This walk-out is going to be a flop —
he is following us with the speech!

TEACHING LEARNING METHODS & LARGE & SMALL GROUP TEACHING

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TEACHER ←→ sTUdEnt

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STUDENT

Learning

Is a modification,

relatively permanent,

of the way of thinking,

feeling,

doing,

of the learner.

Learning

➢ **is primarily controlled by the learner**

➢ **is unique and individual**

➢ **is affected by the total state of the learner**

➢ **is cooperative and collaborative**

➢ **is an evolutionary process**

➢ **is a consequence of experience**

➢ **is not directly observable**

G.J. Pine & P.J. Horne (ibid.)

Learning is both an emotional and an intellectual process

# Conditions to facilitate learning

An atmosphere which

➢ **Encourage people to be active**

➢ **Emphasizes the personal nature of learning**

➢ **Accepts that difference is desirable**

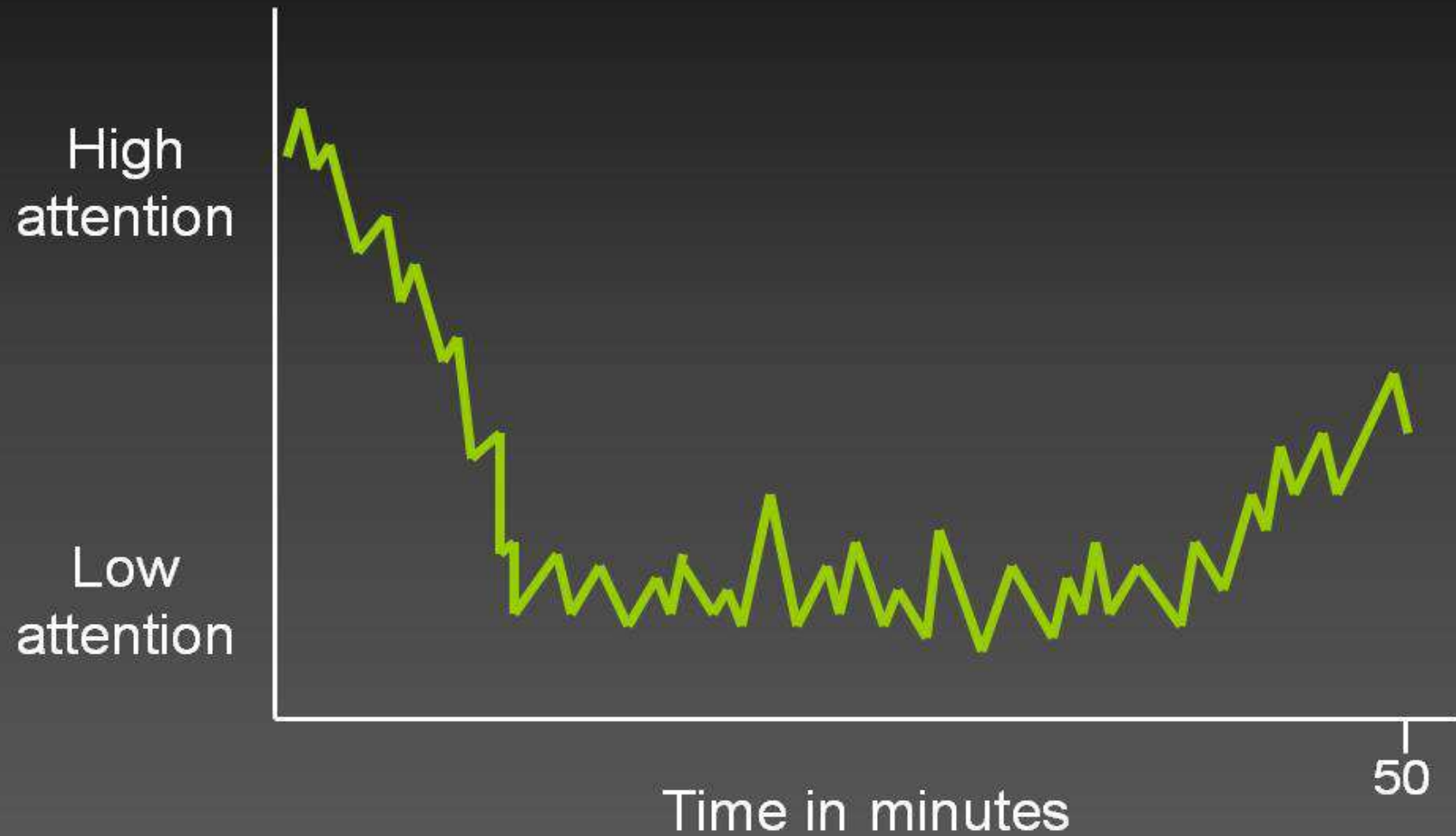➢ **Recognizes people's right to make mistakes**

