

THE TEACHING-LEARNING PROCESS IN MEDICAL EDUCATION INVOLVES GROUP DYNAMICS AND TEAM BUILDING

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ABSTRACT

Gatherings of individuals always produce dynamics that are distinct from those of our regular dyadic interactions. Our impressions of other people's likeability and our understanding of the group's objective are influenced by the environment that each individual in the group produces. Groups create norms, and new members diligently absorb into the atmosphere and practices of their new group, much as we are socialized into wider social and cultural standards in our daily lives. In group settings, there is an increased need to fit in, and some groups take advantage of this pressure with both beneficial and detrimental outcomes. Lastly, when a group of people collaborate to complete a task or realize an objective, there is a greater chance of both constructive and harmful conflict. Group work is essential to the medical education process because it helps students become effective leaders, communicators, lifelong learners, professionals, and clinicians. Since medical students will remember the subject for the rest of their life if they learn these things independently, it is imperative that they do it in a better way these days. Teachers can facilitate group projects, but students should do the majority of the work. Prior to coming up with a solution and presenting it, the medical students must first identify the problem and then collaborate to discover a solution.

KEYWORDS: Group dynamics, Small group teaching, Medical students, Medical education.

INTRODUCTION

The term "group dynamics" describes how social cognitions and behaviours interact inside and between groups. Kurt Lewin, a social psychologist who founded the Group Dynamics Research Centre at the Massachusetts Institute of Technology in 1945, is credited with coining the phrase. However, from the beginning, its focus has been interdisciplinary, covering, among other fields, anthropology, psychology, and sociology. Evolutionary principles have been used more and more in this field of study to explain group dynamics. From an evolutionary standpoint, living in groups was an adaptive tactic that helped early humans survive and procreate more successfully (1-3).

The social brain theory was one of the driving forces behind the change. The average group size of a species is positively correlated with the size of its neocortex in relation to the rest of the brain, according to comparative studies with other primates and mammals. With a large neocortex and corresponding large

average group size (estimated to be approximately 150 persons based on brain data), humans rank highest. According to the social brain hypothesis, humans have evolved huge brains to maximize their ability to live in vast, complex social groupings, despite the significant metabolic costs associated with maintaining such a brain. Stated differently, a great deal of our basic emotional and cognitive abilities has probably been fine-tuned to address repeated adaptive challenges that early humans faced in social settings. Thus, identifying and analyzing particular adaptive group problems and the psychological architectures that have evolved to address those difficulties is the main goal of an evolutionary approach to group dynamics (4).

In the past forty years, small-group instruction has gained a commendable reputation in the field of medical education. It is widely regarded as a motivating tool that facilitates students' in-depth learning. The method of learning that happens when students collaborate in groups of eight to ten is known

as small group learning (5-6). Small-group instruction and learning sessions improve student engagement, knowledge retention, the ability of students to apply concepts to new problems, their critical thinking abilities, their capacity for teamwork, their capacity for self-directed learning, their communication skills, and their interactions with peers and teachers (7-8). It offers a platform for expressing ideas and promoting opinions. Higher standards are placed on graduates' capacity to interact with patients and at various scientific and academic floors. Students get the opportunity to monitor their own learning through small group discussions, giving them a taste of the teachers' independence and self-direction (9).

Characteristics of small group teaching: Reflection based on experience and deep learning, well-defined task orientation with attainable specific goals and objectives in a given time, and learners' active participation in the entire learning cycle are the most crucial features of small group instruction (5).

The advantages of small group teaching: Learning in small groups has numerous benefits for the student. They include encouraging self-direction and active learning, controlling and reflecting on learning activities, and developing self-regulation abilities that support lifelong learning. It fosters self-motivation, encourages problem-solving, tests hypotheses, deepens learning, and prepares students for higher-order tasks like synthesis, analysis, and evaluation. It encourages learning in an adult manner and the acceptance of individual accountability for one's own advancement. Transferable abilities are encouraged, including problem-solving, teamwork, leadership, organization, prioritization, and time management (10-11).

Small group teaching methods: A variety of small group teaching techniques are available, depending on the desired learning results. Various medical schools use these approaches in accordance with their curricula, available resources, and learning

environment. Tutorials, seminars, problem-based learning, bedside, and ward-based clinical education are some of the significant small-group techniques that are widely used in medical schools. This is a widely utilized method that involves the teacher creating stimulation questions for the group to work on before they discuss and present their findings. The basic ideas that guide the creation of small group instruction sessions should include the topic introduction, ground rules, task role and group maintenance, activity, briefing, and debriefing (12). It's crucial to comprehend and use Tuckman's group development model (13) in order to build small groups.

What is Group Dynamics?

- Group processes are generally referred to as group dynamics. Groups differ from a random collection of individuals due to the various dynamic processes that they produce as a result of their interactions and influences on one another.
- Norms, roles, relationships, development, the drive to fit in, social influence, and behavioral effects are all part of these processes.

