

SMALL GROUP TEACHING (SGT)



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GROUP



A **Group** is an assemblage of persons with a common goal – learning , social, support ,change etc.. interacting in a face to face situation.

OBJECTIVES



- Reflect on our own experiences of working with learners in small groups.
- Identify strategies for working with small groups.
- Apply the strategies to specific teaching situations.

TODAY'S DISCUSSION

- **SGT is method of choice for learning?**
- **Types of SGT**
- **Concepts of SGT**
- **Phases of group discussion**
- **Group structure**
- **Planning & implementation**
- **Ground rules**
- **Roles of teacher & student**
- **Advantages**
- **Work group difficulties**
- **Conclusion**

Why SGT is method of choice for learning?



- Strongly recommended by MCI in the medical curriculum.
- Most natural and effective method to reach higher learning objectives in cognitive, psycho-motor and affective domains and to gain competence in the medical profession.
- Imparts communication and other social skills and personality development...

Types of SGT commonly used in medical curriculum



- Dissections
- Demonstrations
- Practical sessions
- Tutorials
- Seminars
- OPD & Bed side clinics
- Field work
- Workshops

Dr. Bates – The book is not enough...

What do you Need?

- Teacher
- Students
- Patient/Case



E.g...

- To impart knowledge of Obstructive jaundice –bed side clinic
- Tests for diagnosis of hernia
- To give CPR on mannequin

CONCEPTS OF SGT –

- No. Of participants varies from **3** to **15**.
- Duration of each session is normally 1 – 2 hours.
- Three basic characteristics of SGT should be served
 - a. **Active participation**
 - b. **Face to face contact**
 - c. **Purposeful activity**

The purpose can be laid out in the beginning of activity.

Concepts of SGT ctd

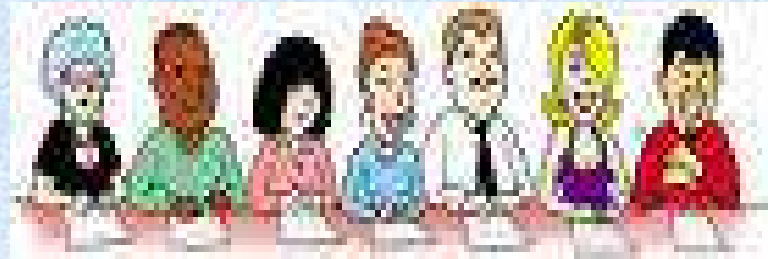
- Advance planning and preparation by students & teacher.
- Appropriate roles of teacher and students.

PHASES OF GROUP DISCUSSION

- **FORMING**-group members get to know one another.
- **STORMING**-members explore the role(s) each person feels most comfortable with.
- **NORMING**-members negotiate the ground rules for the group's operations.
- **PERFORMING**- work group functioning.
- **ADJOURNING**-Evaluation and feedback.

Tuckman, B (1965).

