

Think-Group-Share

Large Group Teaching

1. Ask a question students can answer individually, using clickers or their own devices (Poll Everywhere); allow time for reflection and making notes.
2. Place students in small groups and ask each to explain the reasoning behind their answer to their group; the group then vote on the correct answer and one group representative answers the question again.
3. Reveal the individual and the group answers and lead a class-wide discussion about the strengths and weaknesses of each potential answer.
4. Data gathered by students' answers is useful for feedback and students also feel more confident about participating, as they feel supported by their group.

How can it support inclusivity?

- When students know they will have to defend their choice to peers, they reflect deeply before they answer.
- Measure students' understanding
- Highlight where individuals may be struggling, ensuring that all students can engage with their peers and lecturer, thus removing barriers for learning.

Stand-up Activity

Large Group Teaching

A stand-up activity can be used for breaking up a long session with a physical activity, without students needing to move from where they are seated. It is thus ideal for large lecture theatres. It can also be used as an icebreaker for topics or ideas, and can provide you with a visual representation of student opinion, understanding or experience.

Provide a series of possible answers to a simple question, eg Which activities do you use in your teaching? a) Debates b) Presentations c) Jigsaw Classroom d) Line-up activity.

1. Introduce the activity by telling students they will be standing up or sitting down according to their experience/opinion
2. Go through your possible answers one-by-one. In the example above, participants would stand up if they use debates in their teaching or stay sitting if they don't. This is repeated for each example

How can it support inclusivity?

- Ensuring that all students can engage with their peers and lecturer, thus removing barriers for learning.
- Helps identify peers with similar ideas or experience(s)
- Provide reflection on content

Line-up Activity

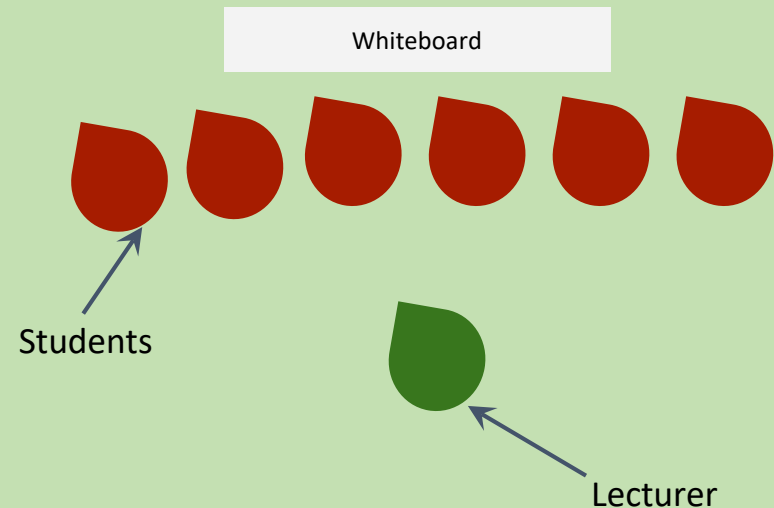
Small Group Teaching

This method is useful for gauging students' opinions and representing their views on an issue. You can use it at the beginning of a session and then again at the end to see if opinions have changed following discussion. It is also a useful way to create subgroups for the next teaching activity.

1. Move room furniture to one side or move towards an open space in the room
2. Give students a statement to evaluate.
3. Outline an invisible line across the room, with one end signifying agreement with the statement and the other end, disagreement.
4. Ask students to line themselves up according to their degree of agreement or disagreement with the statement.
5. Split the line down the middle and ask the two groups to face each other so that the students with the most opposite views are facing each other.
6. Ask them to then discuss their reasons for their positions.

How can it support inclusivity?

- Ensuring that all students can engage with their peers and lecturer, thus removing barriers for learning.
- Measure students' understanding or opinion
- Provide reflection on content



Rounds

Small Group Teaching

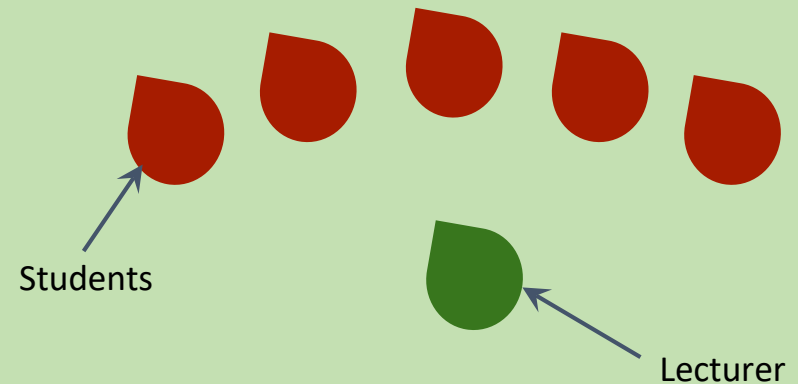
Students are asked to respond in turn to a question and are all involved in contributing. Work best when all students can see each other when talking (e.g. they are seated in a big circle). Ideal for group sizes no bigger than 16.

