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

After 2 weeks, we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

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?
Flipped Learning diagram with steps:
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Steps are classified as:
- At Home
- In Class
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?

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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 would ......affect..?'

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?