

TEACHING METHOD: LARGE GROUP TEACHING (LGT)

1. Different teaching methods:

- Teaching is a need based interactive process and intentional activity
 - Large group teaching
 - Lecture
 - Seminar
 - Symposium
 - Small group teaching
 - Tutorial
 - Role play
 - Workshop
 - Free focus
 - Brain storming
 - Focus group discussion
 - Panel discussion
 - Teaching in laboratory i.e. practical teaching
 - Teaching in the hospital settings i.e. clinical skills teaching

2. Importance of LGT

- LGT is a method where teaching occurs to a large number of students/participants
- LGT is very traditional but still it is effective and important method of teaching. The importance of LGT are
 - Effective methods for presenting information and providing explanations
 - Good for teaching specific facts and basic skills
 - Factual materials can be presented in a direct, logical manner
 - Give instruction to a large number of students at a time

- Useful methods of teaching where teacher student ratio is high
- Helps the students acquire some important concepts and principle
- Opportunity to motivate student so that are not readily available else where
- It has very specific learning targets
- Material coverage and economical is respect of time, manpower and space

3. Weaknesses of LGT

- Information provided by the teacher may not be received equally by all
- Not very effective method for acquiring higher-order knowledge and skills
- Mainly teacher centered. Student are often passive
- Require well organized content preparation and good oral communication skills
- Steps must be followed in prescribed order
- Learning is difficult to guess
- Does not encourage independent learning as there is minimum active participation of the student
- It is difficult to maintain the student attention through out the whole session

4. Factors to be considered for LGT

- The research has shown that, clarity of presentation, structure, and expressiveness are the key factors for effective LGT. The major aspects are
 - Explaining
 - Presenting information

- Generating interest and
- Involving students
- These skills are based upon the specific skills of opening of a LGT session, using AVA, comparing and constructing, narrating, varying students' activities and summarizing and ending.

5. Styles of presenting in LGT

- It was identified that style of presenting in LGT are different in different people
- Considering few attributes five types of presenter has been identified
 - Visual presenter
 - Oral presenter
 - Exemplary presenter – whole brain presenter
 - Eclectic presenter – free and varied
 - Amorphous presenter – formless, vague, shapeless

6. Final check before presenting

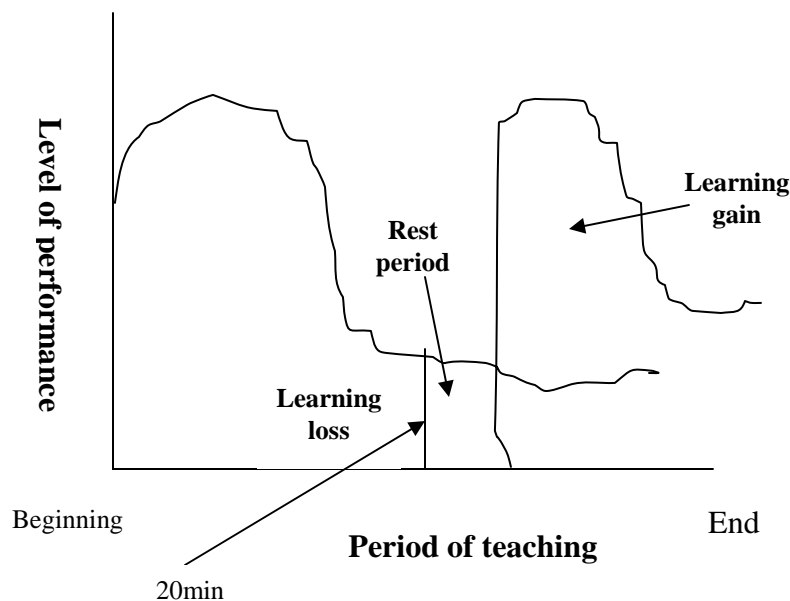
- Before going to the class the teacher should ask the following questions that will help him/her for smooth and effective presentation. Checklist of questions:
 - What are the central questions?
 - Are these questions relevant to course curriculum of the students for whom the lecture is?
 - What method will be used?
 - Will the opening is clear and interesting?
 - Are the sections clearly organized and linked?
 - Are the main keys clear, accurate and linked?
 - Are examples and illustrations appropriate?
 - Are section summary and final summary clear and coherent/logical?

