

## Designing Peer Learning Groups and Activities



Well-designed peer learning can offer a number of benefits to students, including academic attainment, building cooperative relationships with others, valuing diversity and exploring diverse perspectives (Topping et al, 2017). In addition, positive peer learning opportunities can help students to settle into university, to nurture their sense of belonging and wellbeing, and to prepare for work by engaging in the team-working that prevails in many work-places.

This guide focuses on symmetrical, same-year-group peer learning (also known as collaborative or cooperative learning), as opposed to e.g. peer tutoring when one student, possibly a year, or more advanced, might instruct the other; we have not included much here on assessed group work. We also focus on peer learning mainly taking place in formally scheduled, student-led (rather than as tutor-facilitated) sessions. Finally, peer learning can take place both face to face, synchronously and asynchronously.

**Forms of peer learning:** student-led workshops, study groups, team projects & presentations, peer feedback sessions, student-to-student learning partnerships, learning exchanges, work-in-progress reports followed by Q&A (Boud et al. 1999, 2013), see more in the Types and Examples section.

This guide is structured into sections on:

[Designing peer learning](#) | [Types and examples](#) | [Implementing and managing peer learning](#)

## Designing peer learning

### Principles for effective peer learning

According to Topping (2017), the four ingredients for effective peer learning are:

- **Positive interdependence of peer learners** – focus on ‘us’ vs ‘me’, i.e. creating shared goals or outcomes; and peer learning group members’ complementarity.
- **Individual accountability** – each member being responsible for their own and their team’s learning: contributions are possible, visible and necessary, which needs clear, measurable goals.
- **Cooperative skills** – providing support to students on how to work well in teams; scaffolding students to be effective in allocated roles, for instance through modelling or making relevant resources available (e.g. role cards – see Topping 2017, p.79).
- **Reflection** – making students reflect on their group processes and how the group functions.

For practical ideas on how to foster these ingredients with your students, see Appendix B.

## Considerations

Considerations when designing peer learning activities:

- How will the peer activities relate to the module learning outcomes and skills? Peer schemes work best when they are properly embedded within a programme/module, as students may deprioritise the work if the relevance is unclear.
- What prior experience do your students have of peer learning? This will affect how much you will need to ‘scaffold’ the activity.
- How many hours will students be expected to spend on the peer learning? How does that fit into the rest of their workload? Will it be manageable?
- Will you be assessing outcomes or processes from the peer learning? How will this fit with your students’ expectations of assessment? Do you have time to change current assessment? Assessing peer learning can energise student engagement. Portfolio assessments can work particularly well (see example History module below).

## Define the Intended Learning Outcomes

These outcomes should relate to the module outcomes. Whilst you might be designing peer learning to match your intended subject-specific learning outcomes, it is additionally the case that by introducing peer learning you are also able to develop students’ transferable skills such as teamworking, communication skills, critical enquiry, reflection and learning to learn (Boud et al., 1999). Hence it is worth reviewing the learning and skill outcomes for your module and programme.

In addition, however, we’d see it as increasingly important to add a further objective (especially in/post-Covid): that of peer wellbeing support, so would also suggest adding an outcome for the peer learning that specifically relates to well-being, students taking care of each other, acting as a source of encouragement for their peers.

Possible (generic) learning outcomes (taken from [Gita Sedghi's PAL guide](#)):

- Adapting to university life and learning study strategies (Sedghi 2017).
- Building confidence with challenging subjects (Makola, 2017).
- Gaining awareness of course expectations.
- Approaching problems from different angles.

### An example of embedded peer-led learning

You can find an [example of a plan from a first-year History module](#) (c.150 students) for the last academic year (Hybrid Active Learning). The design included peer-peer learning in small groups of 4-5 students, small sub-sections of the larger academic-led seminar groups (which in turn are sections of the much larger module group). Although this played out as online learning, there is much here that would apply to on-campus face-to-face peer learning.

The small size of the peer groups was in part determined by the idea that students find it easier to ask questions in smaller groups – they could then as a group contribute those questions to the subsequent seminar section, so no one individual would feel uncomfortable about potentially being embarrassed by asking a 'stupid' question. Smaller groups were also thought to help promote wellbeing as students would get to know each other better.