What is Crowd, Group & Team?

Crowd: a group of individuals with a transient shared interest.

For example, a group of individuals enjoying a cricket match.

Group: a collective entity with aims and interests in common.

For example, teachers who attend a workshop on medical education constitute a group because of their shared interests.

Team: refers to a group of individuals having complimentary skills.

For example, the teachers leading the workshops on medical education are a team, with each member specializing in a specific field (Table 1).

Group	Team
Collection of individuals who work together to complete a task	Collection of individuals, with collective identity; joined together; to achieve a goal
Leader is the commander	Leader is the facilitator
The leader is apparent and will conduct the meeting.	The members have active participation in the discussions and eventual outcome
Leader distributes the job	Team members discuss among themselves and disburse the assignments
Members are independent; achieve goal individually	Members are interdependent; achieve goal collectively

Table 1: Group versus Team

What is a group?

A group of people, who collaborate to accomplish shared objectives, have regular connection, influence from one another, and share a common sentiment, shared objective interaction between one another Cohesion

Dynamics: What's the deal?

Positive energy is what we need.

Group Roles:

The group's evolution and direction are determined by these five fundamental roles.

1. Determining the Leader:

The "Boss" will be impacted by the group and will have faith and confidence in a specific group member.

Unidentified Leader:

- Unofficial leader of the group
- Do be of any rank or position within the "inner circle"
- Has the boss's ear
- Trusted
- Valuable opinion
- Clearinghouse for ideas
- How do you identify them?
- Make a contentious claim.
- Consult with several members to get feedback on ideas.

2. Comedian:

- Plays a secondary role in relieving tension within the group
- Maintains a lighthearted atmosphere
- Possesses an upbeat and cheerful personality

3. Counselor:

- The best legal mind on the job; offers free consultations on any legal issue.
- No legal education; property rights; traffic laws; divorce

4. Complaint

Unofficial Caretaker with Knowledge of Organization Policies; Offers Advice on: Union Contract; Rules and Regulations inside the Organization; Management Policies

5. Reject

- The role in the group dynamic that is MOST IMPORTANT

- Primary role in relieving tension;
- Able to tolerate abuse;
- Chaos ensues in the group in the absence of rejection.

6. Facilitators:

- Recognize and safeguard your rejection!
- Don't vent more than you can handle.
- Speak with the Reject; converse with the other group members; and make an effort to limit tension to what each person can handle.

Which five components make up group dynamics?

Having a rudimentary understanding of the stages that a typical team goes through to become a high-performing team is crucial while establishing a team. Knowing each stage enables leaders to better guide team members into the subsequent phases by understanding the motivations behind each member's behaviour during that stage (14-15).

1. Forming: The group comes together; members engage in formal interactions with one another; formalities are upheld; members are regarded as strangers and ground rules are established.

2. Storming: Members begin to express their emotions, but they still see themselves as individuals and not as a part of the group. Leader handles conflict and hostility.

3. Norming: Participants begin to sense their belonging to the group, they understand that they must work together to accomplish the goal, they begin to accept the opinions of others and respect for one another.

4. Performing: Participants operate in a transparent, trustworthy environment where hierarchy is completely irrelevant. They carry out their duties to accomplish the aim.

5. Adjourning: Participants celebrate their accomplishments and compliment one another on their contributions (Figure 1).

Teachers' Role

Teacher teams will gain knowledge on how to begin, what to anticipate from the school design and creation process, how to build high-functioning teams, and what actions and responsibilities to take into account when designing and managing their team and school by working through these five stages. (Figure 2)

