

EFFECTIVE SMALL GROUP TEACHING

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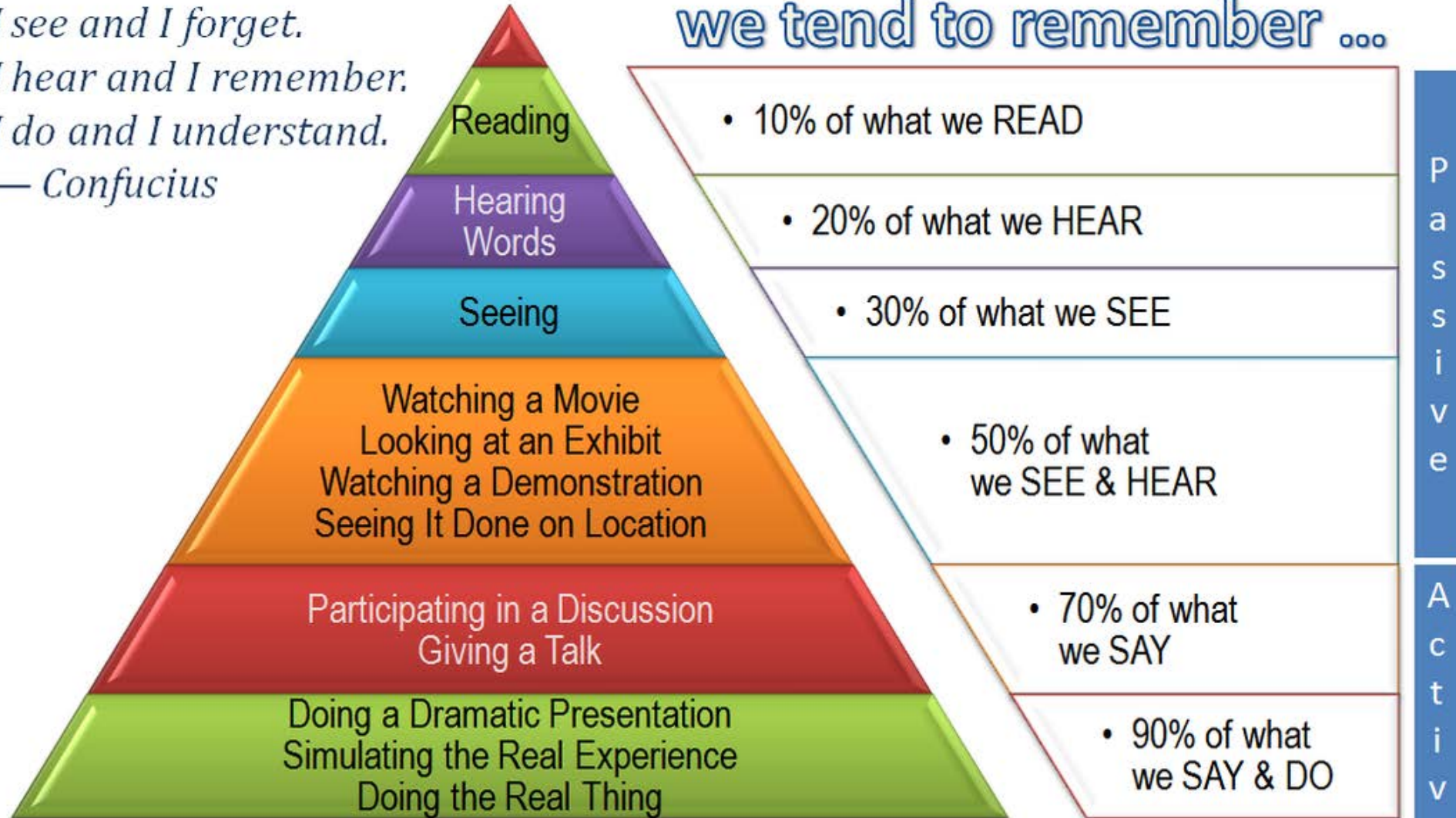
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OBJECTIVES

- Describe team based learning principles that are often used in small group teaching
- Identify several techniques to facilitate small group learning
- Share experiences regarding useful strategies and challenges in small group teaching