➢ **Tolerates imperfection**

➢ **Encourages openness of mind and trust in self**

➢ **Makes people feel respected and accepted**

➢ **Facilitates discovery**

➢ **Puts emphasis on self evaluation in cooperation**

➢ **Permits confrontation of ideas**

Attention span of learners
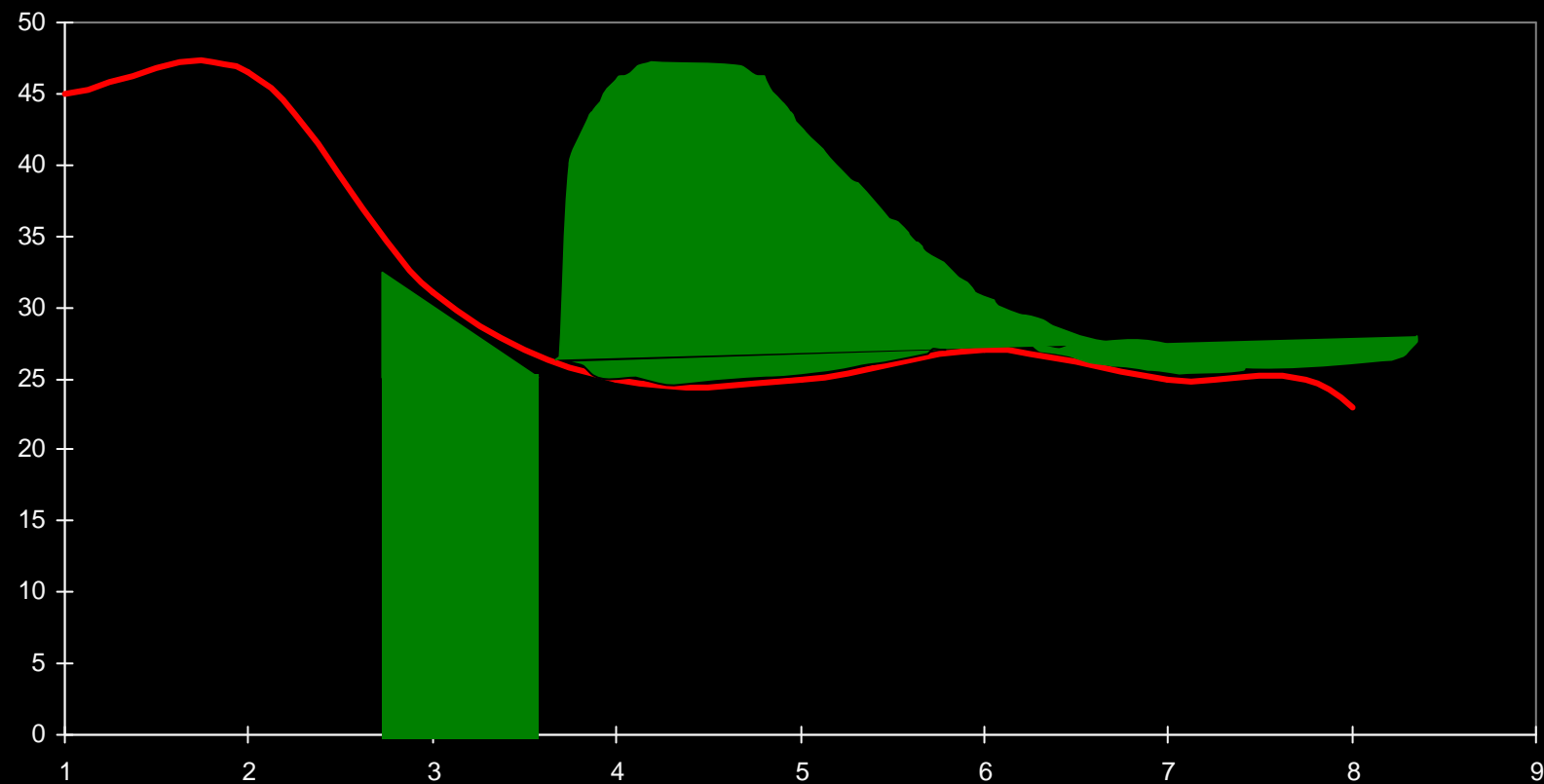
Teaching approaches