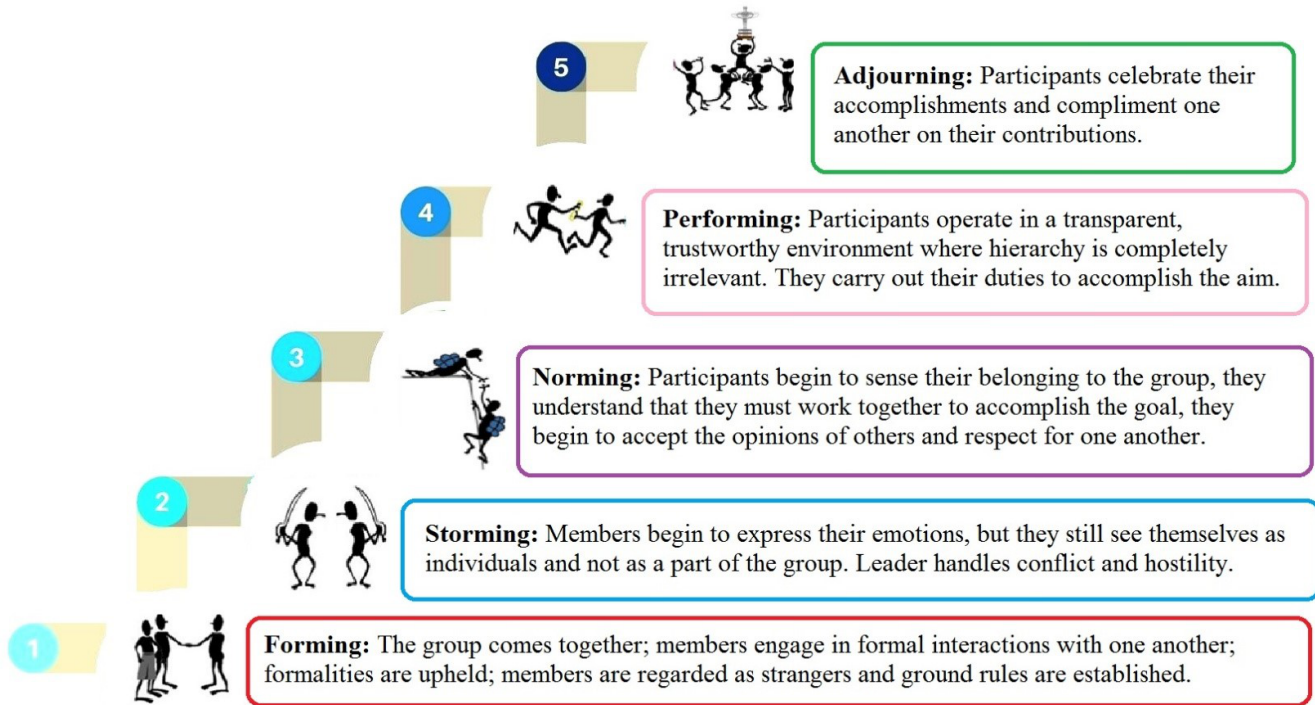


Fig.1: Five elements of Group Dynamics

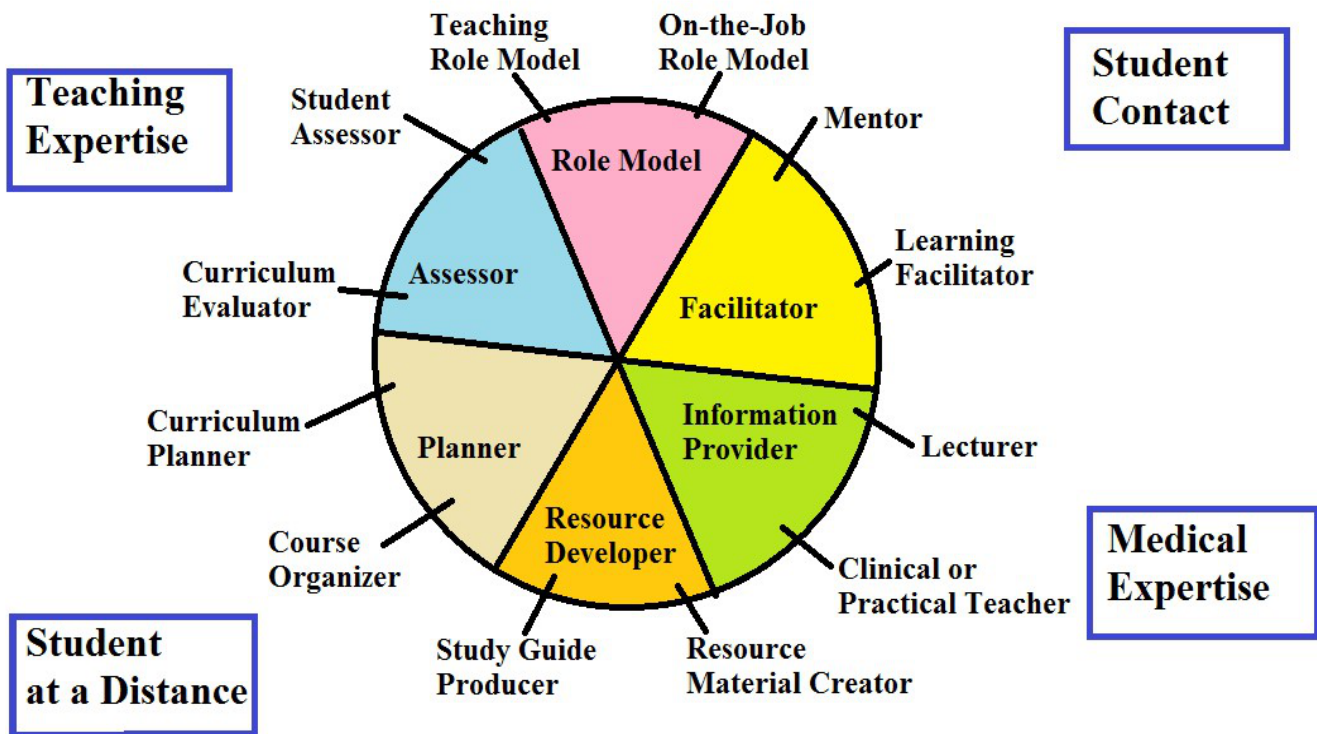


Fig.2: Role of Teacher

What roles does a group dynamic play?

