# DIFFERENCES THAT MAKE THE DIFFERENCE: GROUPWORK

Oxford Centre for Staff and Learning Development

1. Ensure students have clear rationale set for group work. For example, how it will work towards the learning outcomes as well as transferable skills employability agenda.

2. Allocate students into diverse groups rather than self-allocated friendship groups, to create opportunities for the cohort to get to know each other and to have opportunities to hear a variety of different experiences and perspectives.

3. Allow groups to assign roles within the group e.g. notetaker, chair, timekeeper so all members have a responsibility.

4. Expect all groups to upload documents to a shared space on Moodle to monitor progress.

5. When assessing consider, where appropriate, self and peer assessment and reflections.
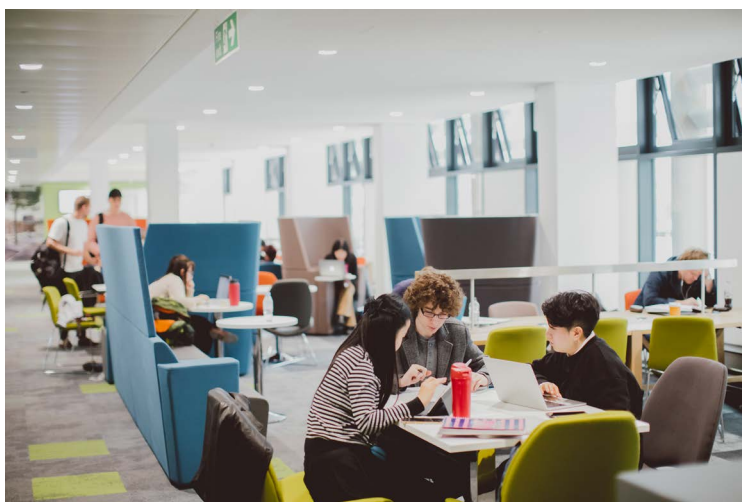
FOR FURTHER INFORMATION:

- The Equality Act 2010: **www.ecu.ac.uk/guidance-resources/equality-legislation**
- Inclusive Learning and Teaching: **www.brookes.ac.uk/staff/academic/inclusion**
- Digital Capabilities **www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc**