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Experiences of Math Pre-service Teacher in Microteaching

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Abstract

In the rise of the digital age, microteaching is an excellent factor in education. Education usually uses microteaching as their teaching method because this study described the experiences encountered by Math preservice teachers in microteaching. This study utilized the qualitative approach using phenomenological design. The study participants included ten math preservice teachers who underwent microteaching for the school year 2021-2022 and were selected through purposive sampling. The researcher used a researcher-made interview guide to elicit data from the participants using Moustakas' structured method of data analysis. Results revealed four themes: 1.) Mixed Emotions in Preparing for Microteaching; 2.) Efficiency of Learning Materials for Microteaching; 3.) Technical Difficulties in Actual Teaching 4.) Realizing One's Ability in Teaching. This study concluded that microteaching helps math preservice teachers in their teaching careers and develops abilities and strategies that they acquire to enable them to become effective teachers. However, they also encountered negative experiences in microteaching. The math preservice teacher developed negative emotions in preparing for microteaching and experienced technical difficulties in the actual demonstration. The study recommends that teachers explore other microteaching techniques in advance programming for editing digital materials and platforms, including Office 365 and Google Suite, and let the math preservice teacher with no laptops and unstable internet connection use the Media Resource Laboratory. Future researchers must conduct another study exploring the factors of developing negative and positive reactions in microteaching.

Keywords: microteaching, math pre-service teacher, experiences, technical difficulties, mixed emotions, abilities, and efficiency of learning materials.

1. Introduction

The micro-teaching approach provided an opportunity to assess math preservice teachers' strengths and weaknesses in many teaching elements. Preservice teachers were able to build abilities in the following areas during the teaching process: planning, questioning, evaluation, management of student misbehavior, application of teaching materials, and positive attitude toward the profession. The teacher educators encourage other contexts to collaborate on similar programs that assist preservice teachers in growing professionally by planning, implementing, and promoting their experiential learning projects to promote human development and situations (Elias, 2018).

Micro-teaching exercises improved participants' teaching knowledge and abilities. Participants were pleased with the micro-teaching activities and the teaching practice course. They had multiple perspectives on the ideas of "student" and "teacher" (Arslan, 2021). Micro-reflective teaching techniques assist preservice teachers in developing their fundamental professional abilities, such as subject matter knowledge, planning, communication, classroom management, and assessment (Batman & Saka, 2021). The program can assist teachers in sharing teaching techniques and resolving practical challenges in the classroom, allowing inexperienced teachers to build teaching skills and confidence. It is suggested that the faculty include the program not only in the pre-training service for new teachers but also in the service for instructors to enhance their teaching routine (Shi, 2020).

An examination of the psychological evaluations revealed that calm emotions improved with time; individuals were more comfortable with the microteaching environment with repeated practice. However, none of the physiological therapies were beneficial in lowering stress. The current study highlights practice as an effective stress-reduction method in microteaching scenarios. It emphasizes using evidence-based treatments to reduce stress (Horgan et al., 2018). Microteaching assisted preservice teachers in developing and attaining effective classroom teaching

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performance through their Field Experience Program. The preservice teachers participated in a microteaching class and were able to employ suitable learning strategies and classroom management to improve their performance in the program. Microteaching classes aided preservice teachers in improving their teaching performance in the Field Experience Program (Meutia et al., 2018).

The study showed a preference for teaching practices following the application phase. It highlighted student performance variations in the "experimental group" and the "control group" based on their practice note cards. The experimental group demonstrated better results compared to the control group. Additionally, differences in self-efficacy were observed among students in the "experimental and control groups," favoring the findings of Elahwal (2020). The students, the content, and the instructor are the three critical components of an efficient educational setting. The instructor, on the other hand, is the glue that holds everything together. It is critical to adopt techniques in teacher education that combine theory and practice to educate skilled teachers. Supporting microteaching, one of these strategies, with online settings such as social networks, may be advantageous for it to be more effective (Kulaksz et al., 2018).