The intended outcomes for the design included thinking over not only the module learning outcomes and skills, but also attending to The [Student Success Framework](#) strands: Academic success (including activities to enable students to thrive and learn how to study successfully at university); Personal success (including ways to promote wellbeing and belonging); and Future success (including activities designed so that students build employability skills).

We considered carefully how the peer learning would form an integral part of the module, complementing and feeding into other elements, with outputs also affecting seminars and forming part of the overall module assessment. Below is an outline of the different activities/structure of the learning, which includes peer learning sessions. Each topic takes two weeks. It is worth noting that overall the module had excellent feedback, but that some students thought that the workload for the module was heavy.

Each topic has

- Lecturer's framing (usually some form of already-existing lectures), along with required reading and questions to consider.
- 2 student-only, minuted team meetings (one each week). 3-4 teams per seminar.
- 1 tutor-led seminar, framed in part by minutes from one of the student peer team meetings.
- a discussion forum within the whole seminar group.
- a whole-cohort discussion forum (primarily for posting questions in advance of the whole cohort conference).
- a task to complete using a new skill, either purely academic or more generic, **with peer assessment of these.**
- a whole cohort conference to address teams' questions.
- some form of 2-hour face-to-face activity.

Every week, each team should aim to meet and

1. Take minutes.
2. Minute take posts up minutes in seminar group forum.
3. Minute taker posts up questions raised for whole cohort forum.
4. Check in on each other: how's it going? Can you advise each other on where to go for more support/advice?

Every two weeks, towards the end of the topic, there should be a whole-cohort forum

- Single timetable slot, attendance monitored.
- Questions raised in advance by teams.
- Possibly use breakout groups in session to discuss answers to some questions.
- Plenary, report back answers to questions.

Each activity was mapped out by week, in order to clarify the relationship between the different learning activities, including the peer learning, and to make sure students knew what to do at each stage by having specific tasks set out clearly. See Appendix A for the example.

The module aimed for students to develop some key employability skills, which is why the student team is asked to take minutes of their meetings, among more disciplinary learning. The portfolio assessment asked students to include the outputs they selected from their work in the groups.

Once you know what you want to achieve, you can then design the planned activities in order to create a framework in which students can meet these outcomes.

## How to group students into peer learning teams?



### Principles for effective peer learning

Generally, evidence suggests groups between 2-7 students. Smaller groups make it harder for students to disengage and rely on their peers to do the work (Kerr, 1983; Webb 1989). For groups of 4-6, the benefits appear after 6 weeks, so a longer lead-in and support is needed (Topping, 2017)

### Allocation of groups?

Three methods:

- **Student-allocated groups** can have higher satisfaction – but can also create problems (e.g. hierarchy or homogeneity); for instance, low-achieving students tend to perform worse in homogenous groups (Topping, 2017).
- **Tutor-allocated groups** – tutors may group students based on academic competencies, social/cultural backgrounds, or self-efficacy and desire/attitude to work with others. Benefits: students can rely on own strengths; favours openness to others, acceptance of differences; opportunities to practise cooperative skills; enrichment with divergent points of view (Topping, 2017). See our [Spotlight Guide to Multi-cultural Group Work](#) for practical advice on making culturally diverse groups work.
- **Random groups** – the benefits are that they can produce quick informal group formations in so that everyone is included in the process; ideal for short activities. As the allocation is random, you will not be able to influence group composition in order to ensure any specific spread of skills within the group that may be needed to tackle complex tasks (Topping, 2017).

CIE has created instructions for creating groups in either [Microsoft Teams](#) or [Canvas](#).

## Types and examples of peer learning activities

Peer learning grouped into types of learning outcomes:

Peer learning activities can be grouped based on what kind of learning outcomes they support, such as (listing examples on transferable skills – you can consider disciplinary learning outcomes too

- Introductory activities (group formation and wellbeing).
- Ways of working in groups (teamwork).
- Listening (communication skills).
- Dealing with conflict, problem-solving (teamwork).
- Planning and negotiation.
- Presenting, explaining (communication skills).
- Facilitation.
- Reflection and journal keeping.

