

# OSR Group Learning Survey, January 2016

## Introduction

This survey was designed to assess the different methods of implementation of group learning at OSR member institutions. Given the nationwide trend in utilizing group learning techniques for more effective medical education, this survey was released to gather best practices and patterns with regards to how group learning is actually incorporated into medical curricula. The survey asked where group learning is utilized in curricula, how group learning sessions are facilitated, what infrastructure is in place for group learning, and how group learning is assessed and reflected in student performance. Below is a summary of the results from the survey. If you have any questions about this survey, contact Anisha Ganguly at [Anisha.Ganguly@utsouthwestern.edu](mailto:Anisha.Ganguly@utsouthwestern.edu).

## Respondent Data

There were 43 survey respondents from 39 unique institutions. All respondents reported that their medical school includes some form of group learning. The represented institutions are listed here.

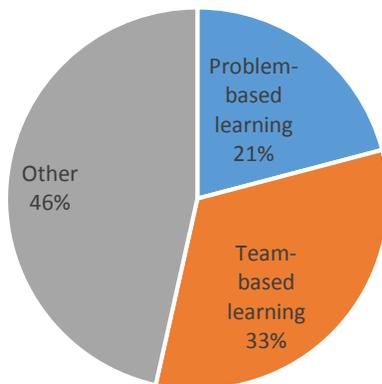
Central Michigan University	University of Rochester
Dartmouth College, Geisel	University of South Alabama
East Carolina University, Brody	University of Southern California, Keck
East Tennessee State, Quillen	University of Southern Florida, Morsani
Florida International University	University of Texas, San Antonio
Georgetown University	University of Texas, Southwestern
Johns Hopkins University	University of Washington
Mercer University	University of Wisconsin
Michigan State University	Vanderbilt University
New York University	Virginia Tech, Carilion
Saint Louis University School of Medicine	Washington University in St. Louis
Texas A&M University	Wayne State University
Tulane University	
University at Buffalo	
University of North Dakota	
University of Alabama	
University of Arizona	
University of Arkansas	
University of California, San Diego	
University of California, San Francisco	
University of Central Florida	
University of Chicago, Pritzker	
University of Colorado	
University of Louisville	
University of Minnesota	
University of Oklahoma	
University of Pittsburgh	

## Nature of Group Learning

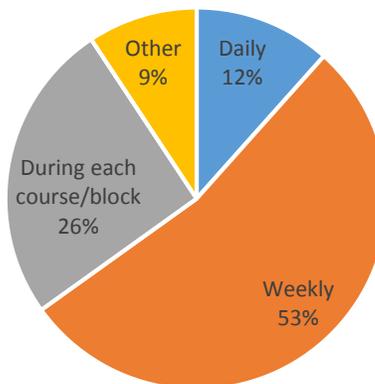
### Group Learning in Phases of Curricula