- ➢ talk to students
- ➢ talk with students
- ➢ have them talk together
- ➢ show students how
- ➢ supervise them
- ➢ provide opportunities for practice

S. Abrahamson

Teaching methods which place the student in an active situation for learning are more likely to be effective than those which do not.

G.E. Miller

What do the students seek ?

- **Clear, concise, logical style**
- **Clarification of basic principles**
- **Easily audible**
- **Subject covered properly**
- **Helpful**
- **Proper pace adopted**
- **Gives practical applications**

Some factors involved in the choice of T – L methods

- **Objectives**
- **Group size**
- **Resources and time available**
- **Level and nature of learning**
- **Coverage of subject**

Teaching learning experiences

- **Control-based classification-**

  Teacher controlled-eg. lecture, symposium etc &

  Learner controlled eg. project work, self-learning etc.

- **Group-based**- Large group, small group, individual

Teaching/learning methods

Mass instruction
(Conventional lectures and taught lessons;
Film and video presentations;
Educational broadcasts; mass practical work

Individualized learning
(Directed study of texts, study of open-learning materials; mediated self-instruction; PBLs.)

Group learning
(Class discussions; PBLs, seminars; group tutorials; games and simulations; group projects; etc.

Large Group Methods

➢ **Lecture**

➢ **Symposium**

➢ **Panel**

➢ **Team teaching**

Lecture :   Careful presentation of facts with organised thoughts and ideas by a qualified person

Symposium : It is series of prepared talks given by few experts (2 to 5) on many aspects of a topic or a problem under a chair-person.

- Panel : A group of four or more persons sit with a moderator in front of an audience; they hold orderly and logical conversation on an assigned topic.

- Team teaching : involves a group of person or a team in the instructional process.

Small Group Methods

- ➢ **Group discussion**
- ➢ **Seminar**
- ➢ **Tutorial**
- ➢ **Practical/bedside teaching**
- ➢ **Workshop**
- ➢ **Role play**
- ➢ **Demonstration**

Individual Methods

- Reading
- Project
- Simulation
- Programmed learning : correspondence course
- Personalised system of instruction

GROUP ACTIVITY

Lecture

Advantages

- Economical (save resources)
- Covers all topics
- Easy to plan in time schedule
- Can impart up to date information

Disadvantages

- Passive way of learning
- Too teacher – centered
- Does not help in solving the learning problem
- Does not cater to learner's need

Symposium

Advantages

- Concise and logical presentation of (new) ideas.
- Fair analysis, short speeches and change of speakers maintains interests

Disadvantages

- Formal atmosphere
- Passive audience
- Less opportunity for discussion between speakers

PANEL

Advantages

- Identifies and explores a problem
- Establishes informal contact with audience
- Understanding the various aspects of problem