We list some example activities below, grouped by types of learning outcomes (after Boud et al., 1999, 2013). We have also included some potential digital tools and platforms that students could use. If you need any advice on using these, please contact [CIE@liverpool.ac.uk](mailto:CIE@liverpool.ac.uk)

### Activities

#### Introductory activities *LO: peer support*

Example activities

- **Ice breakers** for getting to know each other (see CIE DigiGuide on [Fun student activities](#)).

Possible digital tools

- Group tools, including discussion forums (see [Creating groups in Canvas](#)).
- MS Teams & O365 tools ([Teams channels for peer learning teams](#)).

Ways of working in groups (teamwork), including dealing with conflict, nurturing group work and inclusivity (reducing any bias e.g. racism, sexism) *LO: peer support, team work*

Example activities

- **Introducing** (or getting students to create their own) **guidelines** for supporting quality of exchange in teams.
- **Rotating team roles**, distributed across the peer group.
  - Functional roles: e.g. secretary (taking minutes), chair, time-keeper, reader etc.
  - Social roles: personal responsibility for encouraging, reaching consensus, observing, animating.
  - Cognitive roles: person summarising, deepening ideas, fact checker etc.
- See micro-compassion activities in Appendix B.

Possible digital tools

- Any Office365 tools, OneNote, Word, Teams wiki.
- O365 Word, ppt, emojis, recording meetings (eg Canvas Studio, MS Teams recordings).

- Pomodoro or timer-type apps for time keeping.
- Voting / polling tools (MS Forms, Polleverywhere).
- Formative use of Buddycheck to give team members feedback on their perceived group contribution so that they can modify their behaviour / team work before the summative assessment.

### Listening *LO: communication skills (listening)*

Example activities

- **Three-Step Interview** (S. Kagan, 1992 – quoted in Topping 2017). “It starts with a mutual interview between members of a pair. Then, each student in turn shares with the team what he or she learned from his or her partner in the interview. In addition to interpersonal relationships, this technique stimulates active listening thanks to reformulation, respect for the opinions of others and expression of one’s own ideas.

Possible digital tools

- OneNote or O365 tools for note-taking.
- Audio recorder apps or captioning/transcribe applications (in office.com Words or MS teams).

### Problem-solving (disciplinary) *LO: teamwork*

Example activities

- **Send a problem** (S. Kagan, 1992 quoted in Topping 2017). “Each team of students receives an envelope with a problem, tries to resolve it, includes the written solution inside the envelope and passes the envelope to another team. In the second stage, the team – without looking at the answer of the previous team – formulates its own solution and passes the problem to yet another team. Depending on the number of teams in the classroom, the process can be extended. Finally, the initial team reviews and evaluates the different answers offered by the other teams. The technique combines group problem solving with peer group assessment, which provides opportunities to learn from students comparing one’s own and other resolutions, and reflecting on one’s own and other mistakes”.

Possible digital tools

- MS Forms.
- Any tools that enable anonymous peer feedback – e.g. Forms, Padlet, Polleverywhere.

### Planning and negotiation *LO: Planning (Also linked to self-efficacy and self-regulated learning skills)*

Example activities

- **Setting goals.**
- **Learning agreement or contract** (/ground rules) – peer group agrees on a set of guidelines and rules on how they will work together, what roles they will play and what will happen in case of issues.

Possible digital tools

- MS Planner for project management and tracking of tasks.
- Visual options for learning agreements – e.g. ppt, posters (e.g. Padlet, Miro, Mural, Canva, Visme or Piktochart). Students could offer suggestions which get ‘liked’ or upvoted – and they will finalise them into a set of ground rules.

## Presenting, explaining (communication skills) *LO: articulating, rehearsing, applying*

Example activities

- **Summarising** – reading material, rehearsing and reviewing it for oral presentation or teaching to peers. Benefits: consolidates knowledge, helps recall (Topping et al., 2017, p.35).
- **Questioning** - peers take in turns to ask questions for the others to respond. For instance:
  - Comprehension Qs: e.g. What does ... mean? Why is ... important? Describe ... in your own words. What caused...?
  - Thinking Qs: Explain why...; Explain how...; How are ... and ... similar? How does ... affect? What are the strengths and weaknesses of ...? What would happen if...? (King 2007 quoted in Topping 2017, p.36).
  - Advice from Topping: “Developing norms about the duty for peers to ask elaborated questions may support students in developing elaborated answers” p36.
- **Explaining** – (goes hand in hand with questioning)-students provide explanations (not just correct answers). Can be useful if each partner adds something and they construct step-by step on what the other proposes. Benefits: helps monitor students’ own understanding, relates to better achievement (Topping, 2017).
- **Argumentation** – making positions public and explicit and justifying them, then taking alternative positions to test validity of all ideas.

