**Small Group Teaching 28.1.16**

**Active Learning**

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| --- | --- |
| Contributions | More Sharing – Discovering misunderstandings  |
| Discover new perspectives | Find Unknowns |
| Relevant | Creative ethics/philosophies  |

**Deep**

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| --- | --- |
| Wide + Varied | Experiment |
| Risk Taking |  |

**Application**

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| --- | --- |
| Repeatable | Questions |
| Complex/challenging |  |

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| --- | --- |
| Self-generated | Energising  |
| Confidence | Ownership |

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| --- | --- |
| Speaking out | Communication |
| Learning confidence | Experience  |

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| Feedback | Participation |
| Mind Maps | Stimulus Material |
| Facilitators |  |

**Brain Storming**

Definition : Generation of ideas/ problem solving through creative thinking, non-judgemental

Examples : Practice development plans

 Start of a mindmap

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| --- | --- |
| **Advantages** | **Disadvantages** |
| Creative Solutions/ Ideas | Extraverts dominate/ power |
| Energising | Time consuming, slow process |
| Starting point for complex topics | Exhausting (!) |
| Can be collective | Intimidating |
|  | Unstructured  |
| **Factors in**  | **Success** |
| Facilitation | Awarness |
| Ground rules/ | Timing |

 **P.B.L**

|  |  |
| --- | --- |
| **Advantages** | **Disadvantages** |
| Self generated teaching | Choice of cases may lack ownership |
| Efficient | Learning can be limited if facilitator not responsive to feedback |
| Relevant | Overwhelming quantity of teaching needs  |
| Ownership | Ownership of problem  |
| Less reluctance to share learning needs in small group |  |

Process – Problem – Brain storming – generated learning needs – Dismantle learning needs – go + learn – Feedback + evaluate

**Role Play**

Adv – Experience – Dr – Pt

Dis Uncomfortable, Hammy, Hard to fake, Takes time, Artificial

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| --- | --- |
| Can be real | Can experiment/risk |
| Allows wider opportunities | Can use for consultation skills |
| Adaptable – can break it down & rpt | Safe/Trust |

**SGL – Free Discussion**

Could go off track, People dependant, Helps if all group not at similar level.

Facilitator dependant Different perspectives

Good for ethical or fitness to practice issues

Need a good stimulus case to start the discussion

Subject dependent Better for ethical/philosophical stuff

Facilitator needs to keep group focused

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| **Good** | **Bad** |
| Experience Kind | Too much talk |
| Clear Objective & Its communication | Allow disruption (more than 1 speaker) |
| Good stimulus – enough grist not too much | Their own agenda  |
| Keep the discussion going - steering |  |
| Involve everyone – Encourage some sensitivity, squash others |  |
| Diplomatic – sensitive of peoples feelings |  |
| Time MGT, able to broaden subject |  |
| Summarise |  |

**Snowballing – Layered Brain Storming**

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| --- | --- |
| **Advantages** | **Disdvantages** |
| Everyone can contribute + be lead | Loud or dominant |
| Confidence | Reg session to LC.D |
| Can be open about lack of knowledge | Wasting time with repetition |
|  | Closed/set question format |
|  | Tendency to pick V system  |
| **Facilitator**  | **Dependant** |

|  |  |
| --- | --- |
| **Do’s** | **Don’ts** |
| Open discussion | Control |
| Encourage | Opposite! |
| Listen | Don’t push an agenda |
| Clarity | Role designated |
| Structure | Avoid rambles |
| Aware of personality |  |
| Deal with conflict |  |
| Summarise |  |
| Keep on track |  |
| Time keep |  |
| Stay to cussed by writing stuff down |  |
| Involve everyone |  |
| Didn’t use own agenda to improve discussion |  |
| Allow flexibility |  |
| Pushed – Challenged |  |
| Making it safe for people to contribute |  |
| Listen to group + relevant back to group |  |
| Help group plan |  |

**Facilitator**

Group Rules

Allow group to work whilst on task – Intervene if wondering /unfocused

Allow everyone to talk & no one to dominate

Time manager

Use resource – Somebody to write

* Task allocation

Summarising - Sign posting

Clarification of task

No need to delegate feedback