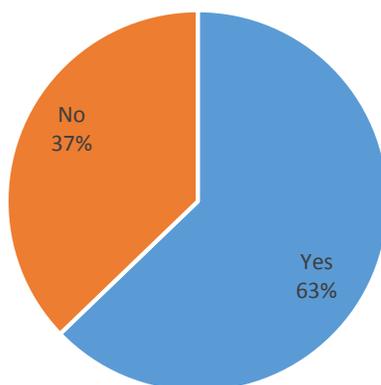
### Type of Group Learning Used



### Frequency of Group Learning Sessions

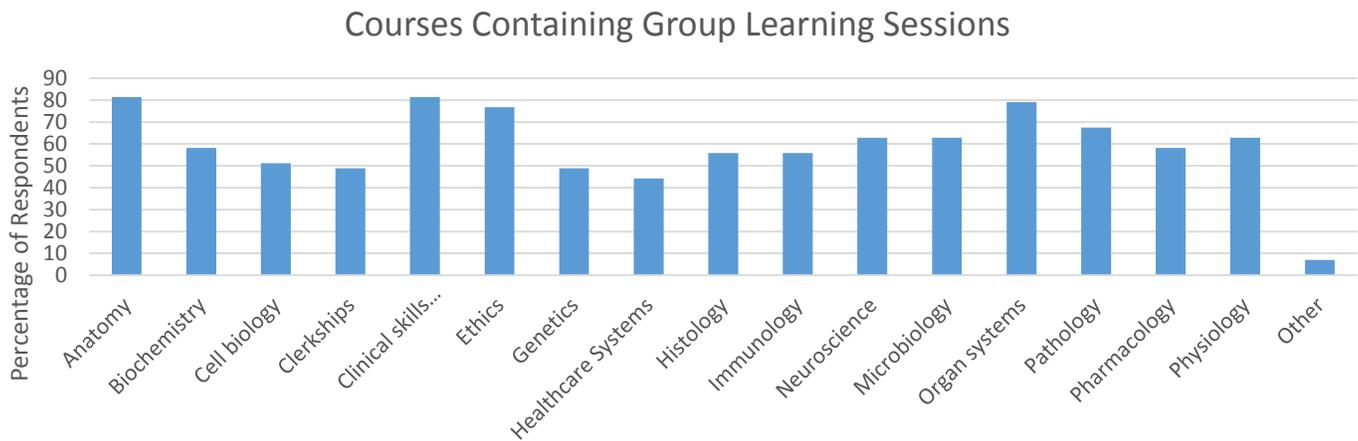


### Use of a Specialized Facility

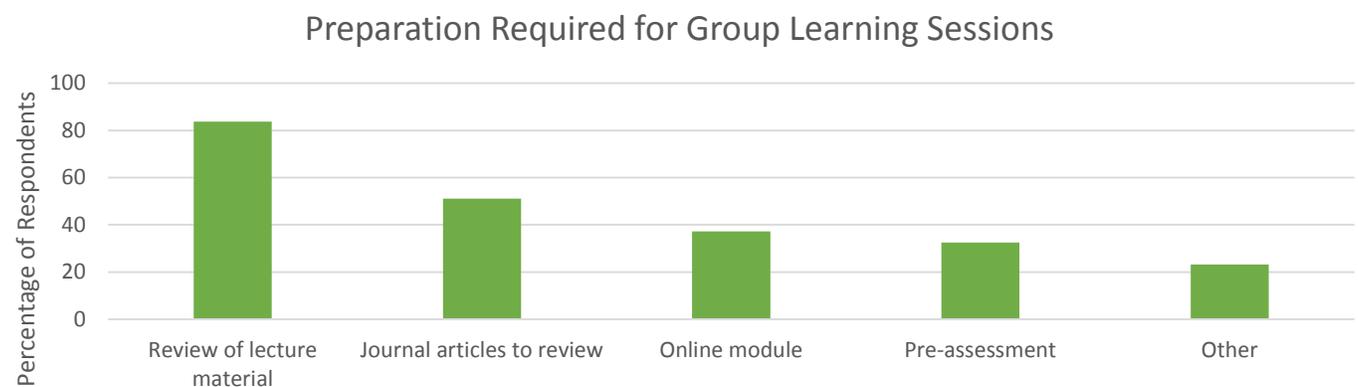
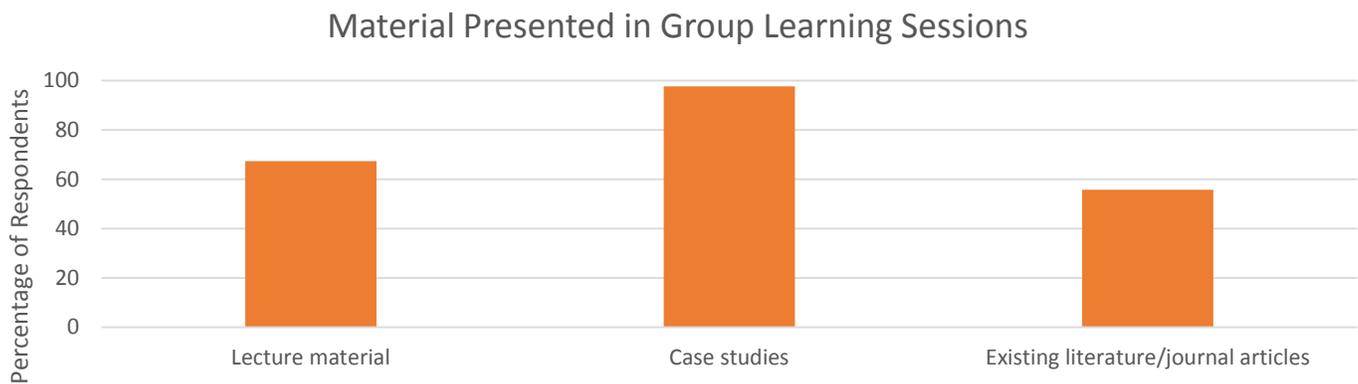