The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



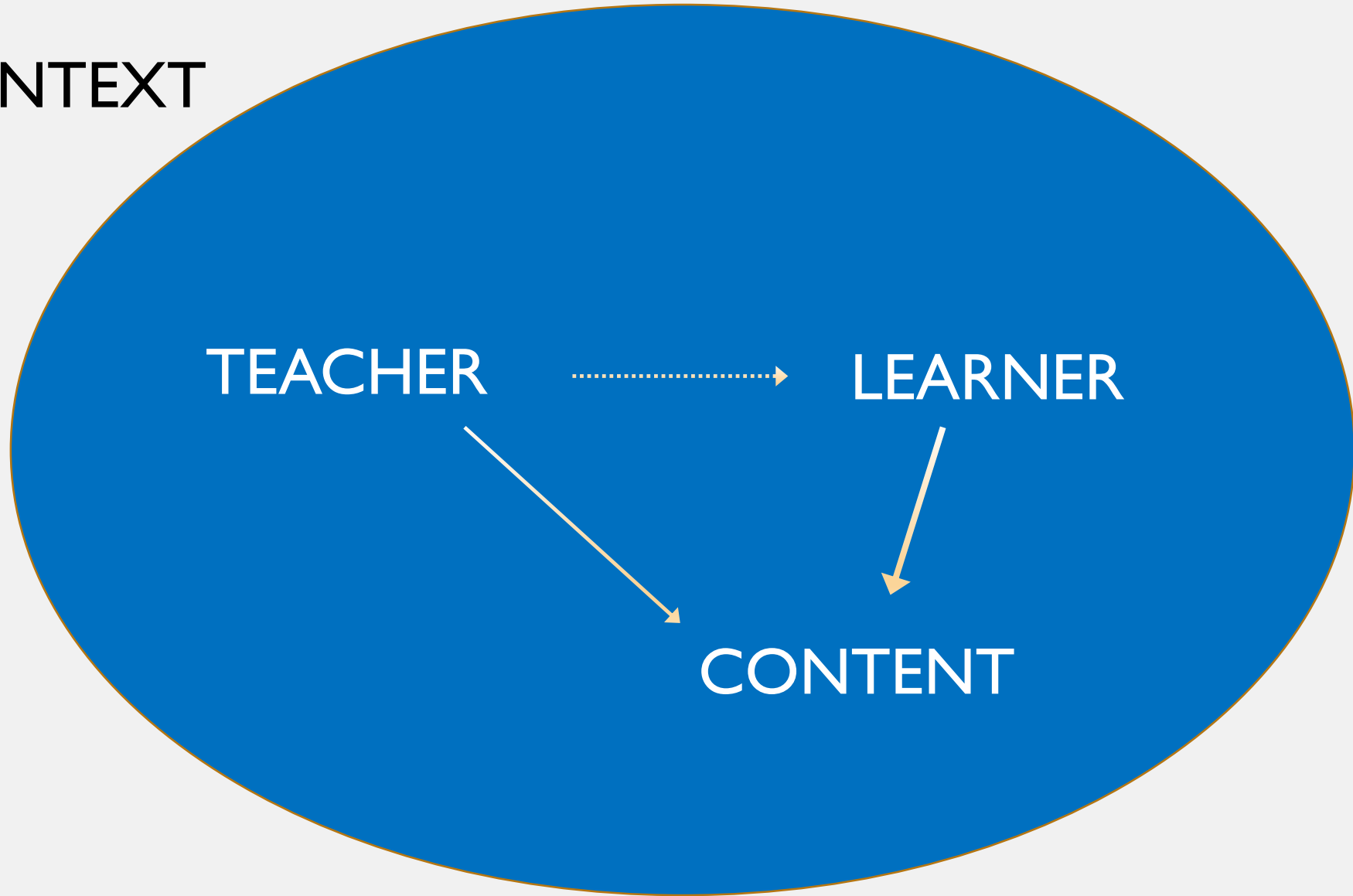
Source: Edgar Dale (1969)

SMALL GROUP TEACHING ALLOWS INSTRUCTORS...

- To identify gaps in student learning
- To highlight discrepancies and misunderstanding of learning content
- To offer opportunity for higher level integration of material
- To assess learner's reasoning skills
- To assess learner's team collaboration skills
- To offer opportunity for student self-assessment



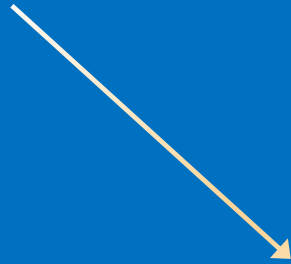
CONTEXT



TEACHER



LEARNER

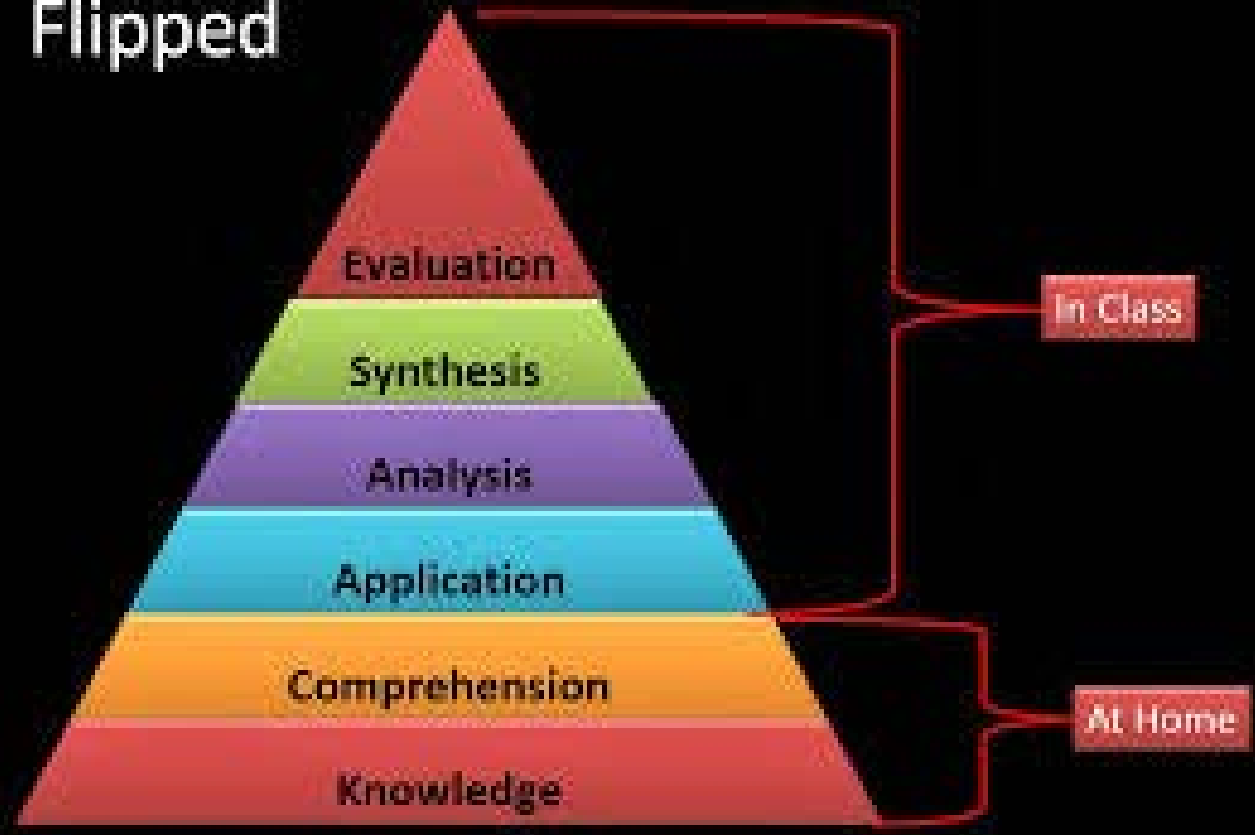


CONTENT

STARTING POINTS

- WHO are your learners?
- WHAT do you want to accomplish in the session (keep to 3 points)
- WHAT is the challenge you anticipate?
- HOW will you know they are learning?

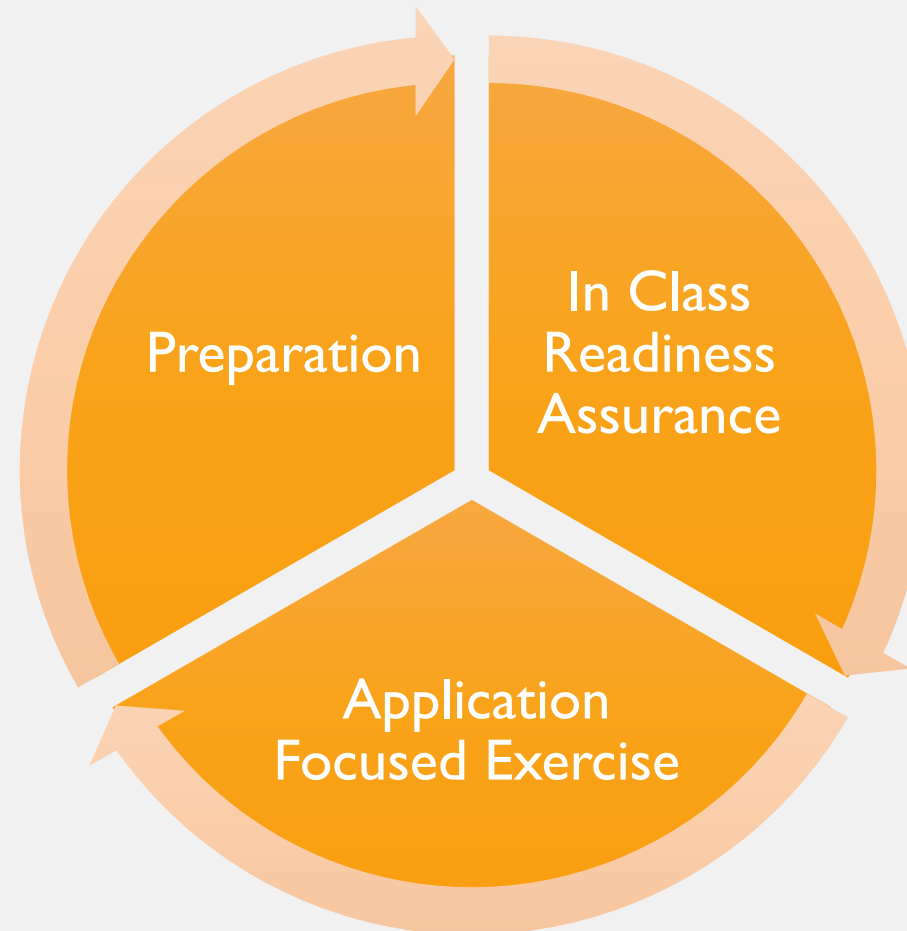
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FLIPPED

CLASSROOM

TEAM BASED LEARNING



TECHNIQUES

- Student teach back
- Case based learning exercise
- Role plays/ demonstrations
- Problem solving task
- Buzz group activity
- Debates

GROUP DISCUSSION OPEN DIALOGUES

- Frame discussion around student questions
- Start with a sentence completion exercise
 - *What most struck me about the reading was...*
 - *The point I found most confusing was...*
- Briefing and debriefing practical, clinical or experiential learning

GROUP DISCUSSION QUERIES

- **Asking for more evidence:** How do you know that? What data is that claim based on? Do you have any evidence for that?
Asking for clarification: Can you put that another way? Can you give us an example of what you are talking about? What do you mean by...?
- **Open questions:** How ... do you think that may work? Why ...
Linking questions: Is there any connection between what you've just said and what X said...? How does your idea support what has been said so far? Hypothetical questions: How would this change if the xxx was xxx?
Cause and effect questions: What would be the effect of?
Summary and synthesis: What are two of the most important ideas that have emerged from this discussion? What do you understand better as a result of this discussion? What remains unresolved or contentious?

USE OF SOCRATIC QUESTIONING

1. Clarifying concepts. ...

'Could you explain that answer further?', 'What led you to that judgement?'

2. Probing/challenging assumptions. ...

'Is there another point of view?', 'Is this always the case?'

3. Probing rationale, reasons and evidence. ...

'What evidence do you have to support that view?', 'Is there any other information would help support this?', 'Could we challenge that evidence?'

4. Questioning viewpoints and perspectives. ...

'Did anyone look at this from a different angle/ perspective?', 'Is there an alternative to that point?', 'Could we approach this from a different perspective?'

5. Probing implications and consequences. ...

'What are the long-term implications of this?', ' However, what if.....happened?', 'How wouldaffect..?'

6. Questioning the question.

'Why do you think I asked you that question?', 'What was the importance of that question?', 'What would have been a better question?'

REFERENCES

- Jackson, A. (2012). Teaching in a Small Group
- Northwest Center for Public Health Practice (2012). Effective Adult Learning
- Team-Based Learning Collaborative (2017). www.teambasedlearning.org
- UNSW Faculty of Medicine (2009). Small Group Teaching

BUZZ GROUP ACTIVITY

- What is one small group learning technique you have tried/been a part of that you find most useful?
- Name a challenge in small group teaching that you have faced/observed and how was it handled it?