The three functions that determine the productivity and effectiveness of a group are task functions, maintenance functions, and self-interest functions.

1. Task features

This is the main justification for starting an organization. To finish the assignment, they'll require personnel who can fill one or more of the following roles:

1. Starting by outlining duties or objectives, describing issues and offering methods for resolving them
2. Information gathering by insisting on details, looking for pertinent data, and putting out calls for recommendations or concepts;
3. Information sharing by outlining the facts, providing details, expressing opinions, and making recommendations or ideas;
4. Providing examples, suggesting alternatives, and assessing and clarifying input are ways to clarify ideas.
5. Providing closure by reiteration, summarization, and solution-giving;
6. Testing for consensus by looking for agreements and launching "trial balloons".

2. Sustaining Actions: Every group needs social and emotional support to function well. Leading the charge in providing this support will be a few organisation members, who will include:

1. Encouraging: by valuing other participants and responding favourably to their efforts
2. Strengthening bonds within the group by sharing feelings, expressing group sentiments, and observing relationships and moods.
3. Harmonising: by settling disputes and easing tension within the group; 4. Compromise: by acknowledging mistakes and seeking out solutions;
4. Acting as a gatekeeper: by making an effort to maintain open lines of communication, encouraging others to participate, and offering guidelines for discussion sharing
5. Setting Standards: by informing participants of responsibilities, standards, and regulations within the group.

3. Self-serving Conduct: Some members exhibit a third function that generally detracts from the group's performance and impacts task achievement at the group's expense. The following behaviours are indicative of self-interested behaviour:

1. Being domineering and controlling: by acting disrespectfully towards others, interrupting them, not paying attention, and rephrasing their proposals;
2. Blocking: putting an end to a train of thought and shifting the subject back to their own interests or away from the point of view;
3. Manipulating: by offering biased information or a single viewpoint intended to influence a decision in line with their viewpoint;
4. Defamatory: using insulting remarks, mocking the opinions of others, or making light of a fellow member's contribution;
5. Splitting hairs: by being picky, looking for little details that cause a problem to take longer to solve, or disparaging the opinions of others.

What role does group dynamics play?

The first indication of group dynamics is when members of a group can have an impact on one another's perspectives. Members of a group are always impacted by how other members engage with them. If one were to believe that a group led by a strong individual always outperforms a group led by a weak individual.

Every group has the potential to produce synergy, which means that if its members have a positive outlook, their productivity will always exceed two times that of the group. Consequently, group dynamics also leads to members' job happiness.

Members of the group can also be inspired to work together by the group. Group dynamics also affects members' attitudes, perceptions, and ideas. For instance, with the facilitator's assistance, negative thinkers may often persuade positive thinkers.

Additionally, production can be maximized through cooperation and convergence if the group functions as a cohesive one. Moreover, group dynamics might lessen worker dissatisfaction. Finally, because of the members' strong emotional bonds, it lowers labour turnover. (16)

Which kinds of group dynamics exist?

You can form a variety of teams in your place of employment. The type you select must be entirely based on the outcomes the team needs to achieve.

1. Formal and informal team

These teams are often made up of a few small employees who join together to work on a certain task or goal. These official teams are purposefully appointed by organizations to handle organized and resourced tasks, such as addressing a crucial and

particular requirement or aim. On the other hand, informal teams are typically made up of loosely connected individuals who get together for a short-term, less important goal.

2. Committees

Committees are primarily set up to handle important ongoing activities or functions inside an organization. The membership of these committees is frequently determined by the official position held by each member, as is the case with committees within boards of directors.

3. Teams that solve problems

The organization forms these teams in order to handle specific critical issues. Here, their main objective is to deliver a written report to the organization, possibly with suggestions for resolving any issues. Here, it frequently consists of both individuals who are able to address the issue and others who observe and/or experience it.

Self-managed and self-directed groups:

These kinds of teams play a major role in the following situations:

1. Group dynamics in a team working on a particularly complex task in a setting that is changing quickly.
2. Here, the members' strong ownership and participation are crucial and should not be overlooked.

These kinds of teams give members excellent control over how the team as a whole produces its intended outcomes. Depending on the team's current task progress stage, the leader's function within the team may alter during team activities. (17)

Roles of a Positive Team Member

The following are examples of positive team member roles and behaviours that support mutual respect, cooperation, and trustworthiness and enable a team to work effectively and efficiently:

1. Motivating others – enlisting the help of others to participate.
2. Reducing anxiety by suggesting stress-relieving activities and using humour where necessary.
3. Demonstrating empathy by getting to know people and finding out how they feel about the team and their roles
4. Resolving interpersonal conflicts - hearing the concerns raised by the group and the members' suggestions for solutions.
5. Actively listening to team members and ensuring they feel needed, appreciated, and required to contribute.

