

EN

Teaching Small Groups

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Learning

Learning Method	Average Retention Rate
Listening to lecture	5%
Reading	10%
Audio-visual	20%
Demonstration	30%
Group discussion	50%
Practice by doing	75%
Teach others / Immediate use	95%

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Small group 'lecturing'

<http://www.theatlantic.com/education/archive/2013/11/lectures-didnt-work-in-1150-and-they-still-dont-work-today/281154/>

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Large versus small groups



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Large versus small groups



<http://pashead.net/demand-high-exeter/>

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Student feedback

"Tutor could be better qualified. Sometimes got stuff wrong!"

"The seminars were dire and I don't feel they benefited my learning at all and at some point even just lead to more confusion over the subject."

"I do not see the point in coming to the class: the teacher just goes through the solutions with no value added."

"I can just go through the solutions. What is the point of just writing down some mathematical equations/solutions with no explanation of its meaning!?"

"need longer seminars, we normally don't have time to do all the work in the seminars"

"the class teacher does not cover all questions during the class!"

"The tutorials - relate the questions more to the test questions so that we would be better prepared for the tests"

"I felt that the tutorial questions often are very different to test questions."

"More assistance with essay writing techniques and skills in answering exam questions."

"Tutorials can sometimes feel like we haven't progressed anywhere, maybe give them more structure" "In my opinion tutorials should not be only about tutorial questions provided by the lecturer. Tutorial preparations were not really demanding."

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A reminder

**Toolbox
for small
group
teaching**

Things you could try	
Start off on the right foot	by getting to know your students' names; encouraging them to learn each other's names; contracting; establishing ground rules; setting objectives and orientating them to the course.
Help students to prepare for discussion	by briefing seminar leaders; helping them to prepare both the content and the process; ensuring they get helpful feedback; encourage them to evaluate their own performance.
Use 'structures' to manage group learning	by arranging the furniture in the room suitably; breaking up the group, breaking up the tasks; using sub-groups (pairs, triads, pyramids, debate etc).
Encourage students to participate	by using structures (e.g. rounds, brainstorming); using students' interests; using students' questions; asking different kinds of questions; managing the vociferous students effectively.
Encourage students to take responsibility	by distributing group roles; encouraging students to work alone or in groups in class; leaving the room; asking students to present their work; establishing and supporting self-help groups; awarding group grades.
Evaluate the work of the group	by encouraging group self-monitoring; having group observers; checking up on group process; tape-recording the session; consulting the group.
Use written material	such as posters; group charts; students' notes; hand-outs; essay preparation; open-book tutorials.
Help students express their feelings	by dealing with 'what's on top'; self-disclosure; praise and encouragement; managing closure.

Small Group Teaching

Topic: Positive Externalities, Market Failure and Policy.

- Design a small group session (as course coordinator)

- 'Lecture' to a small group

- Teach small group session (problem set)(GTA)

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Example Tutorial Question

Tutorial on POSITIVE EXTERNALITY

(a) Define and explain what is meant by a positive externality. Give an example.

(b) In an economics model, show how a competitive market may yield a socially inefficient outcome if a positive externality is present.

(c) Show in the economic model used in (b) how policy can respond to the market failure discussed above.

Lecturer's feedback

"My students don't engage in the class. I ask a question and nobody wants to answer."

"My students don't prepare the material before class, which means my whole seminar plan does not work out anymore."

"My students don't hand in their coursework."

"The course organiser does not give me any guidance on what to teach"

"I have to give too much written feedback"

"The course organiser gives me material of low quality or no answer guides"

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Environment/Engagement



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The not so little things

- Check existing programme and module documentation
- Timely provision of materials
- Copies of texts for tutors
- Timetable, venues, technology and other materials
- Mid term (regular?) meetings / communication with tutors
- Lecture attendance
- Peer observation
- Attendance monitoring
- Coursework marking
- Link lectures and tutorials

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