

## Small Group Teaching\*

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*"Learning doesn't just happen, it MUST be planned"*

**BACKGROUND:** Group discussion plays an invaluable role in medical education regardless of whether it is in problem based learning and team projects, or in more traditional academic setting or the tutorial or seminar.

### WHEN SMALL GROUP TEACNING (SGT) WORKS WELL:

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### WHEN SGT DOESN'T WORK WELL:

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### SGT STRATEGIES

- ❖ More structure...less intervention
  - Step 1 Consider what you want the student to learn.  
What is your learning outcome?
  - Step 2 Choose a suitable set of group task to deliver outcomes
  - Step 3 Decide how to organize the small group
    - Prepare materials, explain and check agreement on the tasks, control time boundaries
- ❖ Minimize your internal involvement in group process by sequencing tasks
  - Example
    - Students work individually for 5 "
    - Share ideas in pairs for 10"
    - In groups of 4-6 develop categories
    - Open discussion 25"

\* Based upon: Jaques, D. Teaching small groups. 2003(Mar). British Medical Journal, 326:492 doi: 10.1136/bmj and Cantillon, P., Hutchinson, L., & Wood, D. (eds.) 2003. ABC of Learning and Teaching in Medicine. BMJ Publishing Group, London.

- ❖ Specific strategies (Handouts posted on Faculty Development web page)
  - Group round
  - Buzz groups
  - Snowball groups
  - Fishbowls
  - Crossover groups
  - Circular questioning
  - Horseshoe groups

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