

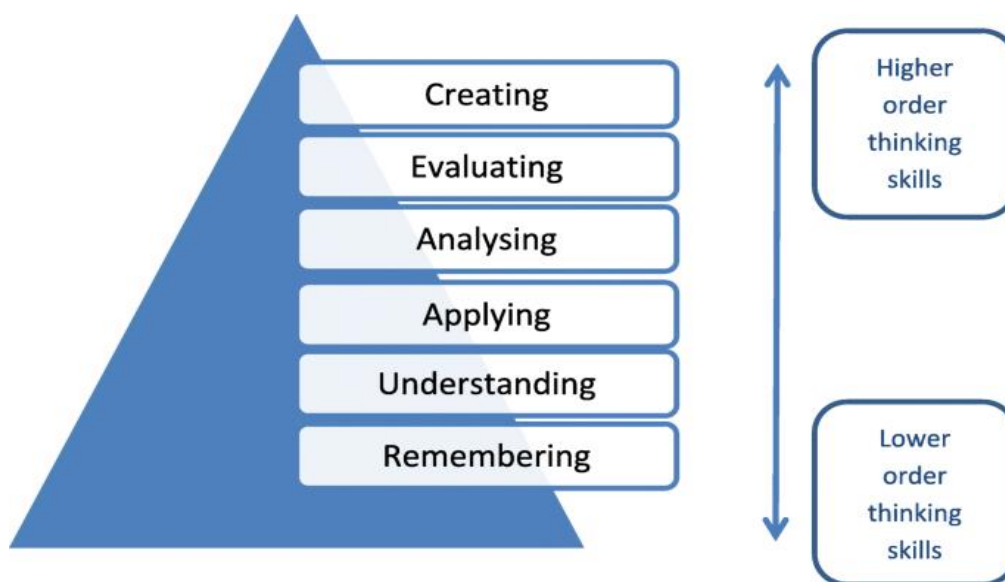
BEST PRACTICES

SMALL GROUP LEARNING:

Small group learning is an educational approach that focuses on individuals learning in small groups and is distinguished from learning climate and organizational learning. It is also described as a team-based approach to learning where students work together towards shared learning objectives.

Small group learning was conducted weekly twice by Nursing education department by having eight students in each group and these group of learners involve with active participation, a specific task and reflection. Mrs. Vanaja Kumari M.Sc. (N) Prof. HOD of Nursing education department had specifically initiated this small group learning with preparing of audio visual aids in teaching learning activity of students .The students got interested among themselves and bought new ideas and knowledge in preparing of unit wise information of content through audio visual aids.

The group has divided into colour names as Group 1: Red , Group 2: Orange, Group 3:Yellow, Group 4: Rose , Group 5:Purple ,Group 6:White, Group 7: Rose , Group 8:Blue ,Group 9:White.The same group of students was coordinated throughout the years. Not only the preparation of audio visual aids but also attended the viva among themselves in each group. This small group makes the student into advanced learner and improves the knowledge of student who are in slow learners.





**CONTEXT:**

- The key characteristics of small group teaching are the active involvement of students in the entire learning cycle, and the interactive and social process.

OUTCOMES:

- Decide on focused and achievable learning outcomes for the teaching session. Be clear (in preparation and in conveying to the learners) about learning outcomes, and what can be achieved in the limited time available.



- **Paired discussion:** one-to-one discussion on an assigned topic for 3–5 min. The teacher is able to join in on the discussion
- **Break out groups:** the teacher poses a question and learners (in groups of 2–4) discuss responses before sharing with the whole group
- **Creation of posters/drawings:** for example, a mechanistic flow chart to describe the patho physiology of the disease process
- **Group round:** generates interest in a topic with each learner having one minute to present their brief response. The order of participation can be selected at random and learners can pass their turn at least one time. For example asking for a ‘brief verbal synopsis’ of a clinical trial at a journal club, where each attempt will get progressively more succinct, clearer, and more accurate
- **Brainstorming:** can produce a large number of creative solutions in a short period of time. This method encourages learner recall of knowledge and promotes interaction
- **Role play:** can be useful for developing communication skills e.g. interviewing. Sometimes actor patients/clients may be recruited for advanced role plays
- **Workshops:** a mixture of individual and group activities, with brief lectures
- **Seminars:** a report by students or a group of students, or discussion of a paper.
- Small group teaching and learning formats in the hospital setting include bedside teaching, clinical tutorials, student-led tutorials and SCORPIOs (Structured, Clinical, Objective References, Problem-based, Integrated and Organized).
- Within each of these contexts, there will clearly be differences in how small group learning is approached, even though the general principals are similar.



SUMMARIZE:

- In order to optimize learning and maximize engagement, teaching activities should follow a recognisable structure and ideally, be planned.
- There will always be diversity in learning preferences among students in any one group, and it is the facilitator's role to assist all students to learn. So, the Nursing education department had chosen this best practices for teaching and learning.

SIGNATURE OF HOD**PRINCIPAL**