social skill of teaching. It is used before the practice of class teaching. It is a role playing technique. The student-teacher plays the role of pupils and teachers. One acts as the teacher and others act as students and some as observers in the class.

3. List some of the advantages of simulated teaching.

Ans: Some of the advantages of simulated teaching are:

1. It helps to develop relationship between theory and practice.
2. Opportunities are provided to student-teacher to study and analyse teaching problems.
3. It helps student-teacher to acquire classroom manners.
4. It helps student-teacher to understand behavioural problems of the classroom and develop teaching skills and avoid the risk of actual classroom encounter.
5. It helps to develop confidence in teaching among student-teachers.
6. Simulation permit control in the sense that rather than putting the students into laboratory settings, students can be placed in carefully selected situations.
7. Simulation training is a successful device to motivate and involve students and change the student-teacher's behaviour.
8. It provides insight into common individual and group problems and reveals different attitudes and tests various ideas in a practical situation.
9. It facilitates a more objective observation and analysis of student behaviour since situation is simulated and not as emotionally strained as real life circumstances might be.
10. It is a technique oriented towards activity in the classroom and in such activity both teachers and pupils participate. It represents an informal and corporate approach to the understanding of the situation.

4. List down some of the limitations of simulated teaching.

Ans: Some of the limitations of simulated teaching are:

1. Awareness of classroom problems is not developed through classroom simulator experience.
2. Classroom simulation especially the media-ascendant simulation requires special facility and expensive equipments,.
3. It cannot be used for the curricula of all the subjects. It has more importance in sciences than it has in the social sciences.
4. Experience gained in artificial training situations may not transfer to the actual teaching experience.
5. It is a time consuming technique in terms of planning, preparation, organization, presentation and evaluation.
6. Mockery or misguided humour by fellow student-teacher could disrupt the experiences unless the simulation technique is handled well.
7. It needs to be carefully appraised in relation to distinct educational value.