**Instructor’s Guide: Small Group Teaching**

**Background:** Small group teaching has been shown to increase learner satisfaction, long-term retention, and the application of clinical knowledge (Wolff et al 2013). Teaching in small groups should be student-led and geared towards collaborative problem solving. The following guide provides some strategies for facilitators leading small groups, specifically in Emergency Medicine residencies.

**Purpose and Goals:** To provide attendees a basic understanding of strategies to maximize learning and collaboration in small groups, with emphasis on the flipped classroom model.

**Educational Objectives**

By the end of this didactic the learner will be able to:

* Create a framework for small group teaching
* Establish pros and cons of small group teaching and flipped classrooms
* Learn and practice techniques to increase engagement in small group learning

**Resource Files**

1. Small Group Teaching module: Estimated time 30 minutes

* This didactic reviews exemplar frameworks for small group teaching and flipped classrooms, as well as example strategies that may be used to increase learner engagement

2. Summary Handout

* This document provides a summary for the teaching points of the module

**Total Module Duration:** 30 Minutes

**Required Resources:** Computer capable of running Powerpoint

**Description of Module**

Intended Audience: This module was developed for medical students, EM residents at any level of training and attending physicians

**Pre-reading:** Not Another Boring Lecture: Engaging Learners with Active Learning Techniques
Wolff, Margaret et al. Journal of Emergency Medicine, Volume 48, Issue 1, 85 - 93

**Recommended implementation/timeline:**

* Pre-module: Prior to attending the didactic, the pre-reading should be provided to the learners, which will allow them to focus on more advanced topics and raise informed questions throughout the session.
* During the module: **Small Group Teaching** didactic presented by faculty member
* During the module: learners implement knowledge from the pre-reading article to construct their own learning objectives and learning prompts for a future lesson topic. Some example topics are provided. **The facilitator should model pause procedures and Jigsaw collaborative learning to guide attendees through writing their own learning objectives and lesson plans.**

**Conclusions:** Adult learners benefit from flexible learning modalities and collaborative styles of teaching, which can be maximized in small group teaching and flipped classrooms.

**Resources**

1. Poll Everywhere online polling for commitment activities: <https://www.polleverywhere.com>
2. A helpful collation of FOAMed/Emergency Medicine open source resources: <https://www.nuemblog.com/resources>
3. Helpful websites for SIM planning
	1. <https://emsimcases.com/>
	2. <https://www.acep.org/tox/sim-cases.html>
	3. <https://www.healthysimulation.com/780/emergency-medicine-sim-case-library/>

**References**

1. Denson K, Manzi G, Crowe C, Rehm J. TBL: navigating delirium, polypharmacy and home care services with an elderly emergency department patient. MedEdPORTAL. 2013. Available at: [www.mededportal.org/publication/9599](http://www.mededportal.org/publication/9599)
2. King AM, Mayer C, Barrie M, Greenberger S, Way DP. Replacing Lectures with Small Groups: The Impact of Flipping the Residency Conference Day. *West J Emerg Med*. 2018;19(1):11-17. doi:10.5811/westjem.2017.10.35235 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5785176/>
3. Koestler J, Waite E, Chietero M, et al. Problem-based learning (PBL): abdominal pain in a pregnant woman. MedEdPORTAL. 2009. Available at: [www.mededportal.org/publication/517](http://www.mededportal.org/publication/517)
4. Moraros J, Islam A, Yu S, Banow R, Schindelka B. Flipping for success: evaluating the effectiveness of a novel teaching approach in a graduate level setting. *BMC Med Educ. 2015 Feb 28; 15():27.*<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4363198/>
5. Wolff, Margaret et al. Not Another Boring Lecture: Engaging Learners with Active Learning Techniques. Journal of Emergency Medicine, Volume 48, Issue 1, 85 - 93
6. Wolff M, Pomeranz E, Carney M. Febrile young infant learning module. MedEdPORTAL. 2013. Available at: [www.mededportal.org/publication/9568](http://www.mededportal.org/publication/9568)