Disadvantages

- Skilled moderators necessary
- All aspects of problem may not be covered

TEAM TEACHING

Advantages

- Better talent and skills can be used
- Repetition avoided
- Multidisciplinary team – provide integrated module

Disadvantage

- Requires motivation of each member

Small group

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 congnitive 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 indepth not covered
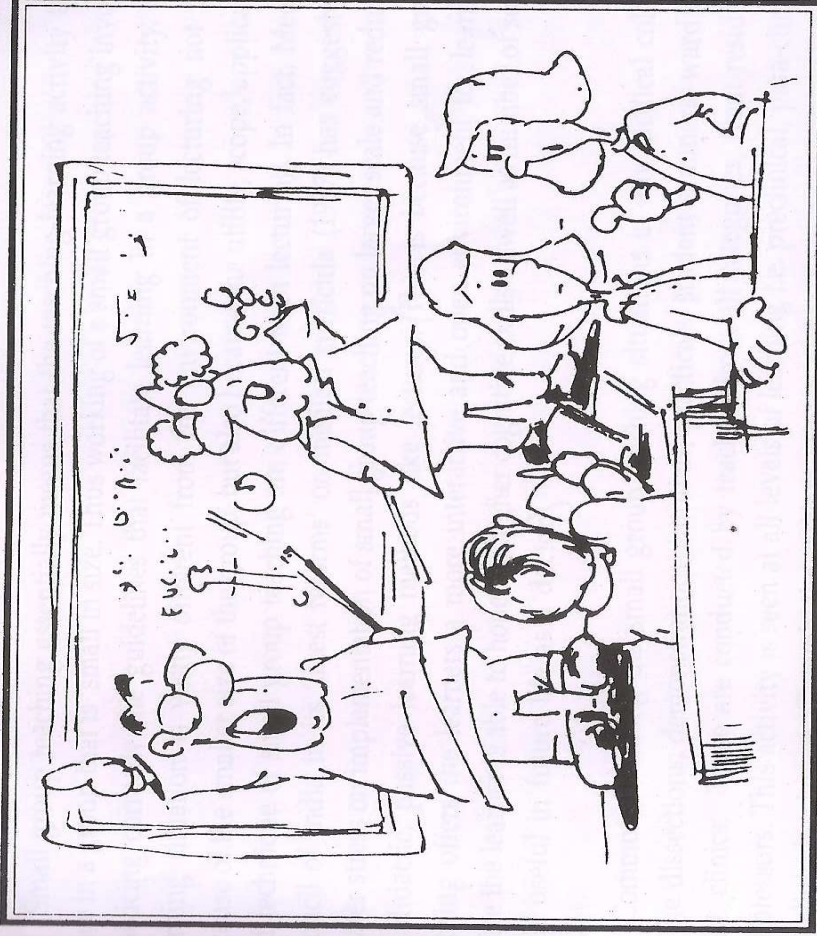
I'm all for small group teaching, but don't you think half a student per teacher is taking it a bit too far?

(Courtesy : Dr. Nitin Kumar Gupta)

Techniques of effective facilitation

- Buzz
- Snowball
- Fishbowls
- Crossover groups
- Circular questioning
- Horse shoe groups

- To impart knowledge on Obstructive jaundice
- Tests for diagnosis of hernia
- Medicolegal aspects in medicine
- To give CPR on mannequin

Summary:

Medical education can be patient centered

Ample content in our day to day practice

Formative Assessment needs to be stressed

Thank You

LECTURE AS A TEACHING - LEARNING METHOD

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  Seth G. S .Medical College

- Adapted From A Session By William Burdick, FAIMER Co-director

  Also From Dr Ramnarayan's Lecture On
  "The Vanishing Art Of Lecturing"

Objectives

- Introduction

- Large Group teaching methods

- Lecture as T- L method – Traditional & Interactive

- Designing a Lecture.