However, the gap between theories and practice of teaching approaches, such as a need for abilities in facial and bodily expression, classroom management, and stress from sounds from peers, were all problems encountered (Maulina et al., 2019). Micro-teaching practices with concrete models improved preservice teachers' self-efficacy perceptions about utilizing concrete models. Preservice teachers believe these micro-teaching activities improved their teaching skills (Ünlü, 2018). Because virtually all of them chose to pursue teaching and are now in-service teachers, practicum or school experience has contributed favorably to their impressions of their entry into teaching. Teacher education courses should try to increase students' practical knowledge, and the connection between the mentor teacher, supervisor, and student teacher should be respected and encouraged more in teacher education programs (Merve Selçuk et al., 2019).

Examination of the psychological ratings identified that feelings of calm increased over time; this showed that participants were more comfortable with the microteaching situation with repeated practice. However, none of the physiological interventions were effective in reducing stress. The present study highlights practice as a valuable strategy to reduce stress in microteaching situations and points to the importance of employing evidence-based interventions to reduce stress (Horgan et al., 2018).

2. Research Methods

2.1. Research Design

This study used a qualitative approach using transcendental phenomenological design. It is necessary to describe the shared understanding of many people's lived experiences with a phase or phenomenon (Creswell & Poth, 2016). It examines human experience via the eyes of the actor, including "what" they experience and "how" they perceive it. With this qualitative plan's underlying aim, the researchers explored and described experiences encountered by Math preservice teachers in Micro Teaching.

2.2. Research Setting

The research occurred at Misamis University's College of Education in Ozamiz City. Misamis University is comprised of 12 colleges and offers a total of 29 programs, including graduate programs and comprehensive basic education programs.

The University pursued accreditation voluntarily from the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) for its programs in Education, Liberal Arts, and Commerce. The Education program achieved Level I and II Accredited Status in 1988 and 1990, respectively. In 2011, PACUCOA granted Level III Reaccredited Status to the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) Programs, valid until November 2014. The College of Education is a prominent center for teacher education in the region, producing top-performing individuals in regional and national Licensure Examinations for Teachers.

Misamis University employs microteaching as an integral component in developing lesson plans. This approach enables the integration of a wide array of built-in features, leading to enhanced engagement rates, better retention

rates, and, most importantly, improved learning experiences. The micro lesson plan focuses on a specific subject, which is thoroughly explored within the learning platform.

2.3. Respondents of the Study

The study participants were ten students at Misamis University, who were chosen through purposive sampling. Participants were chosen using specific criteria, including enrollment in Misamis University's College of Education during the 2021-2022 academic year, students pursuing a Bachelor of Secondary Education (BSED) in Mathematics who had experienced microteaching, and a willingness to participate. Before the interviews, the researchers ensured that these criteria were completely satisfied.

2.4. Instruments

Researchers used the researcher-made interview guide (Appendix A) in gathering data from the participants using the structured interview guide, which the thesis committee approved. The interview guide includes opening questions, core questions, and an exit question that focuses on the experiences of math preservice teachers in microteaching.

2.5. Data Collection

To collect the data, the researchers sought permission from the research instructor at Misamis University's College of Education to perform the study. Once the permit was granted, the researchers wrote a consent letter for the individuals. Participants were told of the significance of the study and were interviewed via Messenger and In-depth interviews.

Following Seidman's (2006) framework for conducting in-depth phenomenological interviews, we engaged in one-on-one interviews with each participant to explore the research topic and problem thoroughly. This approach involved a structured process with each study participant, consisting of three interview sessions. The first interview session, lasting approximately 30 to 45 minutes, focused on gathering insights into the participants' experiential context. To ensure participants had time to reflect on the prior interview and maintain continuity between the subsequent ones, we scheduled each interview with a three-day gap. This intentional spacing of time helped prevent distractions that might have otherwise impacted the overall quality of the interview sessions. After all participants were interviewed, the researchers transcribed the interview transcripts, which were emailed back to the participants for confirmation.

