

**APGO ACADEMIC SCHOLARS AND LEADERS
ASSOCIATION OF PROFESSORS OF GYNECOLOGY AND OBSTETRICS
2012-2013**

Session # 16: Small Group Teaching

Instructor: David M. Irby, PhD, University of California, San Francisco

Date: Wednesday, March 7, 2012; 8:00 am – 11:45 am

Introduction

Most clinical teaching and much of classroom teaching takes place within the context of a small learning group. The skills of leading an effective discussion and encouraging active student participation can be flexibly used in a variety of instructional formats including case studies, problem-based learning and small group discussions.

Objectives

Scholars will:

1. Identify strategies for setting the context, starting, guiding and summarizing a discussion;
2. Develop tactics for increasing student participation as well as creating on-line discussions;
and
3. Create guidelines for asking and responding to questions.

Keywords

Discussion
Questioning Strategies
Active Participation

Procedures

1. Prior to session, read over chapters 9 through 13 in Barbara Davis' book *Tools for Teaching - Second Edition* (Jossey-Bass Publishers, San Francisco, 2009) and then develop a lesson plan to teach the following assigned chapter(s) to a group of three of your fellow scholars. No lectures will be allowed. Please bring the book with you to the conference.

2. The assigned chapters and groups are as follows:

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Chapter 9	Bell	Budnick	De Silva	Demosthenes	Estes	Heaton
Chapter 10-11	Holman	Khachadoorian-Elia	Kilpatrick	Leong-Kee	Lortie	Lyn
Chapter 12	Mackey	Malapati	Marcum	Nelson	Nightingale	Perry
Chapter 13	Petruska	Ratan	Rigby	Steiner	Winkel	Zaritsky

3. Using a discussion format, participants will formulate successful strategies for leading and guiding discussions, and for asking and responding to questions. The jigsaw method of instruction will be used in the class session as follows:

- a. Total group overview of the PICS model for leading discussions (preview, introduction, content [to be covered], summary). (20 minutes)
- b. Assemble by chapter group to share lessons plans and creative ideas for teaching the content. (30 minutes)
- c. Re-assemble into six groups of four that include one expert from each chapter group. Each expert will have 20 minutes to teach his/her chapter to the other three members of the group. As indicated above, you will be expected to cover the content of the chapter using discussion methods described in the book - no lectures allowed. (80 minutes)
- d. Convene for a total group discussion to evaluate what we experienced and to address any unanswered question about small group instruction. (20 minutes)

Reference

Davis, B. *Tools for Teaching – Second Edition*. San Francisco: Jossey-Bass Publishers, 2009. Chapters 9-13, pp.97-132.

Discussion Observation Form (Irby, UCSF)

Bibliography

Joyce B, Weil M, Calhoun E. *Models of Teaching*. New York: Pearson, 2004 (Seventh Edition). (ISBN 0-205-38927-9)

Jacques D. *Learning in Groups*. Gulf Publishing Co., Houston, TX, 1991; (ISBN 0-88145-070-4).

Neff RA, Weimer M. *Classroom Communication*. Magna Publications, Madison, WI, 1989; (ISBN 0-912150-08-4).

DISCUSSION OBSERVATION FORM

FACULTY NAME: _____ **DATE:** _____

GROUP SESSION: _____

Describe specific observations in relation to each element of the discussion.

INTRODUCTION	NOTES
1. Introduced topic, offered rationale for learning content and made connection to larger course clear.	
2. Stated objectives and provided preview of session content and process.	
3. Established climate for learning and expectations for participation.	
4. Initiated discussion and captured attention.	

GUIDING THE DISCUSSION	NOTES
1. Facilitated focused discussion of main points and maintained organized progression through content.	
2. Elicited or provided supporting ideas, examples or answers.	
3. Stimulated thinking and/or modeled reasoning process.	
4. Used visuals to capture main ideas.	
5. Summarized periodically and bridged to next topic.	

LEADERSHIP DYNAMICS	NOTES
1. Exhibited enthusiasm and stimulated interest in content.	
2. Encouraged active and balanced participation including use of sub-group tasks as appropriate.	
3. Used questions to stimulate thought and discussion.	
CONCLUSION	NOTES
1. Summarized key points and provided closure.	
2. Bridged to larger course or next small group session.	

STRENGTHS	RECOMMENDATIONS