



STUDENT'S PERSPECTIVE ON SMALL GROUP DISCUSSION

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ABSTRACT

Introduction: Small-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.

Material and Methods: A survey is conducted among the undergraduate students of Osmania Medical College, Hyderabad, Telangana. A total of 250 students participated in the survey. The survey was conducted using google forms.

Results: Most of the students were in favor of Small group discussion and they find it advantageous over the traditional lectures. 63.6% said Yes SGD was a better method to achieve the objectives of the topic, 61.6% agreed that the SGD provides better understanding than lectures, 90.4% said that SGD helps in building the knowledge and 84% said it helps to retain the knowledge longer, 72.8% said it promotes critical thinking in them, 84.8% agreed that it motivates them to put in more efforts to learn, 91.2% said, it promotes self-learning, 75.2% said, its more student centered, 70% said, its student friendly, 42% opined that it can be adopted to deliver major course objectives, 70% said that they came prepared for SGD, 78.9% said that they would recommend SGD to their friends.

Conclusion: Small group discussion is one of the best methods of teaching effectively. Our survey revealed the same. All the medical teachers are to be trained before they can implement this in their colleges. The students are to be motivated too so that they can make the best out of the Small Group Discussion

KEYWORDS : Small Group Discussion, student opinion, advantages and disadvantages.

INTRODUCTION

Small-group discussion (SGD) allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.

Various alternative methods are being used in many medical colleges to reinforce didactic lectures in Anatomy. Small group teaching can take on a variety of different tasks such as problem-solving, role play, discussions, brainstorming, and debate. Research has demonstrated that group discussion promotes greater synthesis and retention of materials.¹

The aim of or study was to analyze the student's perspective on the small group teaching

MATERIAL AND METHODS

A survey is conducted among the undergraduate students of Osmania Medical College, Hyderabad, Telangana. A total of 250 students participated in the survey. The survey was conducted using google forms. The following questions have been included in the survey.

1. Is small group discussion a better method for achieving course objectives than lectures?
2. Does it give a better subject understanding than lectures?
3. Does it help build upon knowledge already gained?
4. Is it better way of retaining knowledge?
5. Does it promote critical thinking in you?
6. Does it motivate you for putting in more efforts?
7. Does it promote self learning?
8. Is It more student-centred rather than teacher-centred?
9. Is it more student-friendly?
10. Can it be adopted as the main tool to deliver major course objectives?
11. Do you come prepared for the Small group discussion?
12. Would you recommend this to your friends?
13. What do you like about SGD?
14. What are the advantages of SGD?
15. What are the disadvantages of SGD?
16. Any other comments you would like to share.

For 1-12 questions the options were Yes, No, Neutral. And for other questions, the students answered in a line or a paragraph.

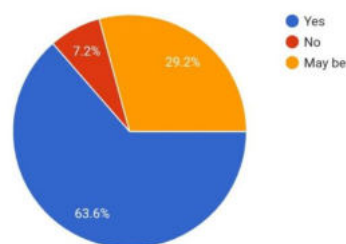
RESULTS

63.6% said Yes SGD was a better method to achieve the objectives of the topic, 61.6% agreed that the SGD provides better understanding

than lectures, 90.4% said that SGD helps in building the knowledge and 84% said it helps to retain the knowledge longer, 72.8% said it promotes critical thinking in them, 84.8% agreed that it motivates them to put in more efforts to learn, 91.2% said, it promotes self-learning, 75.2% said, its more student centered, 70% said, its student friendly, 42% opined that it can be adopted to deliver major course objectives, 70% said that they came prepared for SGD, 78.9% said that they would recommend SGD to their friends.

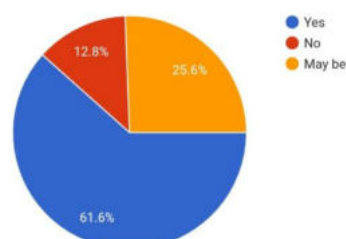
1. Is Small Group Discussion a better method for achieving course objectives than lectures?

250 responses



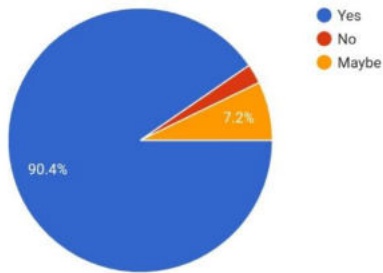
2. Does it give a better subject understanding than lectures?

250 responses



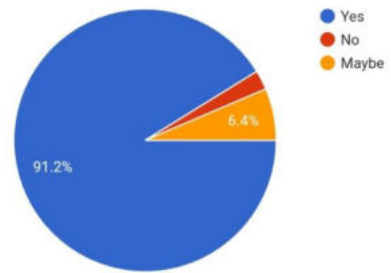
3. Does it help build upon knowledge already gained?

