



# Interactive small group teaching

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# Group activity-1

An analysis of 1353 questionnaires from 12 lectures showed that student concentration rose sharply to reach a maximum in 10-15 minutes into a lecture and fell sharply thereafter.

**What does this study mean to you as you plan your lecture?**

Recall scores for verbally and visually presented information to 3 year medical students showed that, recall of verbally presented information was markedly inferior 15 days after the class.

**What is the message?**

# Session learning objectives

At the end of the session the participants must be able to

1. Define the role of interactive small group teaching
2. Understand how to interact with the students effectively.
3. Enumerate the types of small group teaching methods
4. Enlist the different types of group structures
5. Design an appropriate method to conduct small group teaching for a given topic.

# Definition

- Small group teaching ( SGT ) is used to refer to method of teaching in which small group of students (10-30 students)
- Meeting regularly under guidance of instructor.
- ‘The purist view of small group teaching is that it must be learner-centred, with all students joining in free discussion of a particular topic’ (McCrorie, 2006)

# Why small group and why interaction

- Generates free communication
- **Teacher acts as a facilitator**
- Active learner participation: Clarify difficult concepts.
- More individual attention.
- Manage the students better.
- More time is spent in section teaching.
- Deal with a difficult group members is a key role of a teacher.

# The process....in a small group?

- Define the objectives and plan the session
- Select appropriate method
- Introduce the topic briefly.
- Elicit questions. Allow the other participants to answer.
- Facilitate discussion with minimum intervention
- Sumup/feedback.
- Number?Time?

10 minute  
start up

10 minute  
demonstration

20 minute  
Learner centred activity

10 minute  
plenary

10 minute  
action plan

10 minute  
start up

40 minute  
discussion  
with periodic  
reviews

10 minute  
Round up



10 minute  
start up

10 minute  
activity

10 minute  
observing task

10 minute  
observing task

10 minute  
activity

10 minute  
Round up

20 minute  
start up

30 minute  
activity

10 minute  
Round up

# Small group teaching can be structured around

- **Topics or themes** - e.g. evidence-based practice, asthma, chronic lung conditions
- **Clinical cases** (actual patients or case notes) - e.g. Mrs X presents with...
- **Clinical or community-based problems** - e.g. problem-based learning, a child with a wheeze
- **Situations** - e.g. critical incident or significant event analysis
- **Tasks or skills** - e.g. X-ray meetings, clinical audit, examination of cardio-vascular system.

# Different kinds of interactive small group teaching

- Tutorial
- Problem based learning/teaching
- Seminars/symposium
- Group discussion on an issue
- Activity based
- Mixed
- Peer group learning.
- Bedside teaching.

In each of the following ,indicate whether small group is required

- Describe actions, Uses and adverse effects of Non steroidal anti-inflammatory drug

In each of the following ,indicate whether small group is required

- Prescribing antibiotics in a patient with renal failure

In each of the following ,indicate whether small group is required

- Evaluate the differences between the clinical features of Inguinal & Femoral hernias.

In each of the following ,indicate whether small group is required

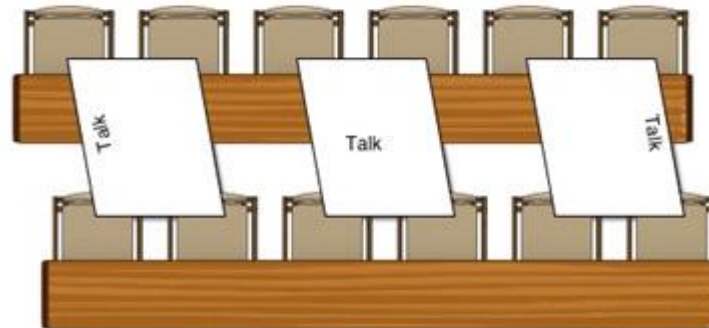
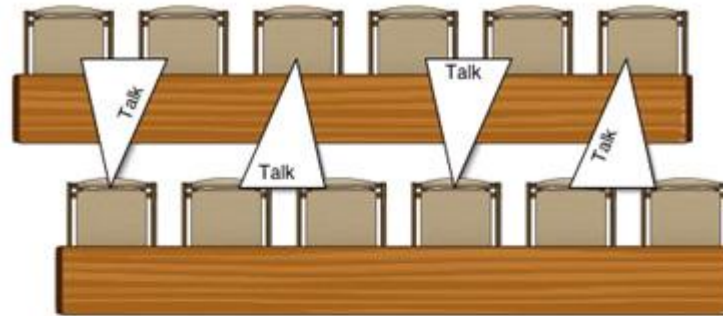
- Explain the Counter – current multiplier system in the formation of concentrated urine