- Discuss the principles of effective Lecturing.

- Factors influencing effectiveness of a lecture

- Advantages and Limitations of a lecture

- Conclusion

Introduction

- Communication is central to the teaching-learning (T-L) experience both, as a means and ends of learning.

- Learning to teach is as much a process of learning as learning any other skill.

- There are many T-L methods.

- Selection of appropriate T-L method to achieve our educational objective is both an art as well as a science.

TEACHING - LEARNING METHODS:

Can be used for

- Large group

- Small group

Large group

- Lecture
- Symposium
- Panel discussion
- Team teaching
- Self learning methods

Aim Of A **Lecture**

- **Inspire**

- **Influence**

- Inform

Characteristics Of An Effective Lecture

- Expertise
- Engage the audience
- Explaining ability
- Enthusiasm
- Evoke interest

Lecture as T- L method

- LECTURE is a careful presentation of facts with organized thoughts and ideas by a qualified person.

- Organization = effective = Is directly related to being successful teacher.

- Lecture can take form of **Monologue** or it can be **Interactive.**

Lecture as T- L method – *Traditional* Method

- Lecture = reading aloud by a teacher.

Traditionally

- During Lecture, instructor was thought to be the central focus of information transfer.

- Typically, an instructor would stand before a class and present information for the students to learn.

- Students role was of passive listener.

- Usually, very little exchange occurred between the instructor and the students during a lecture.
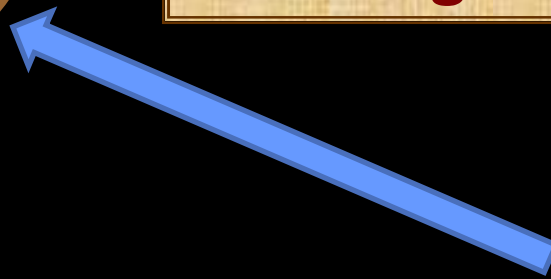
Student