Data collection was completed when the researcher got an authorized copy of the transcribed interview. The interview transcripts were coded and interpreted into themes using the HyperRESEARCH 4.5.3 data analysis software tool. Subsequently, these themes underwent analysis and interpretation.

2.6. Ethical Considerations

To maintain the study's ethical features, the participants' informed permission was sought before the interview. Throughout the study, participants were told of the study's aims, the possible value to them and others, the confidentiality of the data, and their anonymity. Researchers informed participants that their participation was optional and that they might respond to or reject the interview questions at any moment.

Misleading information, coaching, and incorrect interpretation of source data were also avoided. All discussions regarding the study were frank and transparent.

2.7. Data Analysis

The study employed Hyper RESEARCH 4.5.3, a statistical software tool developed to help in qualitative analysis to facilitate data analysis. A horizontal strategy structured massive amounts of text into relevant statements and context for each participant. The codes were organized into themes that all participants would recognize.

The data was processed using Moustakas' Transcendental Phenomenology data analysis technique, which included bracketing, clustering into theme, textural and structural descriptions of the experience, and textural-structural synthesis. The interpretation used findings and definitions from the literature study.

Bracketing is a method of mitigating the impact of preconceived assumptions and impressions held before the commencement of the investigation. It is a process of suspending judgments and prejudices, or 'epoche.' As a result, it reaches a profound degree of inquiry from topic and population selection, interview design, data collecting and interpretation, and study findings distribution.

Horizontalization technically refers to the listing of all the verbatim expressions that have a bearing on the study. Initially, each statement was looked into with equal value. Then, statements found irrelevant, repetitive, overlapping, and outside the scope of the study were ignored. Horizons, the remaining sections after the data has been polished, are considered the constituent and meaningful parts of the phenomenon.

Clustering is the third stage in deriving research conclusions. It entails distilling experiences into invariant horizons, developing essential themes, and validating the invariant horizons with numerous data sources. To confirm the study's invariant horizons, researchers evaluated the findings using means other than the data-gathering methods, such as observation, field note-taking, and relevant literature. This validation procedure is critical to the representations' correctness and clarity.

Textural description, sometimes known as 'what happened,' refers to a narrative that details how the experience was seen. In order to get a textural description of the participants' experiences, verbatim extracts from the interviews were used, along with a narrative of the meaning units that will be produced from the themes.

Structural description, or 'how it happened,' is the incorporation of creative variety, which is a clever viewpoint and insights, to the textual description. An imagined variation is a mental experiment in which the intricacies and structures of the participants' experiences are analyzed while isolated from natural tendencies via epoche. A structural description is attached to each paragraph of textual descriptions to produce a structural description.

During the textural-structural synthesis process, the meaning units of each participant were collected, and a composite of textural and structural descriptions they all shared was created. A narrative or synthesis represents all players and is written in the third person. The fundamental purpose of this third stage in Moustakas' technique is to capture the essence of the phenomenon's experience.

3. Results and Discussion

This qualitative study explored College of Education Math Preservice Teachers' experiences in Microteaching. The respondents were 10 Math Preservice Teachers who already performed microteaching. The participant group consists of eight females and two males, aged 19 to 28 years, all students at Misamis University's College of Education. Each respondent shared their individual experiences related to their microteaching endeavors. In the data analysis process, four primary themes became apparent, shedding light on the participants' microteaching experiences. These themes involved: 1.) Mixed emotions in preparing for micro-teaching; 2.) Efficiency of Learning Materials for Microteaching; 3.) Technical Difficulties in Actual Teaching; 4.) Realizing One's Ability in Teaching.

