

Original Research Article

A QUESTIONNAIRE BASED STUDY ON EFFECTIVENESS OF SMALL GROUP TEACHING FOR MEDICAL UNDERGRADUATE STUDENTS**Dr. Sanda Suhasini¹, Dr. Samreen Begum², Dr. Rakesh Mamilla^{3*}**¹M.D, Physiology, Associate Professor, Department of Physiology, Siddhartha Medical College, Vijayawada, Andhra Pradesh.²M.D Physiology, Assistant Professor, Department of Physiology, Mahavir Institute of Medical Sciences, Vikarabad, Telangana.³M.D Pulmonary Medicine, Assistant Professor, Bhaskar Medical College, Moinabad, Hyderabad, Telangana.***Corresponding Author:** Dr. Rakesh Mamilla,M.D Pulmonary Medicine, Assistant Professor, Bhaskar Medical College, Moinabad, Hyderabad, Telangana
Mail Id-Rmamilla975@Gmail.Com**ABSTRACT:**

BACKGROUND: Group discussions are at the center of medical education, as the students learn more efficiently by SGT's. George Brown (1988) describes small group teaching as "getting students to talk and think" in recent years' major revolutionary change has occurred in medical education, both in curriculum development and learning strategies, small group teaching is one among them. A typical small group includes 8-12 learners and a facilitator. The students are given definitive objectives, which they achieve working as a team. The role of facilitator is to monitor that learning outcomes are attained in prescribed time. **AIM:** To assess the effectiveness of small group teaching on medical undergraduate students. **METHODOLOGY:** MBBS students and faculty were asked to respond to structured questionnaire based on 3-point LIKERT scale regarding small group teaching. **RESULTS:** A total of 214 MBBS students and 18 faculty members responded to questionnaire. Analysis showed that, most of the students felt it student friendly (90%) and about 95% students were comfortable with this teaching strategy, with (81%) students feeling small group teaching as better learning method, promotes critical thinking in (89%), (84%) are motivated, retaining of knowledge in (84%). The faculty also preferred small group teaching over large group teaching (88%), it being helpful for their professional development (80%), promoting student centered learning (70%). However, they had concerns regarding the resources available (40%) and standardization in delivery of goals and objectives (74%). **CONCLUSION:** Overall small group teaching for medical students has wide acceptability among students and faculty as it promotes effective learning, acquire good communication skills and integrated approach towards effective medical education.

Keywords: Small group teaching, Medical Education, self-learning.**1. INTRODUCTION**

Group discussions are at the center of medical education, as the students learn more efficiently by SGT's. George Brown (1988) describes small group teaching as "getting students to talk and think" in recent years' major evolutionary change has occurred in medical education, both in curriculum development and learning strategies, small group teaching is one among them. Group discussions are at the center of medical education, as the students learn more efficiently by SGT's A typical small group includes 8-12 learners and a facilitator. The students are given definitive objectives, which they achieve working as a team. The role of facilitator is to monitor that learning outcomes are attained in prescribed time. The advancement in the field of science and technology has made use of various modalities of teaching. George Brown (1988) describes small group teaching as "getting students to talk and think". A typical small group includes 8-12 learners and a facilitator. The students are given definitive objectives, which they achieve working as a team. The role of facilitator is to monitor that

learning outcomes are attained in prescribed time.

AIM: To find out whether the small group teaching is an effective modality of teaching for medical undergraduate students.

2. METHODOLOGY

A prospective study was conducted on 214 MBBS students and 18 faculty were asked to respond to structured questionnaire based on 3-point LIKERT scale regarding small group teaching.