All respondents reported incorporation of group learning in their pre-clerkship curricula, and half reported group learning during the clerkship period. There was significant variation with regards to the method of group learning incorporated. The large “other” percentage consisted of respondents who reported combinations of problem-based learning and team-based learning. The majority of respondents reported weekly group learning sessions. The majority of respondents reported that their institution utilized a specialized facility for group learning.

## Group Learning Content

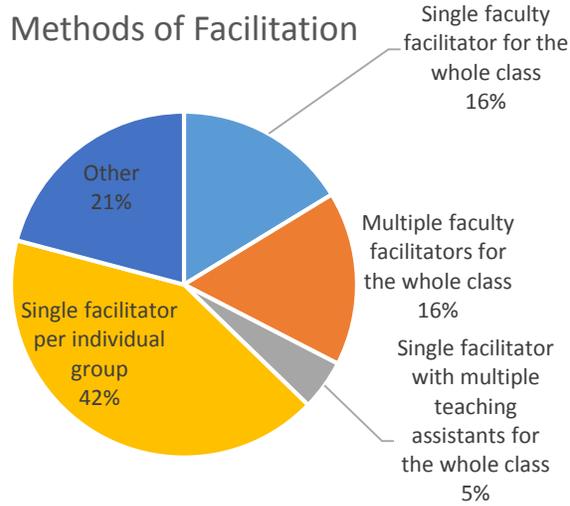


There were a wide variety of courses that were reported to include a group learning component. The courses that most commonly incorporated group learning were anatomy, clinical skills preparation, and organ systems. Courses that had less group learning reported were genetics and healthcare systems; however this may be attributed to those courses not being offered altogether rather than not being suited for group learning. The “other” responses included group learning incorporated in courses on population health, disaster response, and quality improvement.

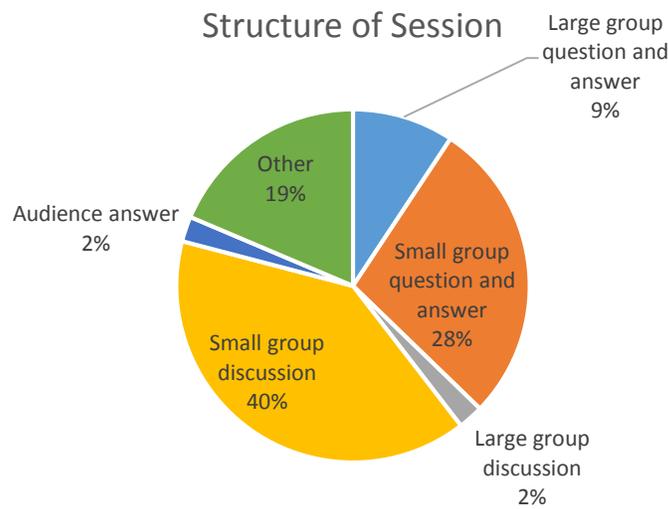


The majority of respondents reported that lecture material was the focus of group learning sessions, both with regards to the content of the session itself and the preparation required beforehand. More than half of respondents stated that journal articles were presented in group learning sessions and required as preparation. Nearly all respondents said that group learning sessions contained case studies. Of those responding “other” for preparation required, half stated that no preparation was required before group learning sessions.