Good to use at the beginning or end of a session, e.g. 'one thing I learnt today...'. 'Pass the Pen' is a variation of a round in that students are asked to note down their contribution by passing a pen, and tutor reads them all out - this is good for international students who may be shy if English speaking is a challenge.

How can it support inclusivity?

- Asking all students to contribute to the discussion makes this activity inclusive by itself.

Layout of the Activity in a Flexible Space



Brainstorming

Small Group Teaching

An intensive discussion situation in which spontaneous suggestions as solutions to problems are received uncritically. It is the quantity, not the quality of ideas that is important as evaluation comes later.

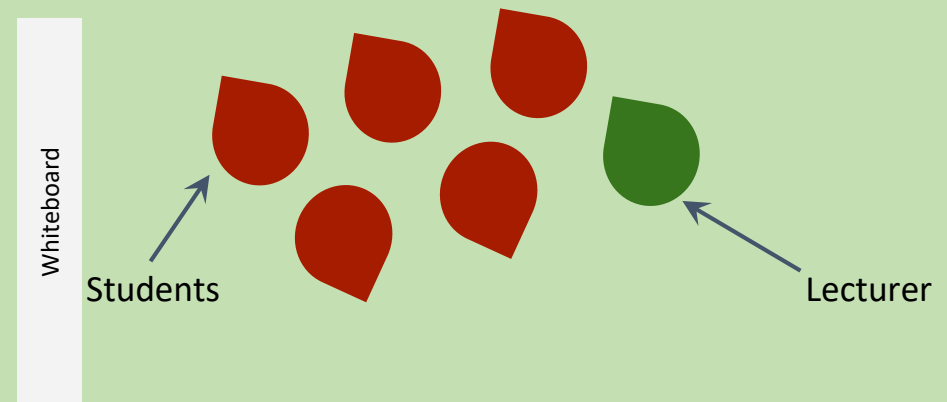
One member of the group is responsible for jotting down ideas and comments; however there should be no interruption to discuss or question any of the contributions.

Later, the recorded ideas are evaluated according to tutor's guidance and direction (e.g. relevance to the subject matter, prioritise according to importance etc). A great technique for creative thinking and 'waking students up'!

How can it support inclusivity?

- By asking each group member to contribute to the brainstorm
- Have no interruptions to discuss or question any contributions, will give all members the confidence to share their ideas with the group.

Layout of the Activity in a Flexible Space



Debates

Small Group Teaching

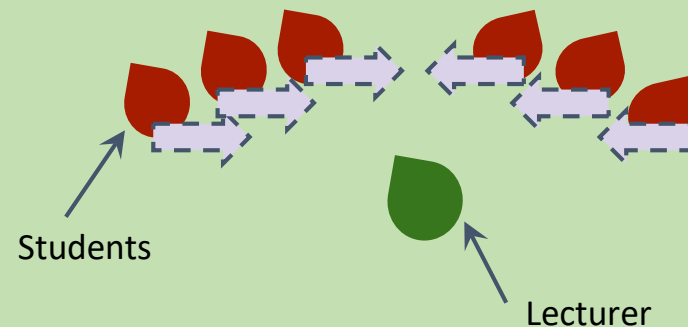
These offer a good way to improve your students' presentation, research and critical thinking skills. You can use the ideas and arguments from the debate to lead into your lecture, or review key concepts at the end of class. This is one suggested way of facilitating a debate session: students are split into two 'teams' and each team given a motion to argue for or against.

The tutor gives each team enough time in class to work on their arguments and recommends that roles are assigned as follows: note-taker, speaker(s) and chair. The tutor ensures that everyone in the team contributes, times the arguments on each side of the debate and summarises the contributions before deciding who's won.

How can it support inclusivity?

The activity gets each student to speak to the rest of the group and is very active for all members of the group. The role of the tutor in this activity is crucial to making it inclusive for all students.

