

Dynamics of Group Learning in Childbirth Education

Objectives:

- List five sequential steps in group development
- Identify ways to enhance group learning

I. Group Research

- a. Positive connection among class members facilitates learning
- b. Development is sequential - from learning relying totally on educator to learners collaborating
- c. Cohesive productive groups have specific characteristics
 1. Each learner contributes to and receives from the group
 2. Differing views are accepted and respected
 3. Learners express mutual pride in accomplishments

II. Educator's Responsibilities

- a. Offer acceptance and security
- b. Provide initial introductions, information, philosophy
 1. Warmly welcome and accept each learner
 2. Respect individual needs and preferences
 3. Trust learners to make own best choices
- c. Serve as nonjudgmental facilitator
- d. Intervene when group process is disrupted

III. Educator Strategies

- a. Arrange seating conducive to group interaction
- b. Facilitate name learning and use
- c. Ask open ended questions that elicit responses
- d. Actively listen to each class member
- e. Use humor; laughing together unites groups

IV. Offer a variety of group activities that enhance learning

- a. Ice breakers
 - b. Dyads
 - c. Small groups
 - d. Gender groups
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Define Dynamic:

A Dynamic class has these four I's

1. _____
2. _____
3. _____
4. _____

These lead to 5. _____

Group research shows positive connections facilitate learning

Icebreakers

- Bingo
- What do you share in common
- A to Z discomforts

What information would you solicit during introductions?

Introductions are a simple way to break the ice. Usually someone will always volunteer to begin. The time set aside for introductions allows people to have their moment for self disclosure. It allows instructor and participants to informally get to know the personality of the group.