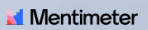


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Facilitating Small Groups

An OMS Professional Development Session
Facilitated by Paul Kane and Tehmina Gladman

With support from Louise Beckingsale, Megan Anakin, Jon Cornwall, and Joy Rudland



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Learning outcomes for this session

- Describe the benefits of learning in small groups
- Discuss the importance of setting the scene and ground rules
- Explain different strategies used to facilitate engagement in a small group
- Describe a number of learning activities that are most suited to small groups.



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Plan for the next 45 minutes

- Poll: What do we mean by small groups?
- Presentation: Benefits of small group facilitation
- Breakout Group 1: Setting the scene when facilitating small groups
- Presentation: Strategies to encourage student engagement
- Breakout Group 2: Successful small group activities you have used
- Wrap-up



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Some brief ground rules for the session

- If possible, please have your camera on, and your mike muted
- Please put questions in the chat
- If you have a comment, please use the hand up icon so we can easily see you



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What is a small group?

Under 15 people

more than two people and less than a dozen

<14

Around 4-6 students

4 - 6 people

<= 10 persons with options for 2 way interactions

less than 10 people

Engaged people

Less than 10 participants?

a group of people

Under 10

active

maybe 5 -15 people in a session

Press S to show image



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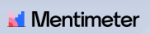


Benefits of learning in small groups

- Deepening learning
- Promoting discussion and sharing of ideas
- Developing teamwork and critical thinking skills
- Encouraging active learning
- Knowledge consolidation
- Variety in teaching methods
- Developing skills acquisition



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Setting the scene

- Housekeeping
- Setup
- Ground rules



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Breakout Room 1 – 8 Minutes

You have learned you are teaching a new small
group session.

What are some of the ground rules you would
want?

Why?

How will you decide on appropriate ground rules
with the students?

Be prepared to share 2 examples of ground rules
from your group discussion



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Debrief: Examples of ground rules from each group

Chatham rules

Safe word to challenge content or duration

Shared ground rules across settings/years for consistency.

We wondered how to balance the desire for group members to speak as long as they want but not dominate the conversation and use up all of the time available

Develop rules as a group, but have things in mind such as everyone has the right to pass (not speak) so this makes people comfortable and feel safe

Respecting opinions.

Respect for each other.

Press ENTER to pause scroll Press S to show image



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Strategies to encourage and facilitate student engagement

- Time limit tasks
- Make tasks specific
- Require groups to share with the whole class
- Monitor progress
- Answer questions with a question
- Point students in the right direction for resources
- Tell students they will need to report progress in a set time



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You need to explain the task

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A useful outline

- Consider an event from your clinical placement experience which readily comes to mind
- Outline the context of the event
- Describe how you were involved in the event
- Discuss why this event readily comes to mind
- Discuss any impact the event has had on your clinical practice

A less useful outline

- Discuss a clinical event you have used for reflective learning

Two examples of a task description

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Breakout Room 2 – 15 minutes

Think about a successful small group learning activity you have facilitated.

What made that activity successful?

What challenges did you have and how did you solve them?

Choose **one member** of the group to act as scribe and use padlet to record successful small group learning activities for your group

<https://padlet.com/tehninagladman/vd9tx6qqke9dedqk>

Be prepared to share one successful activity with the whole group

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References

Do you know ... **DYK 7**
how to make the most of planned small group teaching?

Small group learning is an important part of contemporary education. They have been a major development in our Early Learning in Medicine (ELM) programme and are frequently used in the Advanced Learning in Medicine (ALM) programme. So, what is special about small groups how are they best used and how do we facilitate so we can think to make the experience better for everyone?

HOW BIG SHOULD A SMALL GROUP BE?
Eight is the optimum size but size is probably less important than what the group does. Delivering a lecture to a small group may be no different (or efficient) than one given to 200. Larger groups (10-20) can always be split into small groups.

USE SMALL GROUPS WHEN YOU WANT TO

- Encourage deeper learning & understanding
- Promote discussion & sharing of ideas
- Develop critical thinking, problem solving, communication & teamwork skills
- Encourage active learning
- Build on and consolidate knowledge
- Use a wider variety of approaches and resources can be asynchronous.

SMALL GROUPS ARE NOT WELL SUITED TO

- Mini lectures - you will not release their potential

SETTING THE SCENE - PRACTICALITIES
Housekeeping: Introduction, lighting, available equipment, room size. Much depends on how long the session will be. Always ensure equipment will be temperamental. A poor environment will lead to student distraction.

Set up: Do not underestimate the influence of the room set-up. Reposition the furniture to suit the purpose of the group. Discussion will be limited if the students cannot see each other, a circle will enable good communication. Check out the seating diagrams that the table maps them to the roomplan that allows the participants and leads to best posture of each group.

Ground rules: Consider them to suit the group and purpose. It is important to establish expectations (of the group) on key issues and how problems will be resolved. Set ground rules at the first meeting and revise if necessary.

AZEX - GROUND RULES TIPS

- Ground rules should be identified by the group members.
- When a group breaks a rule remind them of the agreed rules.

Examples of ground rules may include:

- Turn off mobile phones during lectures.
- Everyone should open up time (and fresh on time).
- We should respect each other's opinions.
- Listen to one another.
- Everyone should contribute to the case discussion.
- When we do not agree on a point, we should debate our differences in opinion rather than argue.
- When we discuss cultural, ethical or moral issues we will listen to the different views not 'have it our way'.

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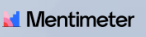
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Thank you!