Layout of the Activity in a Flexible Space



Snowballing

Small Group Teaching

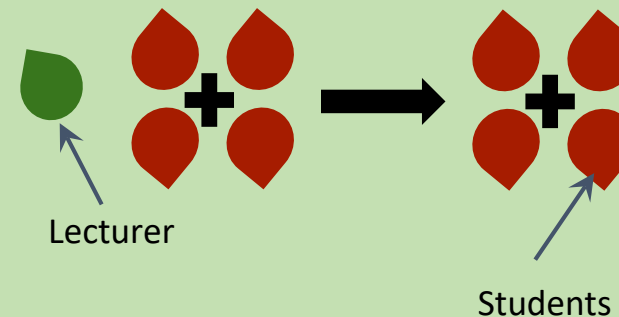
Similar to a buzz-group that starts as pairs of students discussing a question / issue, then 2 pairs become a group of 4 to extend their conversations and deepen their explorations.

Then groups of 4 join with another 4 to combine their thinking and negotiate a group response. This technique can become boring for students however as they may find themselves repeating their points of view each time the group grows larger.

How can it support inclusivity?

- Ensuring that all students can engage with their peers and lecturer, thus removing barriers for learning.
- Provide reflection on content

Layout of the Activity in a Flexible Space



Buzz Groups

Small Group Teaching

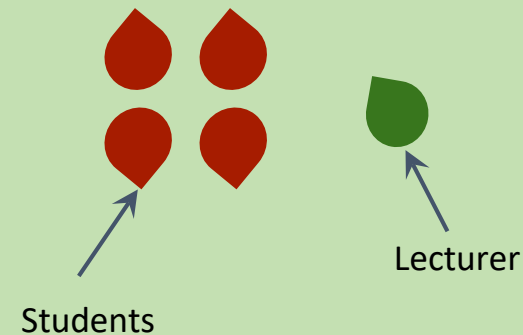
Groups of 2 - 6 members discuss issues, problems or questions for a short period of time in order to generate ideas (a 'buzz') which are followed-up later.

The level and pitch of the question / issue at hand is important - it needs to be something all students can offer an opinion on, even better if you have introduced it to students ahead of time so that they can gather their thoughts on the matter.

How can it support inclusivity?

In a smaller group of between 2-6 members, more students can feel comfortable with expressing their views and engaging with the topic.

Layout of the Activity in a Flexible Space



Jigsaw Classroom

Small Group Teaching

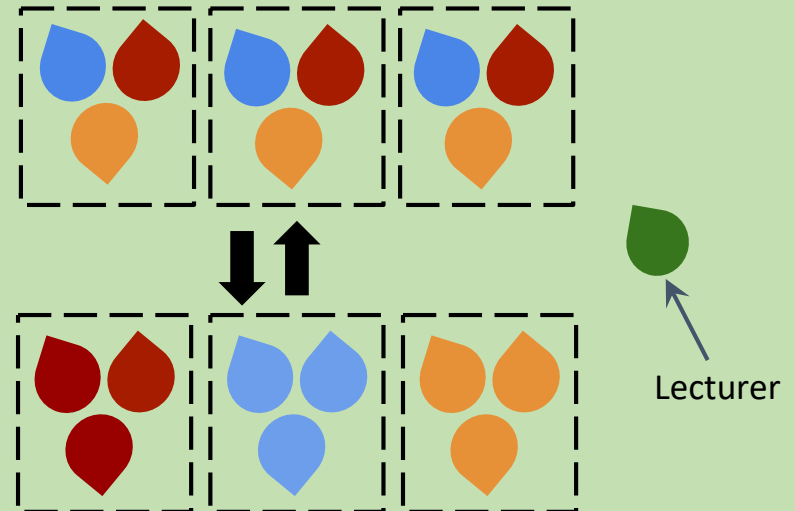
This is a cooperative learning technique where students are dependent on each other in order to succeed. Classes are broken up into groups, assignments are broken up into pieces, and groups assemble the constituent parts to complete the whole picture. Students are divided into equivalent-sized groups.

For example, for the first group instructions for completing their task given to them. Following 'expert group' activity, students return to their original teams and 'teach' the rest of their team about their subtopic. The team then carries out a 'synthesis' activity to bring the information from all subtopics together in a tangible form (e.g. a team essay, poster or SWOT analysis – see below) for assessment of learning outcomes by the tutor.

How can it support inclusivity?

- Ensuring that all students have a role within the Jigsaw classroom.

Layout of the Activity in a Flexible Space



Level: Advanced | Set up: Difficult | Tip: Try this with video, where 'expert groups' take notes on different parts or watch for different things.