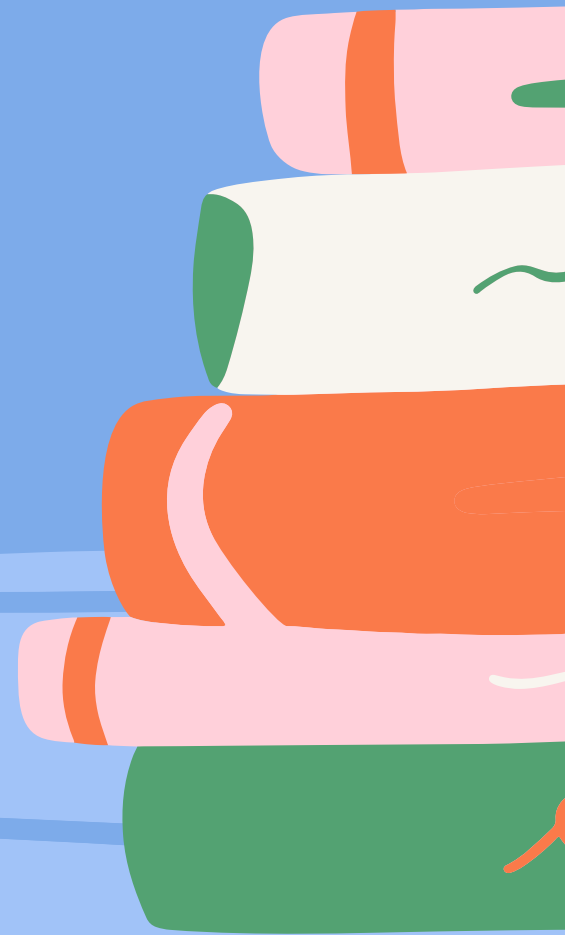


Small Group Discussions





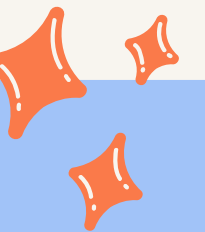
OBJECTIVES

By the end of this presentation, students should be able to:

- Give the definition of small group discussions (SGD);
- Explain the purpose of small group discussions;
- Discuss the roles of members in an SGD;
- Propose ways on how they carry out their own SGD;
- Create their own rubric/tool in assessing peers in an SGD.

THE COVID-19 HAS RESULTED IN THE WAY WE ALL LEARN.

Teaching and learning are carried out remotely, on digital platforms, and often asynchronously to offer flexibility and inclusiveness among learners.



ISOLATION

One of the unintended effects of distance learning.

The pandemic has forced us to be removed from normal social, physical, and educational interactions.

"Isolating" becomes the only way to stay physically safe and curb the spread of the virus.



COOPERATIVE LEARNING

A form of learning community.

Small groups (or "circles") may be considered a form of cooperative learning thought to counter the effects of isolation.

Members actively assist each other to ensure that the task is completed and the group's goal is obtained.

Members achieve cooperative learning by providing help and assistance with the task, sharing resources, and encouraging each other's efforts.

The ultimate goal is to promote socialization and learning in any context or topic, albeit virtually.



How do we conduct SGDs?

Communicate and collaborate at least every other day for a minimum of 30 minutes through any teleconferencing app of choice (google meet, zoom, discord, etc..)



The objectives of SGDs:

Promote a sharing and respectful attitude toward each other ;
Willingness to motivate each other;
Offer resolutions to challenges as they arise;
Give and receive help, share ideas, opinions, and information as a way to achieve goals;
Discuss some course updates and announcements.



The roles of the transcriber are to:



- 1. Discuss briefly what transpired in the SGD in terms of time and duration, via which mode, an overall description of the dynamics of the group (how did the group facilitate the discussions, set communication rules, achieve the objectives of SGDs, and other pertinent details);**
- 2. Report on the group's progress in achieving formative goals thru a graph or chart;**
- 3. Ensure that members of the group provide means of verifying improvements/progress (results of fitness trackers) as part of their complete plan;**

Sample schedule of small group discussions

SGD schedule	Aug 4	Aug 6	Aug 9	Aug 13	Aug 16
Duration and mode	Group members meet and update each other through synchronous and asynchronous modes respectively for at least 30 minutes				
Assign transcriber for the scheduled SGD	learner 1	learner 2	learner 3	learner 4	learner 5
Transcriber reports progress to faculty facilitator	Scheduled PE time with reporting of progress to last for about an hour thru zoom: August 5 August 7 August 10 August 14 August 17				



PEER EVALUATION

A means to assess learning in small groups.

Rubric for assessing peer (to be filled out by the group)

Guide question/s:

- 1) What standards do you set for your peers in your weekly circles?
- 2) What desirable qualities do you look for from your peers that will be helpful in your weekly circles?

Name of rater: _____

Name of ratee: _____

Criteria	1-1.25	1.5-1.75	2-2.25	2.5-3	5	Overall rating
(with corresponding proportion)	May be changed into descriptive forms instead of numerical.					

ANY THOUGHTS,
CONCERNS,
SUGGESTIONS,
QUESTIONS?



**HOW THEN
WOULD YOU
CARRY OUT
YOUR OWN SGD?**