Possible digital tools

For questioning:

- Any of the above polling tools may be appropriate, with students being able to create questions.
- See also [PeerWise](#) – a tool that enables students to create multiple-choice and other questions for each other to complete.

For summarising, explaining or argumentation: any of the multimedia, web recording tools above.



## Facilitation *LO facilitating, communication skills to particular audiences*

Example activities

- **Reciprocal teaching** (Palincsar & Brown, 1984) - students take turns to teach peers on an aspect using 4 strategies: summarizing, clarifying, questioning and predicting (asking students to make predictions about what they expect to occur based on the evidence they have at hand right now).
- **Leading particular sessions:** students preparing to lead sessions, e.g. presentations, teaching, facilitating discussions – with tutor on hand to moderate (where possible).

## Reflection and journal keeping *LO: reflection, communication skills (writing)*

Example activities

- **Reflective journal entry** encouraging students' reflections on the process of learning and/or peer/team work.

Possible digital tools

- Canvas Assignment used as reflective tool.
- PebblePad as portfolio and reflection tool.
- OneNote.
- See also Buddycheck below.

## Giving and receiving feedback

Example activities

- **Peer feedback/assessment/review activities** - peers give feedback on each other's work (also good for communication skills). Benefits/types: peers get insight how others have gone about the task; diplomatic communication skills by giving feedback; critical skills.

Possible digital tools

- Audio feedback (Canvas Studio or other recorder apps).
- Tracked changes in Word.
- Canvas tools – peer assessment.
- Buddycheck peer evaluation tool: students can give feedback on the team contribution of their peers (can be used to inflect group marks in assessments). improving sense of fairness of assessment. See [Andy Bates's video](#) about using Buddycheck and Canvas.

## Self and peer assessment

Example activities

- **Peer feedback and assessment** - as above.

Possible digital tools

- Canvas tools – peer review assessment or any of the collaborative tools, e.g. Discussions.
- See above - Buddycheck

Activities that vary tasks in between group formations

Varying tasks between groups could include:

- **Cascading group activities:**
  - Successively larger tasks, i.e. starting out as a large group activity, which then splits in half for a follow-up activity. Then, those two groups split into halves again, and then again, until students end up in pairs or as individuals.
  - [Successively smaller tasks](#), i.e. e.g. ‘think-pair-share’, starting out as an individual, then pairing up, then going into a group of 4, then 8, and so on.
- **Vary tasks between groups**, e.g.: half of the groups produce benefits of X, other half the barriers to X. Then bring to class to discuss.

## Implementing and managing peer learning



### Phase 1. Preparing for peer learning

Preparing and scaffolding students for peer learning

It is important to create a culture in which peer learning can succeed, before it commences. Get students to accept and value peer learning and consider how this value fits in with the overall philosophy and values of your course. Students’ perceptions about the value of peer learning are dependent on their prior peer learning experiences, the intended learning outcomes, how the module is assessed, and whether these are congruent with ILOs, skills and values as well as the workload.

Allocate time in class to prepare students to engage in peer learning through “orientation, rehearsal and discussion of the processes” (Boud et al., 2001, p 51). You might ask students to identify how peer learning can help them in this module and beyond, following that up with discussion and adding any elements that they may not have seen, especially meeting module learning outcomes, wellbeing through connecting with peers, etc.

Plan activities to nurture positive relationships between peer learning groups. Consider starting this process in a tutor-led session to prepare students in advance of their first peer learning meeting.

Icebreakers help students get to know each other and to create positive relationships between team members before peer learning starts (see the CIE [DigiGuide on Fun Student Activities](#) and our [Spotlight Guide to Learning Communities](#)).