Roles of a Negative Team Member

The following are examples of unfavourable roles and behaviours that prevent a team from working successfully and efficiently by discouraging involvement, trust, and cooperation:

1. Blocking: expressing disagreement with every suggestion made.
2. Controlling: making demands, criticising others, and attempting to exert authority over the team.
3. Playing — diverting the team with jokes and puns that waste time and inhibit concentrated debate.
4. Rambling: speaking at every chance and constantly interjecting into what others have to say.
5. Withdrawing: avoiding conversations, not contributing or sharing, missing gatherings.

Techniques for fostering relationships and handling conflict

1. Effectively and empathically communicate;
2. Clearly define objectives and goals for group work;
3. Proactively solicit input from other members of the group;
4. Promote candid, open communication that upholds respect for one another and clarifies any misunderstandings.

Fostering effective group discussions

When the purpose of the group discussion is clear and includes one or more of these three components, it works well:

1. An issue to be discussed
2. A problem to be solved
3. A decision to be taken.

FISHBOWL TECHNIQUE:

- The other pupils watch a subgroup of students (in the “fishbowl”).
- Students are asked to role-play, debate, or present a case to the other students in the bowl.
- After that, the students who are watching are asked to provide comments, summarize the conversation, or switch roles.

Set Induction:

Introduce the concept that people works in groups and teams. Learning about how people behave in groups is best done by observation. To make them interact they have to undertake a group task which would be a game

Ask students if anybody owns a pet. Do they observe at the pet, talk them and if they react, (students will say that dogs and cats respond.)

Does anybody have an aquarium?, Do they observe them?. Do fish behave differently?. Show and image of aquarium at this stage?.

Ask the question, When are fish most active. (The correct answer may be when they are given food).

Therefore to observe how people behave in groups we will play a game called Fish Bowl. The “food” would be an activity. We will observe what the fish do.

INTRODUCTION TO FISH BOWL – INSTRUCTIONS TO FISH BOWL GAME:

- Objectives of game is one group (fish) will do activity other group (bowl) will observe. One Bowl will observe one fish
- Participants divided into 4 groups ABCD. A&C are fish B&D are bowl
- During activity B1 will observe A1 , B2 will observe A2 and so on. Observe with help of the checklist
- Activity will be for 10 mins. Instructions are in the handout
- After Group A finishes group C will perform and D will observe
- In the plenary address person observed as fish not by name.

PROCEDURE

The group activity for the first group (A) and the second group (C) is and the observer checklist is given in this document.

You have to divide the participants into four groups prior to the session A,B,C,D with 8 to 20 depends on the strength of the students each Members of Group a should be paired with group B and those of C with D> There will be two rounds of game.

The participants will play the role of Fish and Bowl. When A and C are the Fish (activity group) B D would be the bowl (Observer Group). The bowl members would observe the fish. Later in the plenary they are to address only as “my fish” and not by name.

Group Activity A: There will be two group activities. Group A will discuss the activity in Annexure 1. While they are discussing the corresponding pair member in group B will observe the “fish” using the observation checklist and note what the “fish” did. Groups C and D could also observe the activity. (Fig. 3)

When done in a physical class room the group A will sit in an inner circle. Group B will be in an outer circle with the observer sitting opposite to the fish. This is not possible online. Hence the 8-20 students who are in group A will be pinned by the host. As the session

moderator you would be made the co host and you could also control the pinning.

Alternate strategy would be to have two breakout rooms and have two parallel activities.

Group Activity B: After the first round is over Group C will do the Group work in Annexure 2. Group D will be the observer during this activity.

Group C members have now to be pinned. Group D will observe.

Plenary: Group Characteristics and factors that help achieve group goals.

Elicitation: ask students of group A and C if they completed the task, the reasons for achieving the task. Use the white board to list these points an title them as group characteristics. (See section II Characteristic of effective groups in the resources. Modify suitably)

Group problem solving or decision making: Presentation by the students.

Group Facilitating, Hindering and Smoothing factors: Elicitation- Ask each of the Bowl students to tell what their fish did in one or couple of words. e.g.: Initiated discussion, Kept time, recorded. Presented etc. one of two strategies could be used,

Strategy 1: Elicitation and moderator will write the points on white board arranging them under the headings facilitating, hindering, smoothing. The headings will be given after organizing the points.

Strategy 2. Ask participants to write the points on the white board. Moderator will then arrange them under headings.

Group decision making process, Group Roles, Stages of Group development, Requirements for a group work – 3 essential requirements. Students need to present the solution of the problem of the group.