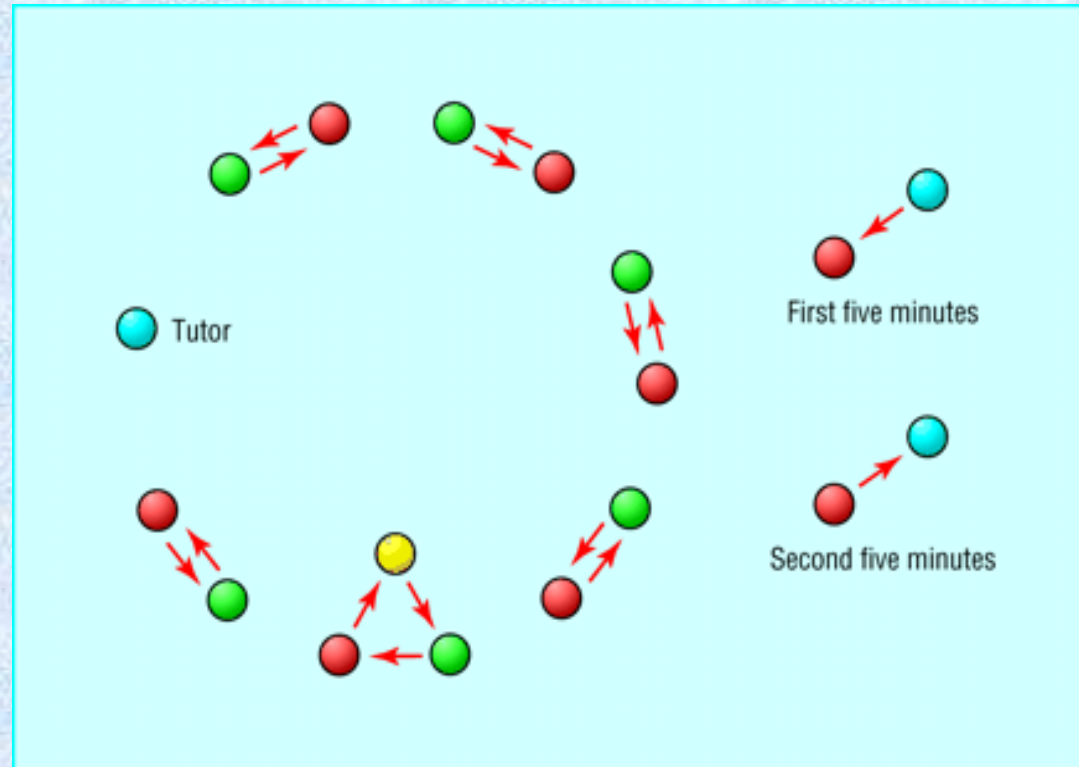
GROUP STRUCTURES



GROUP STRUCTURES:

Group Round – Every student talks in turn

Buzz groups –



Buzz groups, with pairs for one-way, five-minute communication

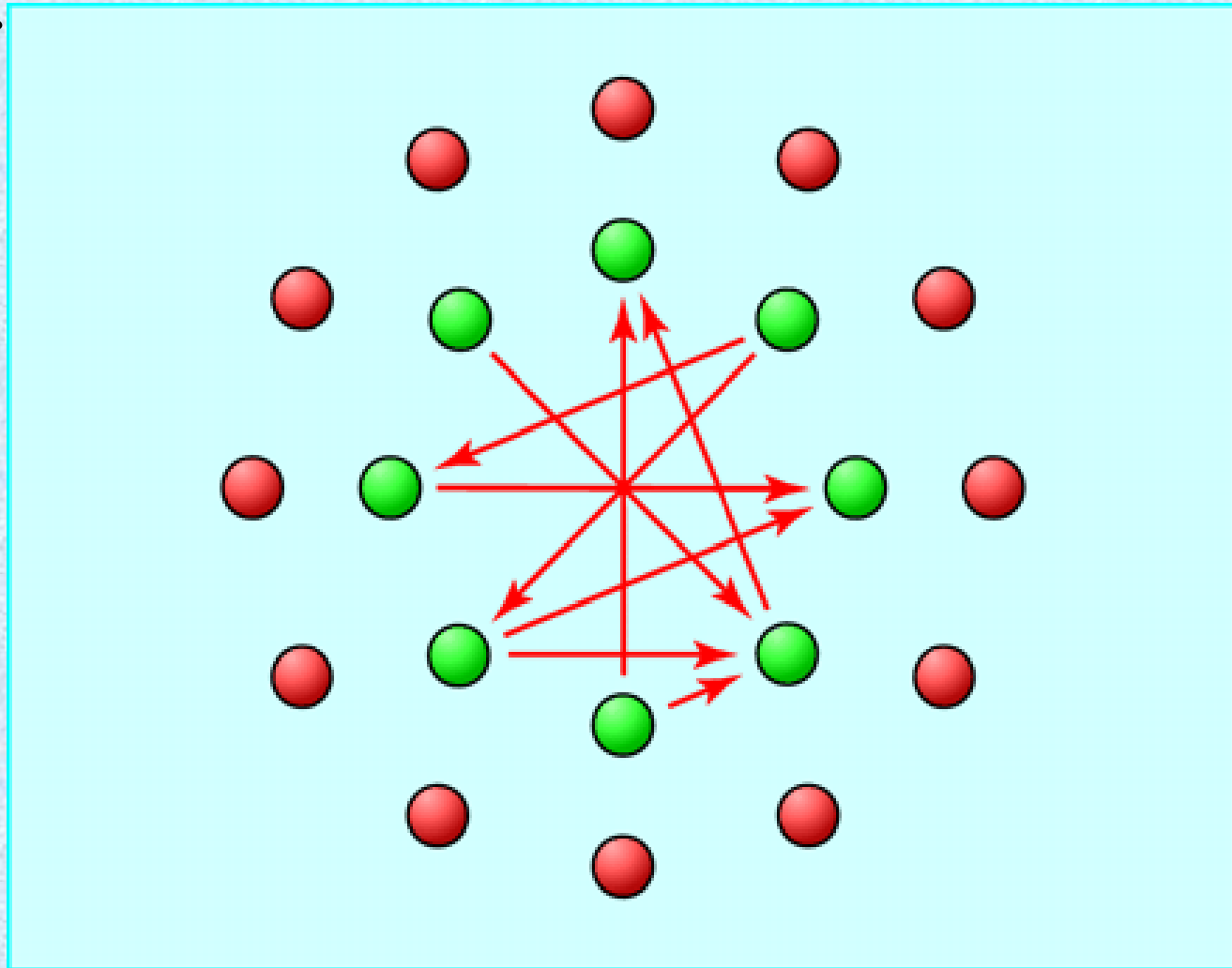
Snowball groups / pyramids

- Extension of buzz group.
- Pairs join up to form 4's; then 4's to eight and group of eight report back to whole group until whole small group is involved in task

(To avoid students becoming bored with repeated discussions).

Fishbowl group:

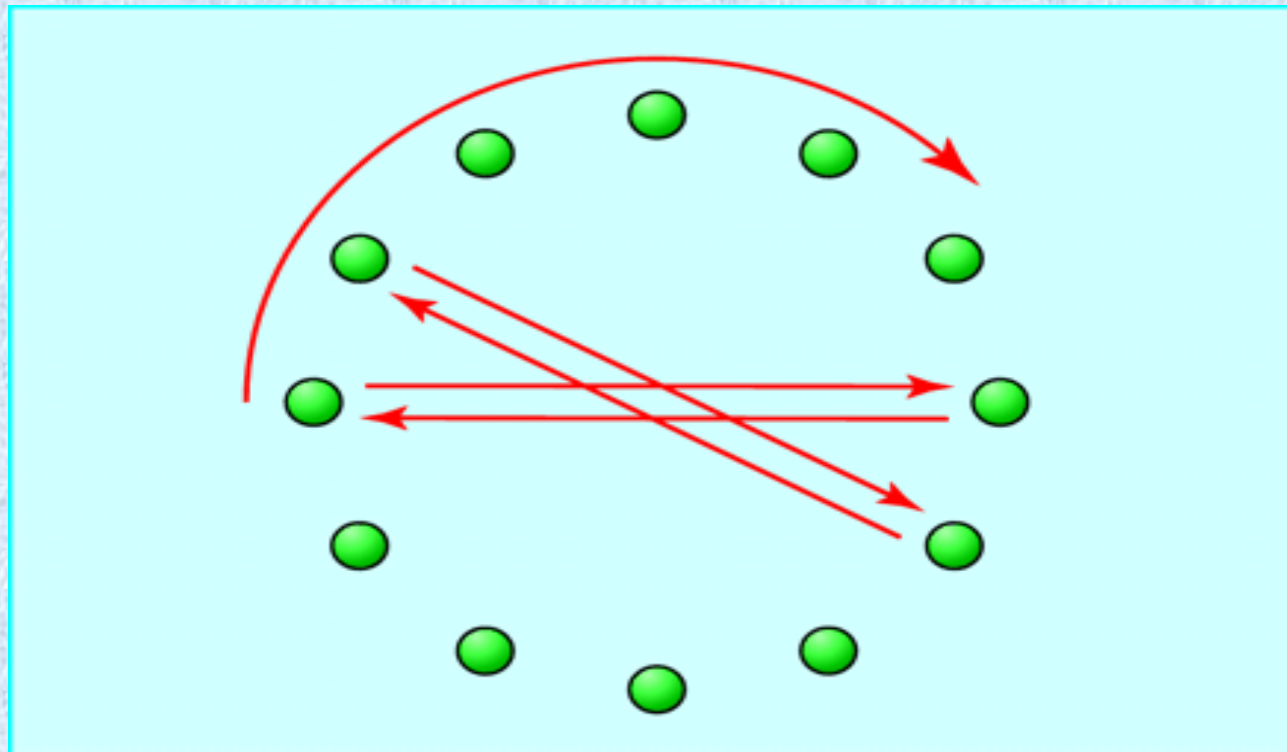
Inside group discusses and outside group listens and vice versa.