Theme 1: Mixed Emotions in Preparing for Micro Teaching

The word Microteaching is a new method of teaching that we use today because of the pandemic. Participants stated that they developed mixed emotions in preparing for microteaching because it is a new method of teaching rather than using the traditional method of teaching. As a result, they develop positive and negative emotions like encouraging themselves, being excited, enjoying, nervous, uncertain, and stressed in preparing for microteaching.

Emphasis on Values and Continuous Learning: The first quote highlights the significance of instilling values in preservice teacher education. It underscores the importance of fostering a commitment to continuous learning and developing excellent questioning and listening skills. It suggests that preservice teacher education is not just about acquiring pedagogical skills but also about nurturing personal qualities and a dedication to professional growth.

"The focus on values in preservice teacher education highlighted the importance of encouraging an ongoing commitment to continuous learning, as well as excellent questioning and listening skills." (P2)

Expectations and Preparedness for the Teaching Journey: The second quote suggests that the individual knew from the outset that a career in education would be challenging. They express a sense of preparedness and the need to be strong and compassionate. It reflects an understanding of the challenges and responsibilities of being an educator.

"Even before I decided to enter the field of education, I knew it would not be an easy road for me. I just braced myself to be strong in all aspects and compassionate in what I am doing right now." (P6)

Microteaching Experiences: The quotes related to microteaching shed light on the range of emotions preservice teachers go through when they have their first experiences teaching their peers. Excitement is mixed with nervousness and self-doubt. The fear of making mistakes and concerns about preparedness are common. These feelings are part of the learning process and are often overcome with self-encouragement.

"My experience before doing my microteaching was that it was enjoyable for us as student teachers to teach our peers a micro lesson that lasted 15 to 30 minutes. After each mini-lesson, we received feedback from our tutor, who observes our performance, and feedback from our classmates." (P2)

"I just expected things to be a lot more exciting." (P7)

"I was excited because I could finally experience what it was like to stand in front of the class. At the same time, I was nervous because I was thinking things like, what if I make a mistake? However, I keep telling myself that I can do it." (P9)

"To be honest, it makes me nervous because I need to prepare before teaching in a real classroom." (10)

Pressure and Overthinking: The quote from Participant 8 illustrates the pressure and nervousness preservice teachers feel when they are about to teach a lesson. The fear that students may not understand and the tendency to overthink are common issues. It highlights the need for effective support and guidance during this phase.

"As a preservice teacher, I am under pressure because I am concerned that my students will not understand what I am saying. I always overthink before the demo because, even though my students are my friends, I was nervous. After all, it was my first time, and I was not used to discussing such a detailed lesson." (P8)

Self-Belief and Growth: The quote from Participant 1 speaks to the personal growth and self-belief that can develop through preservice teacher education. It emphasizes that believing in oneself is essential, and with this belief, one can overcome initial doubts and concerns.

"As a preservice teacher, I had mixed feelings about doing microteaching. I have concerns regarding my ability to conduct a successful teaching demonstration, uncertainties about my future students, and doubts about my prospects for success in my teaching career. However, those are just thoughts and concerns. Now that I have completed my microteaching, I have realized that all you have to do is believe in yourself, and everything will fall into place." (P1)

Doubts and Stress: The final quote touches on moments of doubt and stress that preservice teachers may experience. These doubts can arise when they face challenges, juggle school activities, and deal with personal matters.

"Hmm, sometimes I wonder if I made the right decision, especially when we are swamped with school activities and personal matters. Sometimes, I am extremely stressed and feel my confidence is eroding due to my decision to work in this field." (P6)

Emotions are complex experiences, such that research results have shown that not only can multiple emotions co-occur, but also can experience two opposite valence emotions at the same time (e.g., feeling happy and sad)–what is referred to as mixed emotion (Larsen et al., 2001). Therefore, mixed emotions can have positive and negative effects on every person as they prepare for microteaching.

Teachers should engage and motivate their students in the learning microteaching to enable them to develop positive reactions as they prepare for microteaching and lessen giving activities to their students to prevent stress. Math preservice teachers should possess the confidence to remove their uncertain reactions and be nervous in preparing for microteaching.

Theme 2: Efficiency of Learning Materials for Microteaching

Making learning materials is one of the hardest things for a teacher. Participants stated that microteaching makes learning materials easier and more convenient. They can encode and design PPT templates for their learning materials rather than write and design them manually. They can also incorporate interactive games into their activities.

Ease of Planning with Online Examples: In the first passage (P1), the author mentions that planning and writing lesson plans is made easier because many examples are available on the Internet. They also prefer using Microsoft Word on a computer to write their lesson plans manually.

"In planning and writing lesson plans, it is easier to plan and write because there are many examples on the internet, and you can write my lesson plan in Microsoft Word since I have difficulties with manual writing." (P1)

Transition to Digital Due to Epidemic: Passage 3 (P3) reflects how the author's experience organizing and creating lesson plans became more acceptable during the epidemic. They shifted from manual writing to a laptop, which they find less physically taxing.

"Because of the epidemic, my good experience in organizing and creating a lesson plan is acceptable; I do not write anymore because I am doing my LP on my laptop; unlike previously, my hand is virtually tired out while writing." (P3)

Differences in Mobile and Laptop Views: In passage 4 (P4), the author points out that using technology, like MS Word, to encode lesson plans is more convenient than manual writing. They mention differences in the mobile and laptop views and plan to adjust the spacing later.

"Using technology and the new setup we have today, I encoded my lesson plan, which makes it far easier than writing it manually. My mobile view in MS Word documents differs from your laptop view. So, I will adjust the spacing after I submit my output because I will be borrowing a laptop." (P4)

Advantages of Encoding Over Writing: Passage 8 (P8) highlights that encoding lesson plans is preferable to manual writing because it allows for easy revisions. However, the author took longer to complete the lesson plan when they chose manual writing.

"Encoding is easier than writing because if something goes wrong, you can easily replace some parts. I took longer to complete the lesson plan because I chose writing over encoding." (P8)

Initial Drafting Before Encoding: In passage 10 (P10), the author mentions that they initially create drafts of their lesson plans before encoding them, indicating a structured planning process.

"Positive experiences included being able to develop and create a lesson plan. I initially drafted my lesson plans before encoding them." (P10)

Creating Educational Materials with PowerPoint: The first passage is repeated (P1), emphasizing that it is easier and less expensive to generate educational materials by constructing templates from PowerPoint (PPT) rather than doing it manually. However, if someone is unfamiliar with PPT, they might find it challenging and time-consuming.

"It is easier and less expensive for me to generate my educational materials since I can construct a template from PPT rather than doing it manually. If you are unfamiliar with PPT, you may find it challenging and time-consuming" (P1)

Incorporating Interactive Activities: Passage 6 (P6) discusses incorporating interactive game-type activities suitable for online settings, such as Quizizz, Kahoot, Breakout Rooms, and Jamboard, as part of the lesson plan, suggesting an adaptation to online teaching methods.

"For this one, we incorporate some interactive game-type activities that are applicable for an online setting, such as Quizizz, Kahoot, Breakout Rooms, and Jamboard." (P6)

In a prior study by Saputra and colleagues (2021), it was proposed that students can enhance their teaching efficiency through extensive practice. The study also emphasized the importance of providing students with instruction on creating effective lesson plans before engaging in teaching practice, as this contributes to establishing an efficient teaching and learning process for educators.

Özbal (2019) employed micro-teaching methods to instruct aspiring teachers in the art of crafting lesson plans and to provide them with practical exposure to classroom management challenges.

Microteaching Lesson plans contained fewer errors and were better in terms of instructional quality than lessons planned by single teachers (Enama et al. B, 2021).

Implementing microteaching in learning materials helps math preservice teachers make it easier, contain fewer errors, use reliable resources, and incorporate interactive games to make learning fun and engaging.