## Phase 2. Orienting students to peer learning

Introducing the sessions to students

- Having already made it very clear why you are asking students to engage with peer learning and what they will gain from it, it is now important that students know exactly what is expected of them (i.e. develop guidelines) and how much time it is expected to take. Provide a convincing rationale for peer learning in general and for the specific peer learning tasks chosen.
- Introduce students to norms and protocols for team-working to supporting the quality of exchanges within peer learning groups. You might ask students to create their own ground rules for their peer learning group (scaffold this). See this example of agreed ground rules given by Cohen (1994), cited by Topping (2017):
  - You must complete each individual report and each group activity.
  - Play your role in the group.
  - You have the right to ask for help from any member of your group.
  - You have a duty to help anyone that asks for help.
  - Help others without doing the work for them.
  - Everyone participates.
- Compassionate group work techniques can help avoid common problems when some group participants act as ‘monopolisers’ or form ‘alpha pairs’, and/or when quieter members of the group feel either prevented or inhibited from contributing (Gilbert, 2017; see his slides for students on his [Compassion in Education website](#), which includes some useful exercises to prepare for peer learning, some techniques (such as making students aware of the power of eye contact practices), and a list of negative group behaviours (see Appendix B).
- Devote time to discuss the particular concerns of students regarding peer learning.
- Here is a nice statement from the History module – it will hopefully not be a case of being online next year, but nonetheless, we like this approach, especially with its positive tone (as opposed to a ‘thou shalt not...’ approach):

### Online Etiquette (text)

Although we are meeting virtually, rather than face to face, our goals are the same: to create a community of learning; to share information and ideas; to provide encouragement and offer feedback; and to make sense of content. Please treat this space and your classmates as if we were meeting face to face. Everyone benefits when we contribute to the learning environment together. Introduce yourself and get to know your colleagues’ names. Stay open and ask questions: avoid making assumptions. There are some things that do differ in an online environment: jokes and sarcasm don’t often translate well when someone can’t read your facial and body language. Saying something in writing can have a permanence that verbal comments don’t. Think before you press send and seek clarification before reacting. Sometimes, online behaviour can appear so disrespectful and even hostile that it requires attention and follow-up. Let your instructor know right away so that the right resources can be called upon to help.

### Phase 3. Managing, monitoring and maintaining

This is a crucial phase which requires your support and input. Students engage in peer learning activities – but they need to have confidence that you are there to support. You can monitor through observations, chats with students, formal or informal group reports, reading students' reflective journal entries or via self-/peer assessment tasks of students (Boud et al., 2013).

Consider asking peer groups to contribute something that will be used within a tutor-led session. This interweaving of meaningful outputs from the peer learning helps keep the module elements integrated, so peer learning doesn't feel like an optional bolt-on. Students may feel less exposed in venturing ideas as it is a group and not an individual contribution. Additionally, it provides an opportunity for you to monitor peer learning, and give quick overall group feedback, affirmation, etc. to students.

Remind students that learning does not always mean success: tensions, issues between team members can appear problems at the time, but they can also be great sources for learning about subjects such as negotiation, managing conflicts and communication skills.

### Phase 4. Evaluating outcomes

This includes both asking students to reflect on their group's learning processes (what has worked and what did not), thereby developing transferable skills around team work as well as you evaluating peer learning in relation to your overall module aims and learning outcomes. Evaluations can take the form of self-evaluation (e.g. reflective journal), peer or team evaluations and staff evaluations against outcomes.

We would love to grow this resource. Please add your own [peer learning activities](#)

### Further related CIE links and resources

The following guides and resources may be useful to consult:

- [Multi-cultural Group Work](#)
- [Online Groupwork](#) and a [DigiGuide on Online Groupwork](#) – showing how to set up group work using digital tools and good pedagogy. Also [Creating Groups in Canvas](#) and [Creating Groups in MS Teams](#).
- [Peer Assisted Learning \(PAL\) Spotlight and case study from Gita Sedghi. Enhancing students' experience and academic performance through peer assisted learning](#)
- [Student-Staff Partnership](#)
- [Using games in teaching](#)
- [Placing cultural difference, teamwork, and peer-learning at the heart of a new learning design](#) Case study from Fotios.
- [Developing self-regulated learners: promoting student engagement with feedback](#) Case study from Mark Jellicoe in Psychology.

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## Appendix A – Example weekly map of a first-year History module

Week-by-week mapping of all elements making up the hybrid module, including peer learning especially in the Student Team column.