In each of the following ,indicate whether small group is required

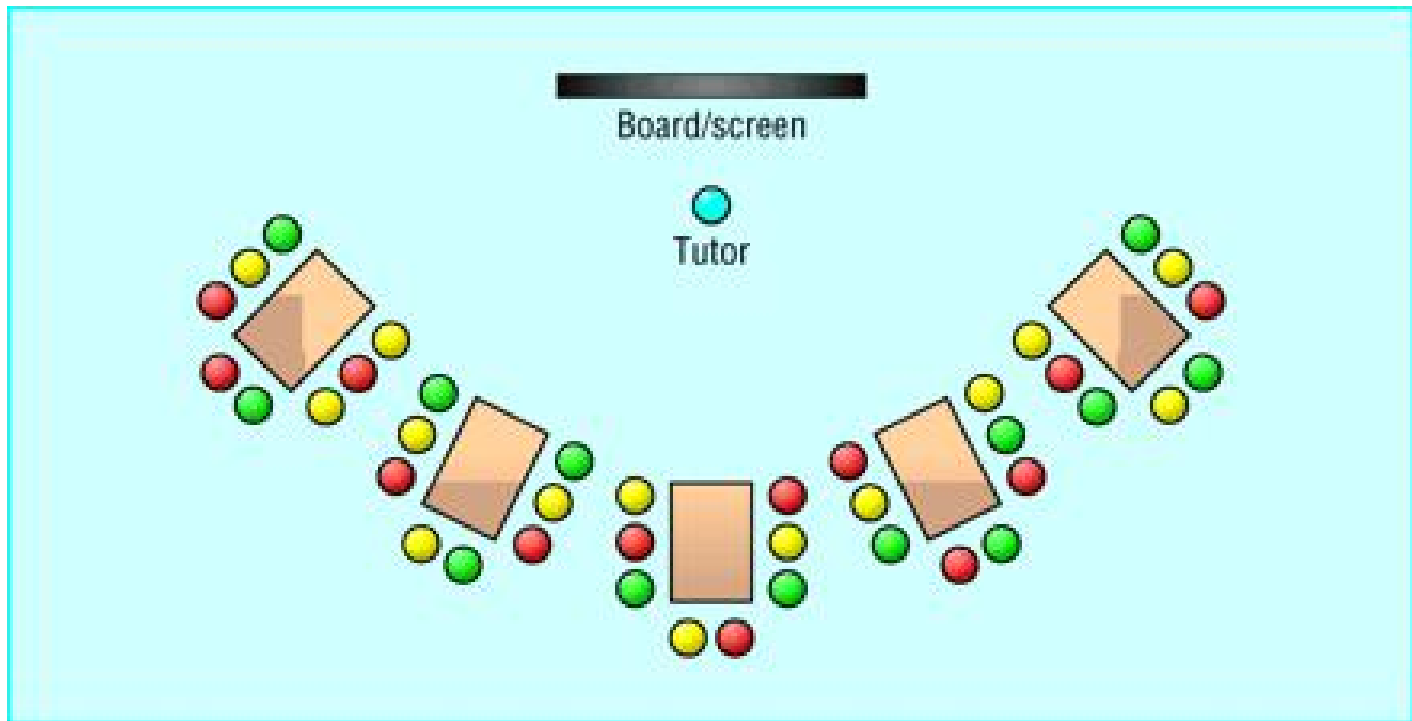
- Demonstration of different types of murmurs in a patient with congenital heart disease