Theme 3: Technical Difficulties in Actual Teaching

Some of the difficulties that math preservice teacher encountered in their actual teaching demonstration are unstable internet connection and technology failure. As a result, they cannot deliver their instruction properly.

Lost Internet Connections and Technological Failures: In the first passage (P1), the author mentions that their negative experiences with microteaching have been primarily related to technical issues. They specifically point out issues such as lost internet connections and technological failures, which likely disrupted the teaching process.

"My negative experiences with actual microteaching have been technical issues such as lost internet connections and technological failure" (P1)

General Mention of Technical Issues: Passage 4 (P4) briefly states some technical issues during microteaching without specifying the exact nature of these issues.

"There were some technical issues." (P4)

Slow Internet Connection: Passage 8 (P8) highlights that the author's negative experience during microteaching was primarily due to a slow internet connection. A slow connection can impede the smooth delivery of the teaching session.

"My negative experience at the time was a slow internet connection." (P8)

Impact of Unstable Internet: In passage 9 (P9), the author describes that their instructions were not delivered correctly when the signal or Internet was unstable. This instability can affect the quality and effectiveness of the teaching.

"One of my experiences was that when the signal or the internet was unstable, some of my instructions were not delivered correctly." (P9)

Difficulty with Internet Connection: Passage 10 (P10) also points out that the author's only bad experience during microteaching was related to a difficulty with their internet connection. This further underscores the importance of a stable internet connection for successful microteaching.

"The only bad experience I had was a difficulty with my internet connection." (P10)

Disadvantages of Technical Issues: Passage 6 (P6) outlines the potential disadvantages of technical issues during microteaching. The author notes that minor errors can occur when entering content into presentation slides, and a slow internet connection can hinder students' ability to view PowerPoint presentations. This passage emphasizes that technical issues can negatively impact the quality of teaching and learning.

"The disadvantage is that minor errors may occur when entering content into your slide. Furthermore, if you or your students have a slow internet connection, they will have difficulty viewing your PowerPoint presentation". (P6)

By enhancing interactive learning, using the Internet in higher education instruction can improve educational outcomes (Castao-Muoz et al., 2015). However, online simulation necessitates bandwidth, which many students need more. Because of mobile networks, they could access the Internet at a reasonable cost and with acceptable quality. However, as more people connect to the Internet at home simultaneously, networks are getting overcrowded.

Slow or unstable internet connections frequently disconnect students during synchronous lecture discussions (Lapitan Jr. et al., 2021). These students may need help joining the session rooms again, which adds stress to students. Therefore, it may affect the performance of math preservice teachers in their actual teaching demonstration.

To overcome such a circumstance, math preservice teachers must urge their students to complete their activities and access the Internet during non-peak hours to avoid experiencing sluggish connectivity and disturbances when doing simulations. Additionally, they must explore ways to enhance their engagement with students and sustain student interest and participation in virtual classrooms. Aside from that, students can locate regions in their homes with strong internet connections and prevent having many devices linked to their internet source when they begin to perform their actual presentation

Theme 4: Realizing One's Ability in Teaching

As they perform their actual teaching demonstration, they can acquire abilities to themselves that may help them improve as a math preservice teacher in the future.

Desire to Showcase Teaching Abilities: In the first passage (P4), the author desires to demonstrate their teaching abilities and is willing to work on areas where they may have weaknesses. It indicates a commitment to self-improvement.

"I like to show off my teaching abilities and work on the areas where I know I have fallen short." (P4)

Balancing Positive and Self-Awareness: Passage 10 (P10) suggests a mix of positive experiences in microteaching while acknowledging personal limitations. The author's creative and imaginative qualities emerged during instructional material creation, but financial issues posed a challenge.

"Positive experiences in microteaching when I demonstrated my teaching abilities, yet I am aware that I am not that excellent." (P10)

Benefits of Microteaching: Passage 5 (P5) emphasizes the benefits of microteaching, including enhancing teaching delivery, broadening teaching options, improving teaching abilities, boosting confidence, and preparing for real-world classroom situations.