3. RESULTS

A questionnaire regarding small group teaching

S.NO	QUESTIONNAIRE	POSITIVE	NEUTRAL	NEGATIVE
1	Do you think that small group teaching a better learning method?	81.25%	14.25%	3.5%
2	Do you feel comfortable with small group teaching ?	95.4%	2.27%	1.3%
3	Is small group teaching student friendly?	90.9%	6.8%	1.13%
4	Do you get motivation from small group teaching?	84.06%	11.3%	3.4%
5	Does critical thinking improved by small group teaching ?	89.2%	7.96%	1.7%
6	Is your mentor guiding properly regarding the topic?	88.6%	9.09%	1.13%
7	Does small group teaching help in better retaining knowledge regarding the topic?	84.06%	10.7%	3.97%

Faculty based questionnaire regarding effectiveness of short group teaching-

S.NO	QUESTIONNAIRE	POSITIVE	NEUTRAL	NEGATIVE
1	Is small group teaching preferred over large group teaching?	88%	9%	5%
2	Does small group teaching helpful for your professional development ?	80%	9%	11%
3	Will small group teaching promote student centered learning compared to large group teaching?	76%	14%	10%
4	Are the resources available sufficient for small group teaching?	40%	5%	55%
5	Does small group teaching helps in standardization of goals and objectives?	74%	12%	14%
7	Does small group teaching promote better teacher –student relationship compared to large group teaching?	89%	7%	4%

4. DISCUSSION

A total of 214 MBBS students and 18 faculty members responded to questionnaire. Analysis showed that, most of the students felt it student friendly (90.9%) and about 95.4% students were comfortable with this teaching strategy, with (81%) students feeling small group teaching as better learning method, promotes critical thinking in (91%), (84%) are motivated, retaining of knowledge in (85%) and (92%) students felt that every one has equal opportunity for participation in small group teaching compared to large group teaching. The faculty also preferred small group teaching over large group

teaching (88%), it being helpful for their professional development (80%), promoting student centered learning (76%). However, they had concerns regarding the resources available (40%) and standardization in delivery of goals and objectives (74%), and 89% of faculty felt that student teacher relationship is promoted by small group teaching and the rest all are in the favour of large group teaching. In small group teaching the team of students have to prepare for explaining the topic to other students and for answering the questions during the discussion, while the students in large group teaching do not have the necessity to prepare earlier due to their passive role. Small group teaching requires large accommodation and man power whereas for large group teaching such large man power is not needed. One important positive regarding of small group learning is that it can target knowledge which is relevant to learners is delivered more effectively compared to traditional lecture-based teaching. There are various studies that proved the effectiveness of group discussions for greater synthesis and retention of materials, when compared to traditional teaching. Small group teaching and learning activities have been in the limelight of medical education for many years, which includes problem-solving, role-playing, team-based learning, brainstorming, leading, and debating. In late 1950s the concept of small group learning started in the late 1958 by Michael and Enid Balint in England. They initiated small group seminars on real patient problems for general practitioners. Small group discussions have greater advantage in reasoning and problem-solving skills of students, which are essential for solving real-life problems in clinical practice. Small-Group Discussion is a learning approach that focuses on individual learning in small groups where the groups work together and share learning experiences together. According to [2] the most important characteristic in small group learning is the active involvement of students in learning, tasks can be done well, goals and achievements can be achieved according to the given timeframe, and provide an in-depth learning experience. According to Ismail (2002) in [3], the small group discussion model is a learning process by conducting small group discussions so that students have the skills to solve problems related to the main material and problems faced in everyday life. According to [4] The small group discussion model also means the process of seeing two or more individuals interacting globally and face-to-face regarding certain goals or objectives through exchanging information, defending opinions, or solving problems. It can be concluded that the small group discussion model is a learning model that emphasizes student learning activeness through small group learning discussions Teaching and learning in an active way help students become better doctors by developing problem-solving and reasoning skills. Although the didactic lecture format may be effective for disseminating a large body of information to a large number of students, it presents many challenges to both teachers and learners because it often promotes passive learning and fails to motivate students.

5. CONCLUSION

Overall small group teaching for medical students has wide acceptability among students and faculty as it promotes effective learning, acquire good communication skills and integrated approach towards effective medical education.

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