Student

Student

Telling is NOT Teaching

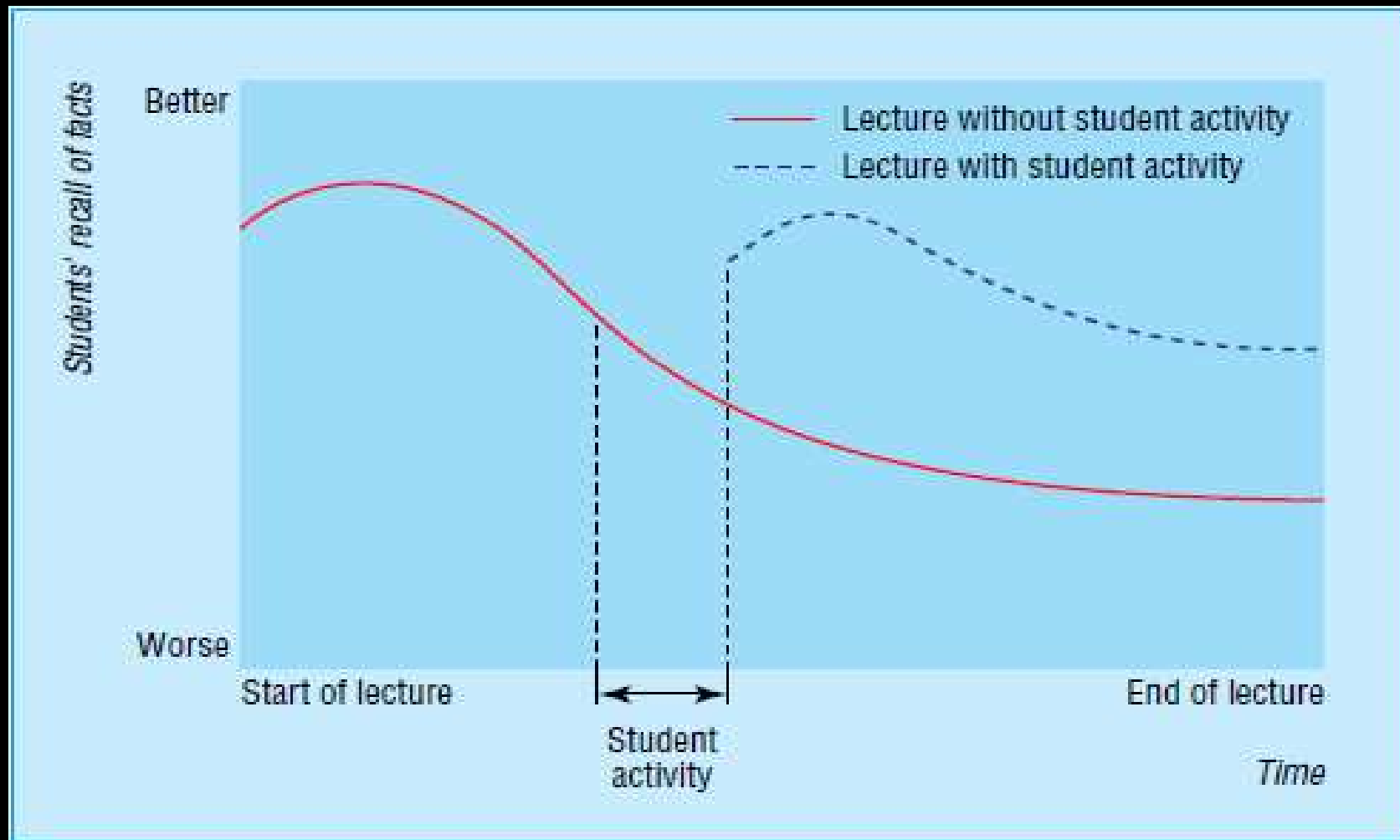**Listening is NOT Learning**

Teacher / Facilitator

Lecture as T- L method – *Interactive* Method
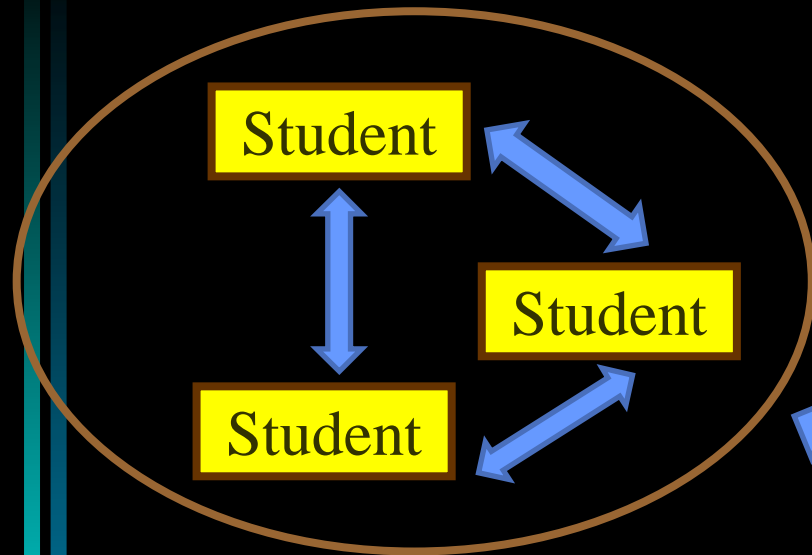
Active Learning

- Active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.
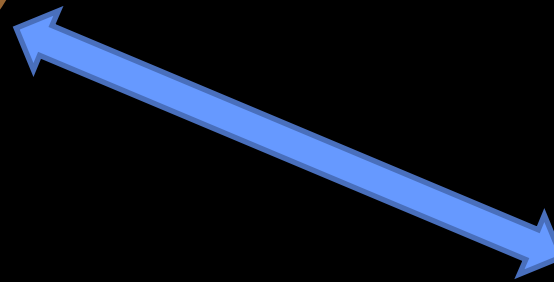
    -- Charles C. Bonwell and James A. Eison