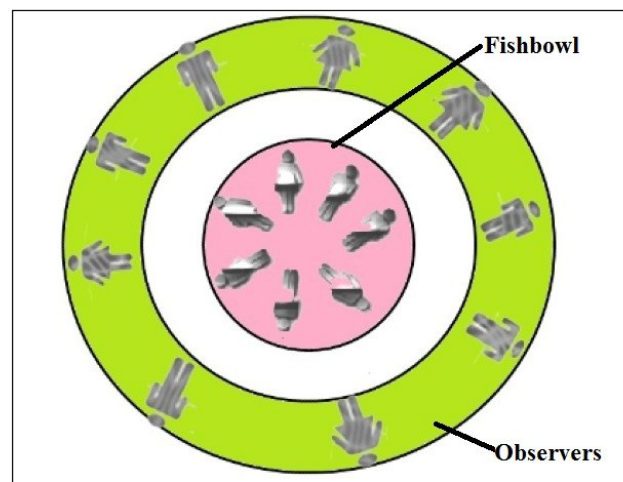


Fig. 3: Fishbowl technique

SNOWBALLING

- One method for solving problems in groups is snowballing. It operates by giving students a set of increasingly difficult and complex challenges to solve one after the other. When solving difficult problems that need solving smaller subproblems one after the other in order to answer the overall problem, this method works well.
- Individuals, then couples, then fours, and so on, to gradually produce broader perspectives on a subject.
- The facilitator successfully expands the working group's membership and attracts a wider variety of perspectives.

What is it?

The snowball battle method aims to stimulate critical thinking, prediction, justification, and summarization. Teachers are able to modify the technique to suit their needs.

First, assign students to write on a sheet of paper the response to a moving content-related inquiry. The pupil subsequently balls up their paper into a "snowball". Students then toss their "snowball" across the room to retrieve a non-personal snowball. After that, the students open the "snowball" and react in some way to its contents. At last, you might pose the next query, after which the pupils can repeat the process by writing the subsequent response on the paper they currently possess.

Tell a story

1. A sheet with a different picture on it is given to each student.
2. They are instructed to look at the picture on their sheet and start the story with just one sentence on their page.
3. The student is instructed to tear up their sheet and toss it to the front of the classroom after finishing their phrase.
4. After that, the pupil will turn to a fresh page and resume the new story.

Talk About a Subject

1. Assign readings to the class, watching videos, etc.
2. Give the pupils some time to collect their own ideas on the subject, and then ask them to discuss them with the individual seated across from them.
3. Ask the kids to share with another pair of classmates after a short while.
4. Permit this to go on until the class as a whole is having a discussion. (Fig. 4-5)



Fig.4: Snow balling

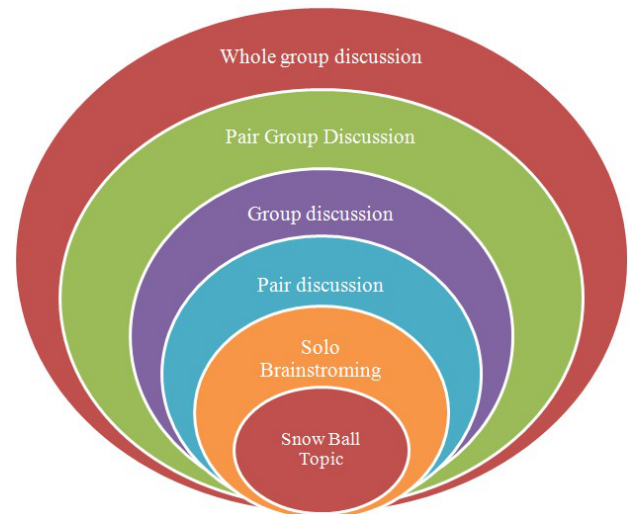


Fig.5: Snowballing technique

Facilitators' Role: Dos and Don'ts

It can be difficult to tell which teaching techniques would work best for you and your pupils as a novice teacher. There are strategies that can improve your relationship with them, and there are other tactics that can cause disruptions to your regular schedule.

Why is it crucial to understand the dos and don'ts of teaching?

Understanding the dos and don'ts of teaching can help you be ready for a successful college year. Acquiring knowledge of the dos and don'ts of teaching can provide you with practical techniques to enhance your

teaching, build rapport with your students, and enhance their classroom behaviour. Furthermore, understanding the dos and don'ts in this position might help you learn better options for the classroom by teaching you what not to do.

10 do's of teaching

1. Pay attention to other educators.

If you have time, observe how a different instructor interacts with their pupils for an hour in their classroom. Make a note of the effective classroom management techniques they employ so you can implement a similar approach with your own pupils. On the other hand, you may observe techniques they employ with their pupils that don't seem to be particularly beneficial, and this might offer them valuable advice on how to enhance their management.

2. Make sure to vary your teaching strategies.

Since every student learns differently, it can be beneficial to employ a variety of teaching strategies with some of them. This can involve teaching the same content in different ways, such as one-on-one conversations, small-group courses, and direct instruction. Depending on the students' learning level, this could also entail teaching the same material but assigning worksheets and exams with different levels of difficulty.