# Group structures and processes: Buzz group

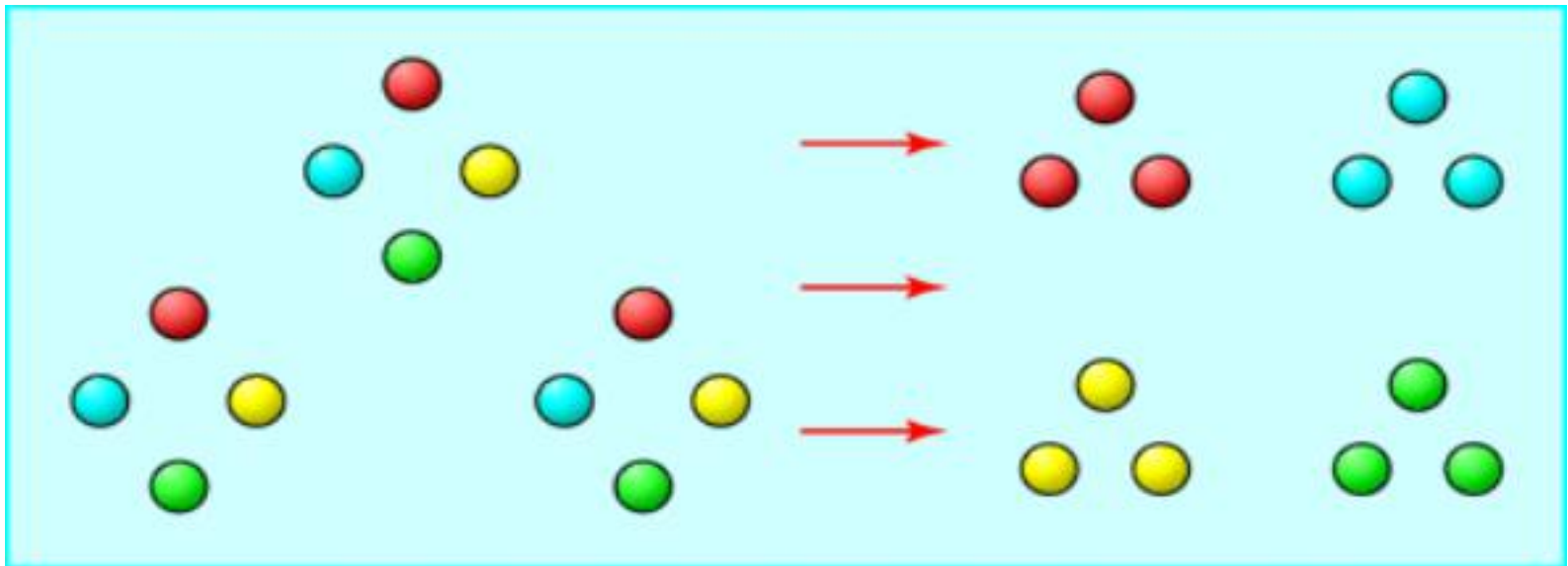


# Group structures and processes: Horse shoe

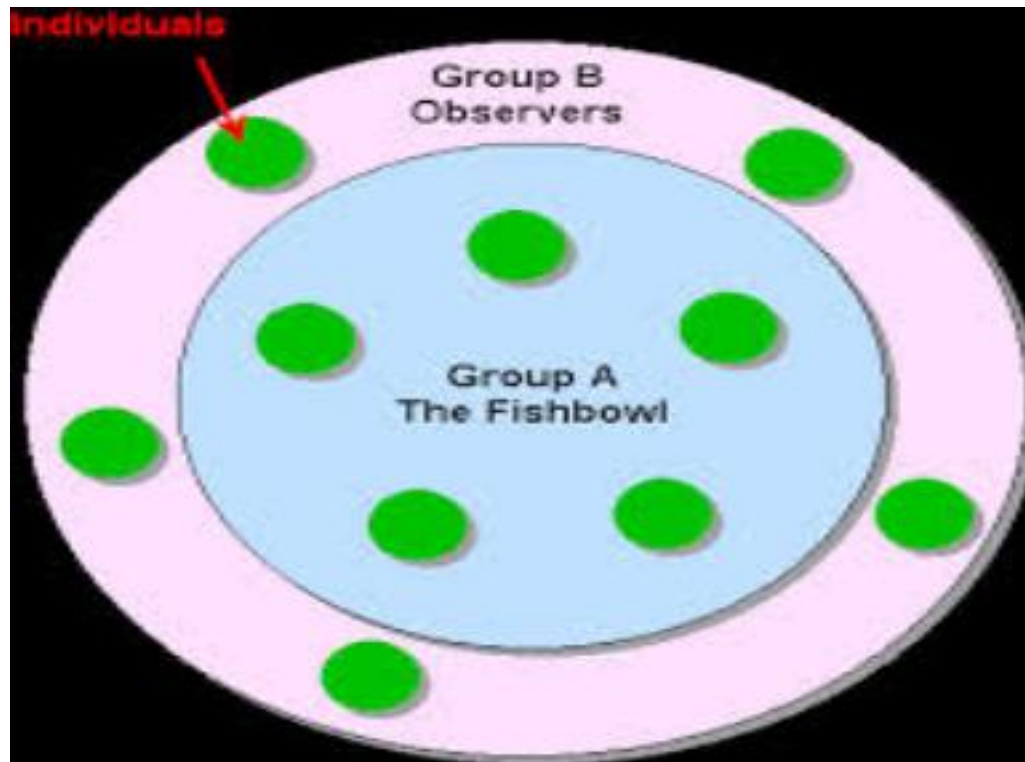


# Group structures and processes:

## Crossover groups



# Group structures and processes: Fishbowl



# Others

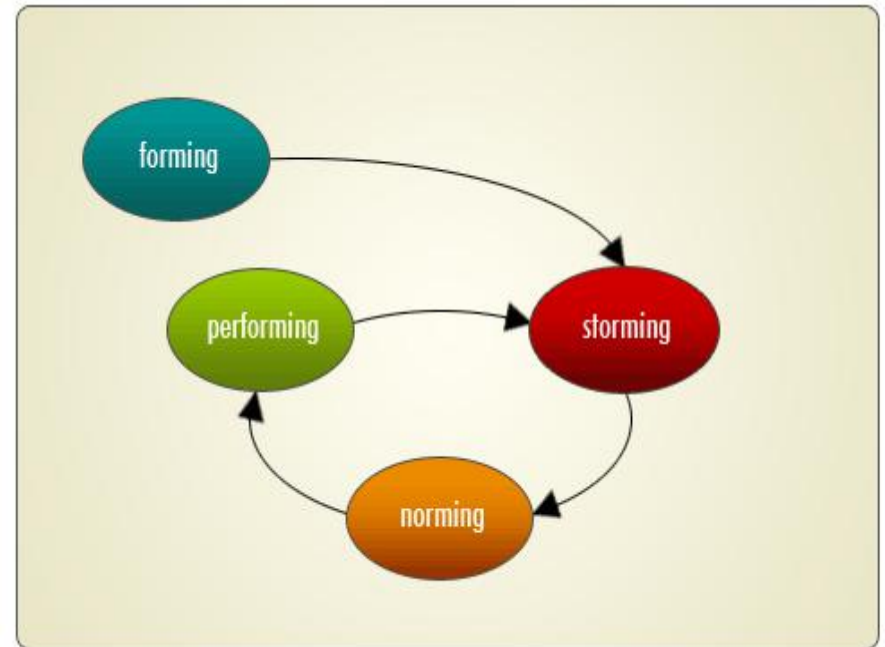
- Syndicate
- Circular questioning
- Snowballing
- Pyramid

Limitations of small group teaching?

# Challenges of SGT



- Infra structure (Halls, resources, Internet, etc ...)
- Staff.
- Mentality of students.
- Group Composition.
- Group atmosphere.
- Student participation.
- Group dynamics



# Small group teaching/learning





KVDLLS.

WELCOME TO THE FOCUS GROUP.  
PLEASE LISTEN CAREFULLY AS POINTS  
WILL BE DEDUCTED FOR INCORRECT  
ANSWERS.



THE VOICE OF THE CUSTOMER RESEARCH PROGRAM  
WASN'T REALLY PRODUCING ACTIONABLE FEEDBACK.

# Some commonly encountered problems .

- The teacher gives a lecture rather than conducting a dialogue
- The teacher talks too much Students do not prepare for the sessions
- One student dominates or blocks the session.
- The students want to be given solutions than to discuss them.
- Some do not talk unless asked questions.

# Student perceptions

- He does not know the subject as he cannot answer our doubts
- She is so strict that we sit silently and are very serious. Hardly listen to her
- He only reads out from the slides/text book, no explanation
- The teacher appeared so lethargic and drowsy that I don't feel like opening the book.
- The teacher says he works for salary, if you want to listen you listen I DON'T CARE!!!
- They made us sit in groups and discuss. Only some of us READ. Not all. Didn't help much.