- What activities will the student carry out during the session?
- What possible weaknesses are there likely to be in the session?
- How combat these possible weaknesses?
- Are any AVA resources need to be available?
- Will the student understands the presentation?
- How to find this out?

7. When things go wrong

- Unexpected problems can and do arise during a presentation. So strategies to deal with these need to be part of your teaching skills
- The problem are likely to fall into the following categories:
 - Problem with the audio-visual material and equipment
 - Problem with your presentation
 - Problems with students

Hypothesized pattern of student level of performance showing a progressive fall in attention during an uninterrupted LGT and with constrains. The attention gain obtained from introducing a rest period (Bligh 1971)



8. Large Group Teaching – **LECTURE**

- Introduction
 - Lecture came from Latin word “LECTURE” mean “READ ALOUD”
 - Lecture is very old aged method, can be traced back to the Greeks of the 5th century BC
 - Lecture was the most common method of teaching in Muslim and Christian Universities in Medieval times
 - Lecture is most widely used as method of teaching in 21st century
- Purpose of lecture
 - The teacher has to decide which purpose he/she wants to achieve or which purpose is important for the student
 - To generate interest and provide an overview of a topic
 - To tell students what they must know
 - To promote student understanding and learning
 - To motivate students so that they appreciate the importance of the subject materials in the overall scheme of things
 - To transmit a body of information not readily available elsewhere
 - To help the student to learn some important concepts and principles
- Context of lecture
 - A lecture should have a place in the curriculum and hopefully a carefully planned place
 - To obtain a copy of the relevant part of the curriculum to see how the subject/topic fits in
 - You might try to contact the curriculum committee if the HoD for specific details of what they wish to teach
 - You may also talk to your preceding lecturer particularly whom you might assume teach some facts and principles on which you can rely

- Students learn depend on a realistic appraisal of the context of your contribution that you can rationally set
- Preparing the lecture
 - Having clarified the context to the best of your ability now the time has come to get down some detailed planning of the lecture. The following steps you need to follow
 - Define the purpose
 - Identify the content
 - Initially jotting down the main ideas or theories that come to mind around the central purpose of the lecture
 - Finalist the plan
 - The rough content plan must be transformed into a linear structure which follows a logical sequence
- A lecture plan
 - Introduction and overview
 - Describe the purpose
 - Outline the key areas
 - First key point
 - Development of ideas
 - Use of examples
 - Restatement of first key point
 - Second key point
 - Development of ideas
 - Use of examples
 - Restatement of first and second key points
 - Third key point
 - Development of ideas
 - Use of examples
 - Restatement of first, second and third key points
 - Summary and conclusion

- Presenting lecture
 - Starting the lecture – easiest way to explain the purpose and how it organized
 - Varying the format- initially pure verbal presentation will not be effective
 - Use AV aids
 - Varied formats of lecture – try to give break after 20 minutes by questioning, testing the students, generating discussions, showing a film or video tape
 - Finishing the lecture – the last things that you say are the ones the students are most likely to remember
 - You can direct student for further reading
 - Allow few minutes to consolidate and read their notes
- Evaluating the lecture
 - Improving the quality of your lecture depends on a combination of
 - Experience
 - Willingness to critically evaluate performance
 - It can be
 - Informal evaluation
 - By asking questions one or two students whom you know
 - Also by asking yourself a series of questions immediately after the lecture
 - How much time was taken to prepare this lecture?
 - Were the notes helpful?
 - Were the visual aids clear and easy to read?
 - What steps could be taken to improve preparation and presentation?
 - Did the questions stimulate discussion?
 - Were the purpose of the presentation achieved?

- How did the students react?
- Formal evaluation
 - Distribution of questionnaire to the class
 - Seek the services of a teaching
 - Record the presentation on video or audiotapes – self-evaluation
 - Peer evaluation

At the close of session/class thank to the students

Also remind them about their responsibilities and tasks for the future class

It is important to obtain the evaluation forms for the session if it has been provided