250 responses



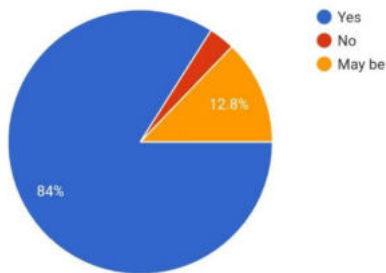
7. Does it promote self learning?

250 responses



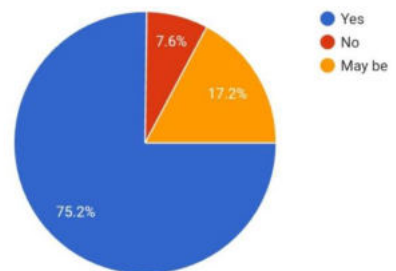
4. Is it better way of retaining knowledge?

250 responses



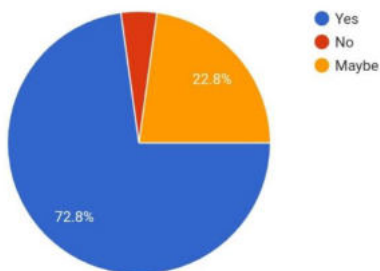
8. Is it more student-centred rather than teacher-centred?

250 responses



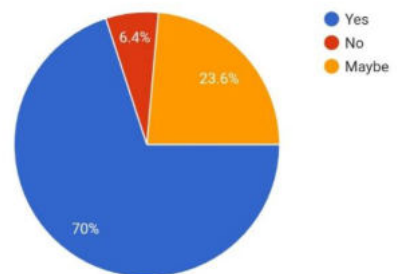
5. Does it promote critical thinking in you?

250 responses



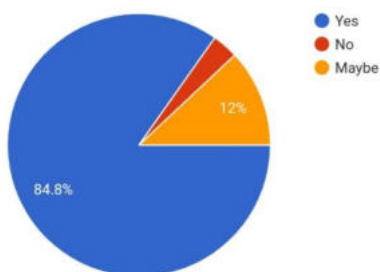
9. Is it more student-friendly?

250 responses



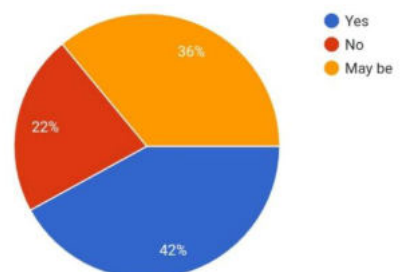
6. Does it motivate you for putting in more efforts?

250 responses



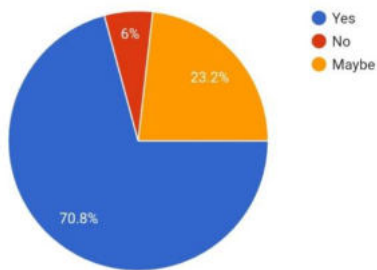
10. Can it be adopted as the main tool to deliver major course objectives?

250 responses



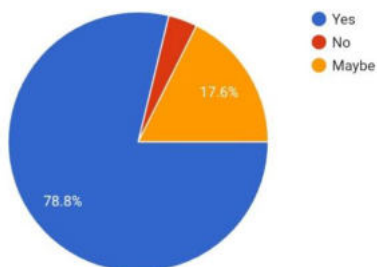
11. Do you come prepared for the Small group discussion?

250 responses



12. Would you recommend this to your friends?

250 responses



DISCUSSION

Little opportunity and time are left after a lecture for the students to clarify their doubts and to reinforce the concepts they have learned. As a result, students often find it difficult to relate a clinical condition with its basic biochemical concepts during their clinical training (Bobby et al., 2007).²

In comparing with other study authors as well it was found that small group interactive sessions helps students in understanding contents and facilitates active learning (Rehman et al., 2012).³

The tutor/facilitator need to be trained to conduct SGD sessions. The tutor should encourage students to ask for reasons, comments and statements. Tutors should intervene when indicated to keep discussion on track and to stimulate thinking. In a study authors emphasize on —cognitive congruence□, the tutor being able to express him/herself at the student's level of understanding (Schmidt & Moust, 2000).⁴

CONCLUSION

Conventionally, teaching of undergraduate students is done with didactic lectures, practical, tutorial, and clinics. These are more of passive teaching learning methods, development of problem-solving or reasoning skills in students is lacking. There is hardly any involvement of students in the teaching learning process.⁵

Research has demonstrated that group discussion promotes greater synthesis and retention of materials.⁶

Small group discussion is one of the best methods of teaching effectively. Our survey revealed the same. All the medical teachers are to be trained before they can implement this in their colleges. The students are to be motivated too so that they can make the best out of the Small Group Discussion

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