

**Community of Inclusive Practice**Hallam Guild - **Themed Week** - 24th June - 28th June 2019

**Inclusive Group work**  
**Helen Kay and Marissa Hill**This workshop allowed delegates an opportunity to discuss some of the challenges of group work and an exploration of ideas for to support access and participation to enhance a sense of belonging and community. Here are some of the discussion points and suggested next steps:

Group Teaching and Learning  
Helen Kay has created a resource called [group teaching and learning](https://blogs.shu.ac.uk/groupteaching/), which provides information, guidance and resources for both staff and students at Hallam. We'd love to have your feedback on the existing content and ideas to develop new content and share best practice.

We are currently working on a project to join up all group work content across all [teaching and assessment essentials](https://blogs.shu.ac.uk/teaching/?doing_wp_cron=1561983954.2982540130615234375000) sites - for more details please contact [teachingessentials@shu.ac.uk](mailto:teachingessentials@shu.ac.uk)

The Skills Centre  
Nick Russell  
Have a range of generic [group work resources](https://blogs.shu.ac.uk/skillscentre/group-work/?doing_wp_cron=1561983838.0522749423980712890625) which can provide a start to understanding and delivering group work activities for both students and staff

**Next steps** - add to and share existing resources under [Teaching and Assessment Essentials](https://blogs.shu.ac.uk/teaching/?doing_wp_cron=1561983954.2982540130615234375000)

Learning Contracts  
Liz Escadale  
Are currently undertaking a project to review how Learning Contracts are created for the individual student and to links to a wide range of guidance and information for both students and staff. They are expecting to roll-out the new style Learning Contracts wef September 2019.

**Next steps** - add to and share existing resources under [Teaching and Assessment Essentials](https://blogs.shu.ac.uk/teaching/?doing_wp_cron=1561983954.2982540130615234375000)

Communicate to staff networks:

* + Course Leaders
  + Module Leaders
  + Student Administration support staff

Using Technology to facilitate group work

[**The Assistive Technology Service**](https://blogs.shu.ac.uk/skillscentre/assistive-technology/?doing_wp_cron=1561984108.8542959690093994140625)which includes [AppsAnywhere](https://appsanywhere.shu.ac.uk/) and [Mindview](https://www.youtube.com/watch?v=11E4-LrcURw&t=20s)

[**Google Apps**](http://go.shu.ac.uk/google) - facility to share 1 document for group contributions

[**Socretive App**](https://socrative.com/) which includes Interactive analytic skills

[**Trello**](https://trello.com/en-GB) **Boards**

**Blackboard** - take a look at the [TEL Help site](https://blogs.shu.ac.uk/shutel/?doing_wp_cron=1561984773.2386920452117919921875) for group work guidance

**ACTIVITY** - thoughts on group work?

The delegates discussed the positive and negative aspects to group work and assessment and gave some ideas on how to integrate into teaching and learning:

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| **Challenges** | **Ideas and suggestions** |
| Handling difficult conversations Challenging assumptions from the students | Writing inclusive group work guidelines Being made available on Blackboard beforehand |
| English as a second language Understanding regional dialects | Supporting peer mentors in group work |
| How to support deaf students in group work: Consider anxiety and wellbeing issues | Small group activities in formative assessment (not summative) |
| Expectations of behaviour based on: Different cultures Age group dynamics Structure of social groups | Teaching and Learning Active learning approach Peer learning - ideas and conversations |
| Making assumptions | Feeding back facilitation |
| How to engage students at different levels More at L4 then phase out by L6? Isolated groups | Setting expectations early as possible! Timelines Group work and assessment Learning Engagement Students in the decision making process  Split up 'cliques' in the module group Learning Spaces - consider classroom set up and environment |
| Course Design: Setting expectations in course and module leaders and tutor groups Adaptations for group work Planning Normalising group work strategies Conversations across all module teams | Skills - areas of: Employability Raising standards and aspirations Scale-up Social practices in a group environment Providing strategies for the students Transferable skills |
|  | Understanding the needs of the group Normalising the language used |
|  | Developing 'contracts of behaviour' for students Linked to student induction |