Circular Questioning –

Each member of group asks question in turn

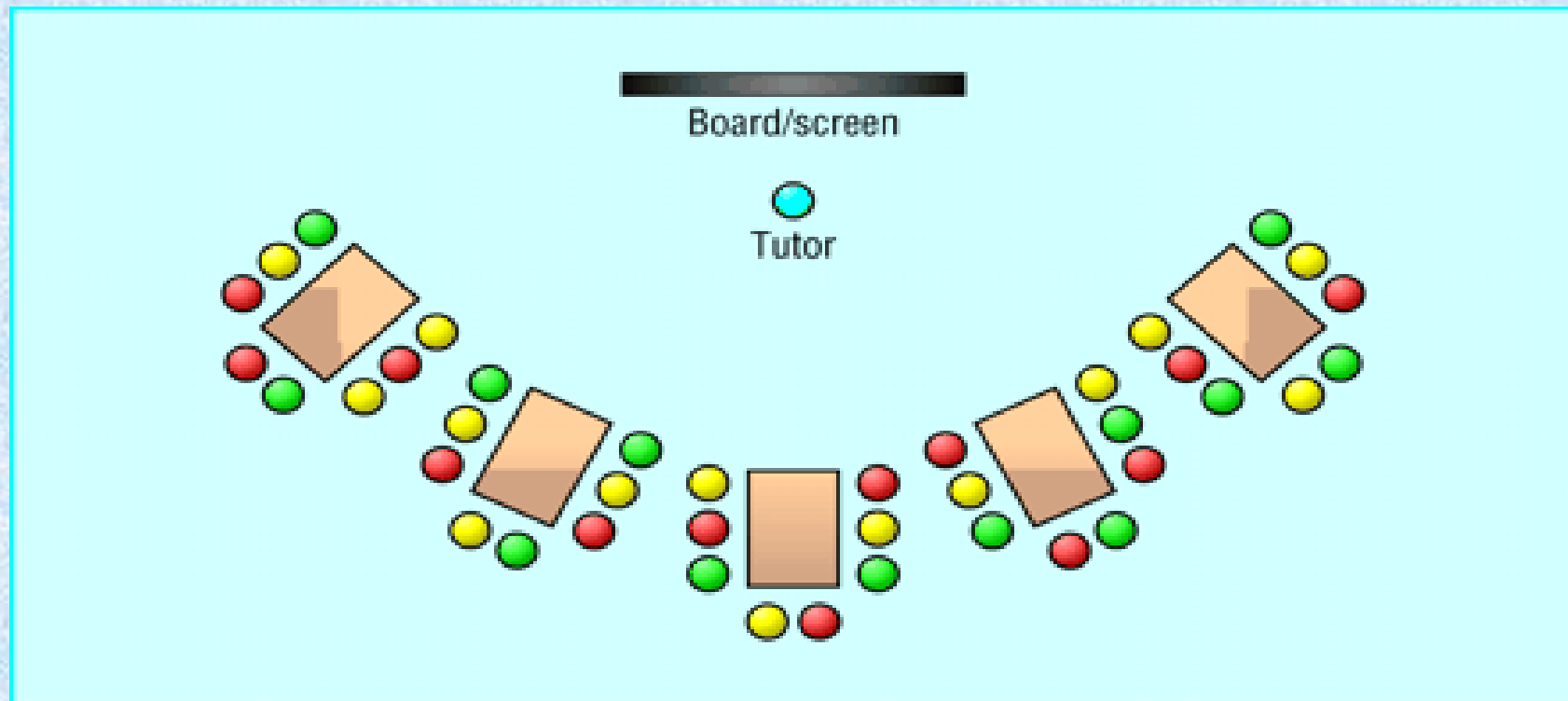
Eg. One group member formulates 5 questions relevant to the theme/problem and puts it to person opposite, who has specified time (say one, or two min) to answer it.



Horse' shoe group:

All between lecture & discussion formats, a common practice in workshops.

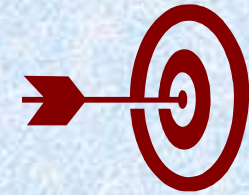
Arrangement around tables with each group in a horseshoe formulation with open end facing the front.



GUIDELINES FOR SGT

- **Setting A Goal** – goal setting gives direction and focus.

Goal may be simple or highly refined.



- Keep the learning process moving
- Avoid students giving information that they can and should obtain elsewhere

• Guidelines for SGT ctd

- Probe student's knowledge by asking questions ???

why? What do you mean? How will you do it? When will you apply it? etc.

- Ask questions to students until they come out with all they know.

- Avoid expressing an opinion concerning the correctness or quality of any student's comments or contribution.

- Make sure all students contribute.

•Guidelines for SGT ctd

- Do whatever is necessary to get the students to talk, discuss and argue among themselves.
- Identify both, quiet and dominant students.
- Recognize potential inter-personal problems in the group and intervene, if necessary to maintain an effective group process in which all members contribute.
- Keep the level of discussion and questions starting the simplest, most widely known and progressing towards the most difficult, less widely known.
- Identify – Initiator, Encourager, Help Seeker, Follower, Dominator, etc.

Planning and Implementation of SGT

- Students should first attend didactic lecture in order to gain a good amount of pre-digested knowledge.
- SGT must be stimulating, provocative and exciting to guarantee learning.
- Use any Group structures
- Reward all good contributions from members

Planning and Implementation of SGT ctd

- Understand the signs of boredom –
checking time, fiddling with pencil, tapping the feet, etc.
If the group is bored, disperse the class.
- Be patient and watchful and truly student centered
- Give concrete examples
- Develop effective questioning skills with open ended questions (that have no expected answer).
- Questions can clarify concepts, reinforce understanding, arouse curiosity and emphasize key points.

Ground Rules

- Starting & finishing on time
- Coming prepared
- Listening to others without any interruption
- Switching off the mobile
- Treating others contributions with respect
- Keeping personal issues out of session

Criteria for a good group

- Warm environment
- Nonthreatening climate
- Active participation
- Rotating leadership and other roles
- Achievement of objectives
- Enjoyable, motivating, stimulating



**ROLES
OF TEACHERS
&
STUDENTS**

Role Of Teacher

- Manager
- Facilitator
- Resource person
- Observer for smooth running of SGT in proper direction
- Communicator
- Controller
- Mentor and visionary

Role Of Students

- Initiator / Contributor
- Orienteer
- Seeks & gives information
- Seeks & gives opinion
- Elaborator
- Coordinator
- Evaluator
- Recorder

Planning the structure of a small discussion group

Step 1

Consider what you want the students to learn or achieve - in other words, what the learning outcomes should be (for example, students will be able to identify and competently use three different general strategies for solving patients' problems)



Step 2

Choose a suitable set of group tasks to deliver the desired outcomes. For example:

- The group is given a problem to solve
- The students have to monitor the problem solving strategies that they are to use
 - They then share their findings and compare them with research evidence
 - They draw up a classification of the findings



Step 3

Decide how to organise the small group. Your tasks are to prepare any materials, explain and check agreement on the tasks, monitor the development of the tasks, and control time boundaries

Small Group Teaching

Advantages

- Facilitates active learning and good interaction
- Higher level of understanding attained
- Good verbal and non verbal communication
- Helps in developing all domains mainly higher cognitive skills
- High motivation level for both
- Participation from all and sharing of thoughts

Disadvantage

- Necessary to have optimum student teacher ratio
- Resources and time
- Lack of motivation of both parties
- Different capabilities of learner so slow pace may be boredom
- Individual methods can replace SG
- If time stipulated in-depth not covered

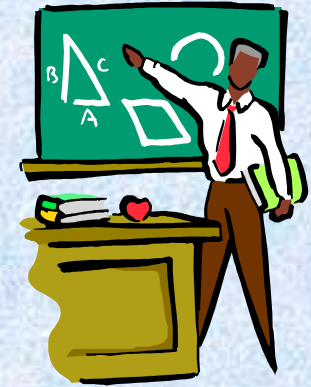
ADVANTAGES OF SGT

Advantages of SGT: Students



- Collaborative & active learning
- Opportunity to share, test and clarify ideas
- Get prepared for self studies.
- Develop skills –
communication, interpersonal ,listening, presentation
- Achievement of higher learning objectives

Advantages of SGT: Teachers



- Personal attention and understanding of student strengths and weaknesses
- Feedback on student learning and teaching learning process

Group work difficulties



- SGT is ineffective if, carried out without-
 - ❖ Planning & time management
 - ❖ Teachers motivation & involvement
 - ❖ Student preparation
- Student involvement-Talkative(dominant), Quiet, Negative attitude(complaining, arguer)
- Teacher talks too much, gives lecture

Techniques For Effective Facilitation In Group Discussion

- Ensure agreed set of **ground rules** – for example, not talking at the same time as another group member
- Effective learning environments(**ELEs**)
- Ensure that the students are clear about the tasks to be carried out
- Using various group structures & other ideas
- When you present a question don't answer it yourself or try to reformulate it

Limitations of SGT



- Large size of class and poor student teacher ratio
- Time factor
- Lack of well motivated and patient teachers
- By use of computer assisted learning, web based learning, virtual lab, seminars, video based demonstrations and quiz, one can overcome barriers of learning in SGT.

CONCLUSION

- SGT is beneficial to both the facilitator and students by great amount of preparedness
- In SGT, teacher can take care of individual learning needs of the student.
- In medical profession, SGT stimulates personal and professional growth in students as well as facilitator.
- Strongly recommended by MCI in medical curriculum (1997)

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THANK YOU