3. Enroll in classes for professional growth

Teachers can continue their education and gain industry-specific skills and understanding about pertinent teaching practices through professional development. There are several ways to take classes: you can learn through in-person instruction, online instruction, or by observing other teachers as they work with their students. To maintain their teaching licences, teachers must complete a specified number of hours of professional development, according to many school systems. While some schools make the decision on which classes to assign to their teachers, others let them pick subjects based on their preferences.

4. Offer chances for student-centered learning.

- Giving students the freedom to select what and how they learn is known as student-centered learning. This approach encourages students to become more engaged, independent, and empowered by giving them the freedom to learn in a way that best suits them. Among the student-centered tactics are:

5. Choice boards: Students can choose from a variety of activities on choice boards to show that they grasp a concept.

- **Project-based learning:** In this method, students select a project topic based on what they have

learned in class, and they then work on the project for several class periods. The educator's job is to act as a facilitator and provide assistance when needed, as this technique depends on student creativity and teamwork.

- **Centres:** Using centres, teachers allow students to work on a variety of tasks while touring the classroom; each centre focuses on a new idea that the students have previously learned.

6. Assign roles to students while they work in groups.

- Give each student a role when they are working in small groups to help them collaborate more effectively. Everyone takes on responsibility as a result, increasing the likelihood that they will hold themselves accountable.
- Typical roles include the following:
 - **Facilitator:** The facilitator serves as the group's designated captain, ensuring that the goal is accomplished.
 - **Writer:** The writer records the group's comments in writing or by taking notes.
 - **Timekeeper:** This person keeps track of the group's finishing time.
 - **Presenter:** The presenter's role is to represent the group whenever the group is required to deliver its findings to the class.

7. Do set guidelines in advance

It's best to have your rules established before the pupils enter the room. Setting a strict tone for the school year can be accomplished on the first day of classes by outlining your expectations and standards. Consider letting your older pupils select the rules as a class if you'd like them to have more say. Students can vote on the rules they believe should be implemented in the classroom after working in groups to develop their own rules.

8. Set an example of the conduct you want your students to exhibit.

Modeling the behavior you desire from pupils is one of the simplest methods to get them to follow directions and behave the way you want. They may need to model for a few days or weeks before it becomes second nature to them, but if you are persistent in your attempts, they have a better chance of succeeding.

For example, it's critical that you treat your learners with respect if you want them to do the same for you and each other. Likewise, you can demonstrate to them exactly how to raise their hands prior to posing a query.

8. Do you and your students create goals?

Teach students how to make objectives for themselves at the start of the school year. You can begin by setting a short-term objective, such as improving their running speed in gym class or receiving a "A" on an impending test. Once students are comfortable setting and achieving goals, they can start setting longer-term objectives, like finishing your class with a particular grade for the entire semester. To help them choose a goal that is precise, measurable, achievable, relevant, and time-based, think about introducing SMART objectives.

9. Try to maintain consistency.

When it comes to guidelines, standards, sanctions, and any other promises you make to your pupils, try to be consistent. For instance, be sure to follow through on your promise to phone their parents after you give them three verbal warnings in class so they know they can rely on you to keep your word. Maintaining consistency in the classroom is crucial for efficient management and can foster stronger relationships between you and your pupils.

10. Employ nonverbal clues.

Building trust with your kids can be accomplished through the use of nonverbal cues. For instance, if a student is not paying attention during a session, you can tell them to stop by making eye contact with them instead of yelling their name in front of the class. They often cease acting rudely once you look them in the eye.

Additional nonverbal clues include:

Posture: Strive to maintain a straight posture to project confidence and control.

Grin: Show a smile to your kids as they enter the room each day. They'll probably pick up on your optimism and cheerful disposition and behave better in class as a result.

Hands: Turning your hands to face your pupils during a conversation can indicate that you're more attentive to what they have to say.

7 don'ts of teaching**1. Don't come unprepared for class**

It's critical to arrive at class ready each day. Students are more likely to have too much excess time if you don't have the lesson planned or don't print the necessary materials. They may use that time for disruptive or off-task behaviours like using their phones. If you schedule your classes in advance, you can arrive at class each day prepared. This enables you to get ready with the appropriate materials and be well-prepared for class each day.

2. Don't limit your attention to teacher-centered education

When a teacher gives a lesson directly to the class, teacher-centered learning takes place. The pupils only listen and sometimes take notes. Although this method of instruction can help teachers better control and focus their students, it doesn't provide them much opportunity to think creatively or work in groups. It may grow boring and make children lose interest in the lessons being taught.

Try including more interesting, student-centered activities into your lesson plans to change up the way you teach. This makes the content more engaging and allows them to engage with one another.