"Microteaching has been quite beneficial to me. It enhances my teaching delivery. Furthermore, it broadens my teaching options. It allows me to improve my teaching abilities. It also developed and shaped me. It helps me gain confidence and prepare for a real-world classroom situation". (P5)

Positive Impact on Self-Esteem: Passage 9 (P9) notes that microteaching enhances the self-esteem of student teachers, focuses on developing and improving specific teaching talents, and facilitates a deeper understanding of essential classroom teaching practices.

"It enhances the student teacher's self-esteem. It focuses on developing and improving specific teaching talents, as well as facilitating knowledge of important classroom teaching practices". (P9)

Integration of Technology into Teaching: In the final passages (P4), the author desires to become a teacher skilled at using technology in teaching and learning. They recognize the importance of staying updated on technology for educational purposes, as it aids in creating effective materials and streamlining schoolwork.

"In the future, I hope to be a teacher who is skilled at using technology in teaching and learning." (P4)

"Maintain constant awareness of how technology is used today, particularly for educational reasons. Today's technologies assist us preservice teachers in producing effective materials for our students and make our schoolwork/documents easier to complete". (P4)

Micro teachings in teacher education are designed to empower student instructors by building skills useful in their future jobs as teachers. Micro teachings help to build abilities that are essential in the teaching profession (Richard, 2021). As they perform microteaching, more abilities can develop, and new abilities may unlock based on their potential.

Math preservice teachers must acquire an awareness of technology because the methods of teaching that we use today are advancing, and they need to adapt technology in their teaching to enable them to become effective professional teachers. They must also adopt good characteristics and values as a role model for their future students.

Summary

Microteaching is an important aspect for math preservice teachers, for it develops new teaching methods using technology that will help them improve their abilities and skills in their teaching careers.

In the present study, a qualitative method with a phenomenological design was employed, which gathered descriptive data directly from the participants' words and actions. Ten math preservice teachers were the participants of this study who experienced microteaching and who enrolled in Misamis University, College of Education, were selected through purposive sampling. The researchers developed semi-structured interview guide questions, which were used as an instrument in the study. The data was processed using Moustakas' Transcendental Phenomenology data analysis technique. This study aims to describe the experience encountered by Math preservice teachers in Micro Teaching.

Findings

The transition from conventional teaching approaches to microteaching has introduced a range of experiences, particularly for prospective math teachers who have undergone microteaching. In this research, four themes emerge. 1.) Mixed Emotions in Preparing for Microteaching, 2.) Efficiency of Learning Materials for Microteaching, 3.) Technical Difficulties in Actual Teaching, and 4.) Realizing One's Abilities in Teaching.

4. Conclusion

The findings revealed that microteaching helps math preservice teachers in their teaching career and develop abilities and strategies that they acquire to enable them to become effective teachers. However, they also encountered negative experiences in microteaching. Math preservice teachers developed negative emotions in preparing for microteaching and experienced technical difficulties in the actual demonstration. Educators may also engage their students to explore more about microteaching and experience the essence of microteaching. Teachers may also provide time frames for giving students activities, preparing learning materials, and class discussions to enable students to focus on their studies and prevent stress.

Recommendation

Microteaching is still new in many ways. More research is needed to use this delivery medium and its accompanying instruments to advance teaching and student learning. To further improve the study, teachers may explore other microteaching techniques in advance programming for editing digital materials and platforms, including Office 365 and Google Suite, which can help them improve their skills and abilities in microteaching.

The administrator may also let the math preservice teacher with no laptops and unstable internet connection use the Media Resource Laboratory. It will help math preservice teacher with no laptops and who have technical problems using the computer in doing their learning materials and acquire a stable internet connection. Future researchers must conduct another study exploring the factor of developing negative and positive reactions in their microteaching.

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