



UNC
SCHOOL OF MEDICINE

Evaluating Small Group Learning

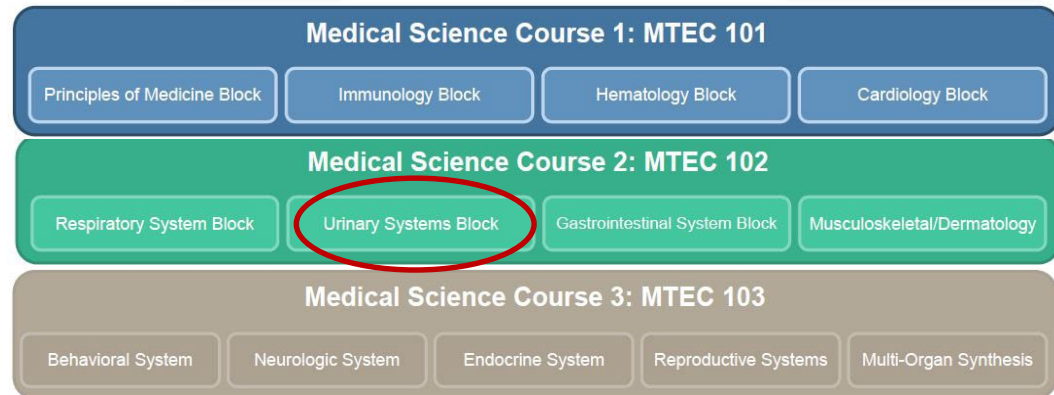
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Small group learning in the Foundation Phase

- Case-based
- Apply knowledge
 - » Constructive discussion
 - » Higher order thinking/problem solving
 - » Foster interpersonal interactions (peers and faculty)
- Standardized answers provided after the exercise
- ~36 students (6 groups of 6-7) + 2-3 facilitators x 5 rooms
- Mandatory
- **Does small group learning work? How do we know?**





Assessing small group learning

- Learning Objectives
 - » Teamwork and cooperation
 - » Specific content goals
- Assess the process and the product
- Process
 - » In-class discussion
 - » Course evaluations
 - » Peer evaluations
- Product
 - » Exam performance



Student perception of small group sessions

Instructional methods

	Did not use/NA to this block	Not at all helpful	Somewhat helpful	Moderately helpful	Very helpful	Extremely helpful	N	Mean	<u>Urinary Block 2018</u>	
Audience Response System (ARS)										
Labs										
Large group (aside from lecture)										
Lecture										3.6 ± 1.0
Lecture capture										
Modules										3.1 ± 1.2
PowerPoints										
Review sessions										
Self-assessments/practice exams										
Simulations										
Small group										4.2 ± 1.0
Syllabi										

Student comments about small group in the Urinary Block:

“...helped to fill in the learning gaps of major concepts...”

“...helped me apply and connect concepts from lecture material...also helpful to interact with other students and faculty in a smaller setting to understand which information is the most useful and how to apply it.”

Student perception of small group facilitators

Small group facilitators

	Not applicable/Cannot evaluate	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N	Mean
Small group sessions were clear and well organized.								
The small group facilitator assisted students in developing critical thinking and problem solving skills.								
The small group facilitator displayed enthusiasm for the topic.								
The small group facilitator provided adequate direction while allowing the groups to be independent.								
The small group facilitator demonstrated respect for students.								

**Urinary
Block
2018**

4.6 ± 0.2

4.7 ± 0.2

4.8 ± 0.2

4.6 ± 0.2

4.8 ± 0.1

	Cannot evaluate	Poor	Fair	Good	Very Good	Excellent	N	Mean
Overall effectiveness of this small group facilitator								

4.6 ± 0.2

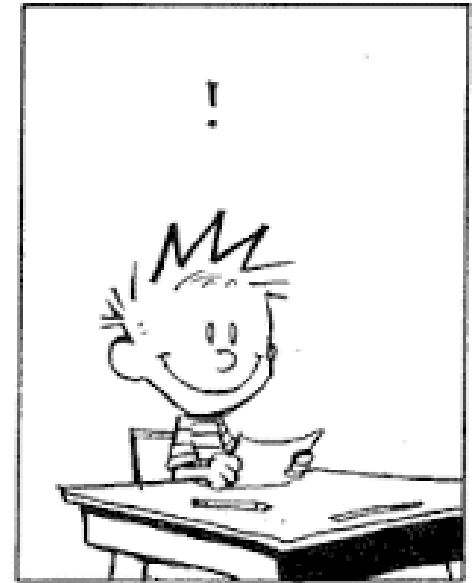
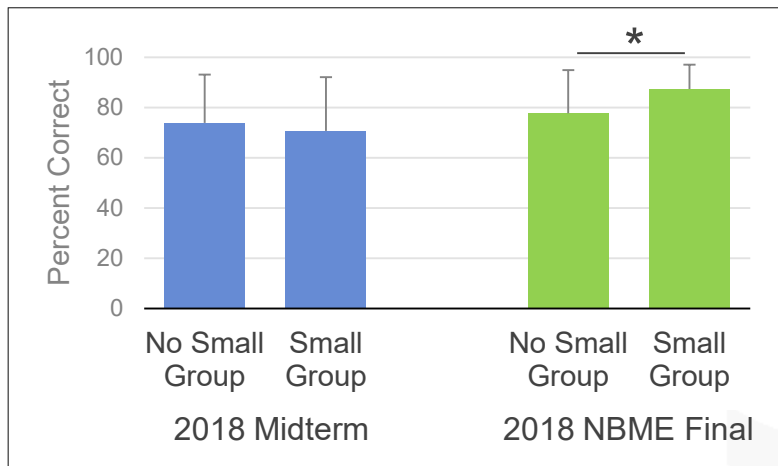
Students like small group activities and facilitators but are they really effective?

Providing constructive feedback on teamwork through peer evaluation

1.Offered input that facilitated my learning					
The student never attended	The student was minimally present and did not interact with the group	The student was minimally prepared and barely contributed to the case discussions	Student reliably contributed to the case analyses and discussion	The student's input reliably facilitated my learning	The student was always well prepared and taught like a seasoned educator
Did not contribute to small group = 0	Strongly disagree = 1	Disagree = 2	Agree = 3	Strongly agree = 4	Aspirational = 5
2.Dependable in attendance and participation					
The student never attended	The student attended minimally and did not interact with the group	The student attended <6 of the small groups and minimally participated when present	The student attended 6-7 of the small groups and showed an acceptable level of participation	The student attended >8 of the small groups and showed above average level of participation	The student attended all of the small groups and showed excellent leadership in participation
Did not contribute to small group = 0	Strongly disagree = 1	Disagree = 2	Agree = 3	Strongly agree = 4	Aspirational = 5
3.Showed respect for the opinion of others					
The student never attended	The student's behavior was disruptive. The student discounted the opinion of others.	The student rarely listened to the opinion of other members of the groups.	The student's interactions were respectful.	The student was usually attuned to the concerns or other group members.	The student was always attuned to the concerns of the group members.
Did not contribute to small group = 0	Strongly disagree = 1	Disagree = 2	Agree = 3	Strongly agree = 4	Aspirational = 5
*Please list one behavior helpful to the group process that this student currently exhibits and should continue.					
*If you were pressed to list one thing this student could work on to improve his or her contribution to the group process, what would that be?					

Small group enhances student performance on a standardized final exam

- Categorize exam questions
 - Not covered in small group exercise
 - Covered in small group exercise





Future of Foundation Phase small groups: Active learning theater