3. Don't sit down while you have a class in the room

It might not be a good idea to sit down for an extended amount of time when you have pupils in the classroom. Some kids may go off topic or interfere with other pupils' activities in the classroom. Make sure pupils are aware that you are watching them by walking around the entire classroom often to prevent this. Students can be encouraged to finish their work and disruptive behaviour can be reduced by keeping an eye on them.

4. Don't evaluate pupils based solely on how they behaved during the first week.

Many kids are still getting used to their new professors at the start of the year and are unsure of how to behave in class. During the first week of class, some students may misbehave, and you may conclude from this that they are not good students. It can be difficult to have a good relationship with someone who you judge too soon, and they might keep acting badly.

Try to maintain objectivity as everyone gets used to the new school year to avoid this. Give everyone a chance to acquaint themselves with one another. Show some friendliness towards the students you are unsure of, as they are frequently apprehensive about you as well because you are new to them. Sometimes all it takes to get them to act well and change their attitude is to be pleasant to them.

5. Don't depend too much on administrators

It's critical that students recognise your authority as the teacher in the classroom. Your authority is diminished if the majority of the disciplinary actions in your class are handled by administrators. It's preferable to manage situations on your own whenever possible, even though calling administrators for assistance can be handy and occasionally required. If you go over penalties with your kids at the start of the year and follow through on them, you might not require the administration's help as much.

6. Don't shout at students

Sometimes it's hard to keep your temper in check because of a student's bad behaviour. When you yell at someone because you're angry with them, it may cause them to behave worse in the future and damage your reputation as a teacher. Take a moment to gather yourself when you are feeling furious with a pupil and want to yell at them. Take a few deep breaths outside the classroom or bring the offending student outside so

regulate volume, how can the activity be moderated?

Establish unambiguous rules for polite, professional behaviour amongst and among students to foster inclusivity and respect for individual diversity.

Engage students in conversation about their prior group work experiences and let them set some guidelines for productive teamwork. Note cards can be an effective way to have this conversation in private (20) (Table 2).

Sr. No.	Investigations	Teacher's Role	Students Role
1.	Class determined sub-topics and organizes into research groups	Leader of exploratory discussions that determine sub-topics; facilitators of awareness of interesting aspect of the general topic	Generate questions of interest; sort them into categories; join research group of choice.
2.	Groups plan their investigation: what they will study and how they will go about it.	Helps groups formulate their plan; helps maintain co-operative group norms; helps find resources	Plan what to study; choose resources; assign roles and divide the study task among themselves.
3.	Groups carry out the investigation	Helps with study skills; continue to help maintain cooperative norms	Seek answers to their questions; locate formation Form a variety of sources; integrate and summarize their findings
4.	Groups plan their presentations	Organizes plans for presentations and coordinates them with the steering committee	Determine main idea of their findings; plan how to transmit it to the class
5.	Groups make their presentations	Coordinates presentations; conducts discussion of feedback	Presenters give feedback to classmates about their presentations
6.	Teacher and students evaluate Groups investigation individually in groups and class wise.	Evaluates learning of new information, higher level thinking and cooperative behavior	Refine awareness of performances as investigators and as group members.

Table 2: Roles of Teachers and Students in Group Dynamics

you can talk to them one-on-one about the problem.

7. Don't give students unjust treatment

It can be difficult not to treat some students differently than others based on their behaviour in class after you get to know them better. Although teachers may give preference to their more gregarious or inquisitive students, it's crucial to show the same respect and care to each and every one of them. If you give a rowdy student the same consideration as you do, they may behave differently in your class as a result of your patience and readiness to assist them (18-19).

Getting Ready for Collaborative Work

Give much thought to the actual arrangement of pupils in groups. Will it be simple for pupils to create groups and feel at ease with one another? Consider how your classroom's design will affect volume as well. Can students clearly hear each other out? In order to

CONCLUSION

Explain the stages of group development, the important roles that members play in a workgroup, what makes a workgroup successful, and the differences between groups and teams. List the prerequisites for a group activity, explain how to solve problems and make decisions in groups, and identify a few possible issues with group work and how to avoid them. Apply group dynamics principles in educational settings. The game "Fish Bowl" is used to discuss group dynamics; participants assume the roles of an activity group (fish) and an observer group (bowl), and the principles of group activity and participant roles are elicited based on the group activity. Because it enables students to develop into successful communicators, leaders, professionals, lifelong learners, and clinicians, group work is crucial to the medical education process. It is essential that medical students learn these things in a

better method these days since if they study them independently, they will remember the subject for the rest of their lives. While they can help, teachers should not take on the majority of the work in group assignments. The medical students must first identify the issue and then work together to find a solution before developing and presenting it.

Giving each part of the snowballing exercise enough time is crucial because it allows students to thoroughly examine the literature and develop into learners who can question the evidence base on their own to determine the answers to the questions, thereby fostering the development of critical thinking skills in them.

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