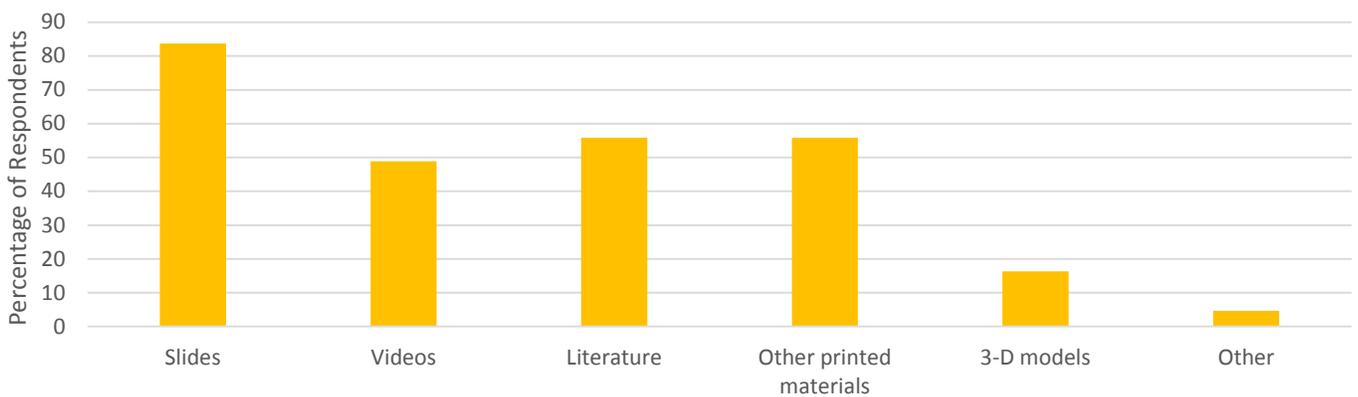
### Methods of Facilitation



### Structure of Session



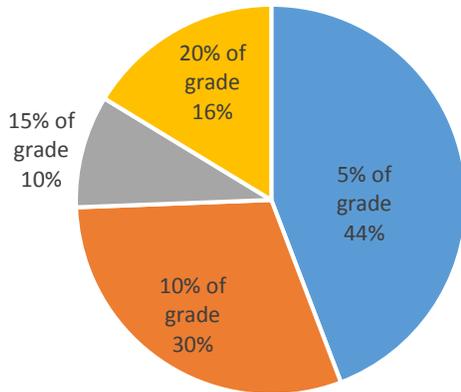
### Presentation Materials Used



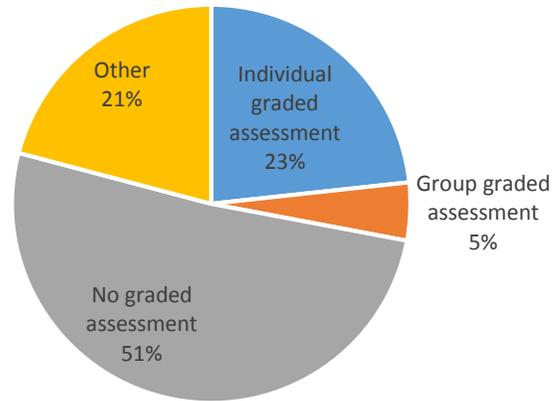
The majority of schools reported that group learning sessions embraced aspects of the small group learning model, both in facilitation and structure of the session: the majority of respondents reported using a single facilitator for each group and sessions emphasizing small group discussion and question and answer. Those reporting “other” for questions about facilitation and structure reported that their institutions used a combination of all options. Most respondents reported use of slides, with about half reporting use of videos, literature, and other printed sources.