Graph showing effect of students' interaction on their ability to recall what they have heard in a lecture. Adapted from Bligh, 2000 (see "Recommended

Relation of student's interaction and their ability to recall what they have heard in the lecture

- Discussion in class is one of the most common strategies promoting active learning

  If the objectives of a course are

- to promote long-term retention of information
- to motivate students toward further learning,
- to allow students to apply information in new settings, or
- to develop students' thinking skills, then discussion is preferable to Lecture (monologue)

(McKeachie et al. 1986)

Alternatives to the Lecture format

Increases student level of engagement:

(1) Feedback Lecture,

(2) Guided Lecture

(3) Visual-based instruction

(4) Cooperative learning

(5) Debates

(6) Role playing

(7) Peer teaching.

- Feedback Lecture: consists of two mini Lectures separated by a small-group study session built around a study guide.

- Guided Lecture: in which students listen to a 20- to 30 minute presentation without taking notes, followed by their writing for five minutes what they remember and spending the remainder of the class period in small groups clarifying and elaborating the material

Obstacles associated with the use of active learning

- Limited class time
- A possible increase in preparation time
- The potential difficulty of using active learning in large classes and
- A lack of needed materials, equipment, or resources.

Also the risks that students will not :

- Participate
- Use higher-order thinking, or
- Learn sufficient content
- Faculty members will feel a loss of control
- Lack necessary skills
- Criticized for teaching in unorthodox ways

Designing a Lecture

- The following steps are to be taken into account :

I. The Foundation (upon which any presentation is built)

II. Organizing Your Presentation

III. Rehearse and deliver a lecture

Designing a Lecture –

The Foundation

- Content

- Audience

- Context

Organizing Your Presentation

- The Introduction- *invites your audience to come along with you...*

- The Body- *builds the case to support your theme...*

- The Conclusion- *pulls it all together (more than just "the end")*

Guidelines for an effective lecture

- Don't be complete

- Don't mention anything once.

- Don't restate. Create !

- Don't extend. Organize

- Don't give a monologue

Principles of effective Lecturing.

Verbal Elements

- Tone
- Inflection
- Pitch
- Volume
- Rate/speed

Principles of effective Lecturing.

Nonverbal Elements

- Posture

- Gestures and Movement

- Eye Contact & Facial Expression

- Fidgets

Factors influencing effectiveness of a lecture

- Student related factors
- Teacher related factors
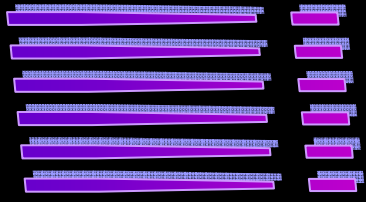
Advantages of a lecture

1. Lecture is a method familiar to most teachers
2. Lectures are a straightforward way to impart knowledge to students quickly.
3. Instructors also have a greater control over what is being taught in the classroom because they are the sole source of information.
4. Auditory learners find that Lectures appeal to their learning style.
5. Saves time and resources.
6. Can give an up-to-date view of subject
7. Covers a large group of learners.

Disadvantages of a lecture

1. Students strong in learning styles other than auditory learning will have a harder time being engaged by Lectures.

2. Students role is passive and hence can find Lectures boring causing them to lose interest

3. Students who are weak in note-taking skills will have trouble understanding what they should remember from Lectures.

4. Teachers may not get a real feel for how much students understand because there is not that much opportunity for exchanges during Lectures.

5. Students may not feel that they are able to ask questions as they arise during Lectures.

Conclusion

- Lectures are one tool in a teacher's arsenal of teaching methods.

- Just as with all the other tools, it should only be used when most appropriate.

- Instruction should be varied from day to day to help reach the most students possible.

- Only by helping students understand verbal clues and learn methods of organizing and taking notes will we truly help them become successful and get the most out of Lectures.

HAPPY LECTURING !!!