# Student perceptions.....

- The whole department is good ...everyone takes interest!!
- He is the only one who goes to the basics and explains in a simplified way.

# Skills of a good facilitator

- Creates a congenial group atmosphere.
- Only facilitates,
- Good listener.
- Covers relevant information.
- Encourages independent thinking and problem solving.

# Skills of a good facilitator

- Sense of humour
- Promotes group interaction
- ENTHUSIASTIC.
- Freely allows group to ask questions.
- ACTS AS A ROLE MODEL

# How do you handle these in a small group?

- Constant talker
- Apathetic student
- Quiet student
- Offensive student

# Can we Summarise.....?

- An important teaching learning method that can be used either to complement a lecture class or to teach a new topic
- It helps in the development of in-depth understanding, reasoning, application, psychomotor skills and teacher-student /student-student relationship
- Challenges include the need for large number of faculty, infrastructure, skills of the tutor
- Many methods and group structures can be adopted to suit the objectives.



Fundamental questions a teacher should ask themselves when planning a teaching session.

- Who am I teaching?
- What am I teaching? (knowledge, skills, behaviours).
- How will I teach it?
- How will I know if the students understand?

# To these we might add the following

- What do the learners know already?
- What are the learners going on to next?
- What do the learners want to know or be able to do as a result of your teaching? And how will I find this out?
- How will I build in flexibility to address unforeseen learning needs?

- Thank you.