# Group Learning Evaluation

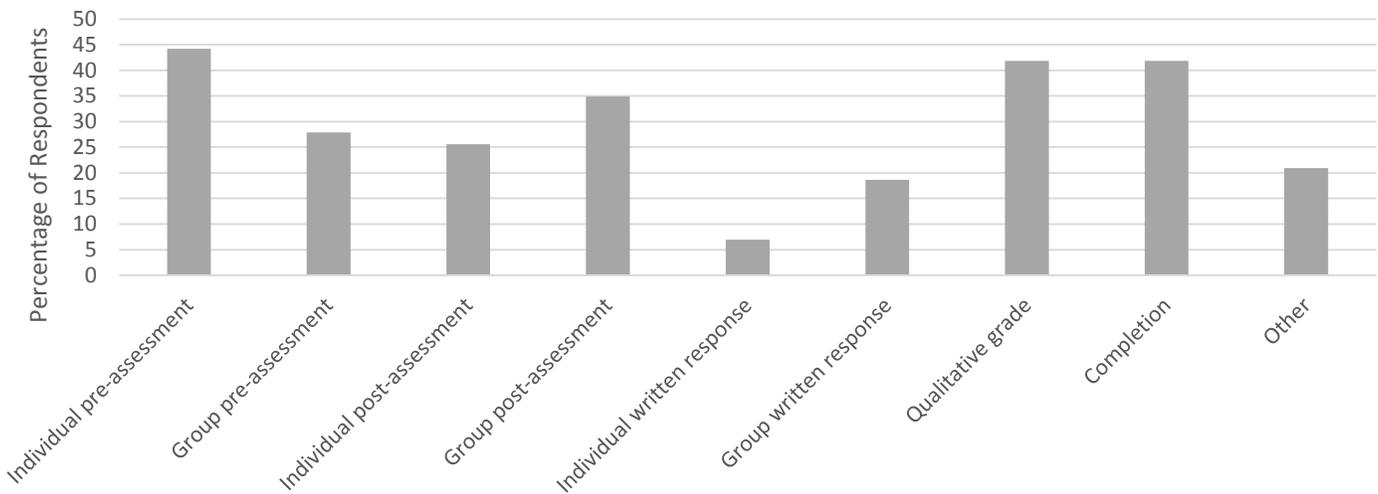
## Contribution to Overall Course Grade



## Assessment before Session



## Basis of Group Learning Grading



There was a wide variety of responses with regards to evaluation of student performance in group learning sessions. The majority of respondents reported that group learning made up 5-10% of their total course grade. More than half of respondents denied the use of graded assessments before a group learning session. There was little consensus with regards to how sessions were graded, indicating that grading varied from session to session even within institutions. The highest positive response rates for categories of grading were individual graded pre-assessments, qualitative grades based on participation, and completion.

## Qualitative Feedback

Included below are qualitative reflections of respondents with regards to group learning at their institutions.

“Essentially every part of the curriculum involves groups, except for the lectures. We have PBL sessions 3x weekly, we have inter-professional groups with nursing and PA students, we have groups with PhD students for the research portion of the curriculum, and we have medical student groups that we meet with for clinical science.” –Virginia Tech, Carilion

“We have both TBL and PBL sessions as part of the pre-clinical curriculum. TBL sessions are weekly and cover whatever material is relevant to the current block. PBL sessions are more case-based discussions intended to demonstrate management of a patient in a team setting.” –University of Louisville

“[There is] emphasis on variety of learning techniques, whether within small or large group settings. [Our sessions] try to cater to a variety of learning styles.” –University of Southern Florida, Morsani

“Team-based learning has been a valuable asset in our curriculum, as it helps integrate basic science material into clinical scenarios with an emphasis on actual clinical management.” –East Tennessee State, Quillen

“In general, our school makes use of group learning for the non-science courses (although some courses like Micro and Genetics do use group learning). We also have a Grand Rounds conference every semester where we are divided into small groups of M1/M2 (and then M3 and M4) and answer questions about a case, which is then presented in a large group format.” –Georgetown University

“We mainly have group, problem based learning that is student run. Students then generate topics and issues from the cases given and read the appropriate information in the readings list. There are a few lectures given each block as supplementary material (we are systems based), and additional lectures are added if students request them for a specific topic.” –Mercer University

*Survey conducted by Anisha Ganguly, UT Southwestern Medical School, Class of 2019*

*OSR Curriculum Innovation Student Interest Group*