		Whole cohort (asynchronous)	Whole cohort (synchronous)	Seminar tutor (synchronous)	Seminar tutor (asynchronous)	Student Team (synchronous)	Individual Workbook (asynchronous)	Skills support (KnowHow etc)	Skill/learning outcome	Assessment
1	1	Maps video, maps exercise, 2xshort readings Questions to consider	Whole cohort, 1 hour Introductions: meet your lecturer. Explain how the module works.	Initial 30 minute group meeting online (tutor to determine method)	Introductions on seminar group discussion forum	1. Introductions 2. Team building: allocate minute taking rota for future meetings 3. Discussion of tasks & questions. 4. Identify questions to ask.	1. Note who is in your team. 2. Question: what might be problematic about the colonial legacy in maps?	Precis of argument Taking minutes	Team formation Critical thinking skills, asking new kinds of questions	
2	2	1. Lecture 1: Provincialising Europe 2. H-Africa thread 3. Native American History blog 4. Five authors to research		1 hour synchronous seminar		1. Discuss the thought experiments in the lecture. 2. Divide up author research, one each.	1. Q: How easy is it to walk away from the global past? 2. What have you found out about the <i>arguments</i> of your author? Found out how?	Library introduction Referencing introduction	1. Critical thinking skills, asking new kinds of questions 2. Taking minutes 3. Understanding how academic debate works	
3	2 hour face-to-face activity, eg tour of sites of resources for Global History - eg World Museum, libraries treasure hunt.									
4	3	1. Lecture 2: I am where I think 2. One key reading. 3. Using the key reading as a starting point, use 3 different methods to find 6 other <i>academic</i> texts that seem relevant [divide between group]	Whole-cohort conference 1 hour		Responses to posts on seminar group forum (20 minutes)	1. Share author research. 2. Discuss how to identify the argument of the key reading. 3. Discuss experience of using different methods to build bibliography. 4. Peer assessment: are the references correct?	1. Reference the texts found. 2. Precis the argument of the key reading		1. Building a bibliography 2. Recognising different genres of writing and nature of academic writing 3. Referencing skills 4. Peer assessment skills	<b>Peer assessment:</b> are the references correct?
5	4	Lecture 3: The Dark Side of the Enlightenment Lecture 4: Rhodes Must Fall These already exist in successful lecture capture form and need only minor editing out of	Guest q-&-a session: Malik Al Nasir and Lawrence Westgaph [tbc]	30 minute synchronous seminar Focus on bibliography skills		Discuss reading and seminar questions.	Write a blog about History as taught in school &/or in the public sphere, referencing the readings from this week	Blogging (alternatives here might be project timeline planning, or some other useful skill)	Blogging Defining what makes 'good' history	

## Appendix B

Ideas for introducing micro-compassions into groupwork

Theo Gilbert [Compassion in Education](#). Selected slides from 'Suggested slides for introducing students to 'micro-compassions' in their groupwork/teamwork':

Allocation and Share Activity 1

### **Enhancing social and learning experiences – team work question 1**

Take 5 minutes in class to make a start on this...

Write down your response to the following question:

1. In what ways do you think you might be able to enhance the social and learning experiences of your team members?

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Allocation and Share Activity 2

### **Enhancing social and learning experiences – team work question 2**

Take 5 minutes in class to make a start on this...

Write down your response to the following question:

2. How would you most like your team members to enhance your social and learning experiences?

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Could you try this?

If someone is looking only at you when they speak –

Gently break eye contact with the speaker a few times and look at the others in the team instead. The speaker may start to look at them too. That means you have helped the speaker to become more inclusive.

## The check list of negative group behaviours

1. Talking a lot so that others do not get many chances to speak.
2. Talking in silences when the shyest students are getting ready to speak.
3. Fixing eye contact with the tutor only, or just one student and forgetting to look at all the other people in the group.
4. Using difficult language; not explaining difficult words or expressions so that other people in the group cannot understand
5. Not listening carefully to other peoples' ideas
6. Not helping other people when they are getting into difficulty while there are speaking. Instead taking control and their chance to speak away from them. Talking over them.
7. Not inviting others to speak; not thanking others for their contribution.
8. Not speaking at all; becoming 'too shy' and so giving nothing to the group.
9. Not even reading a little bit in order to bring something to the discussion
10. Letting other people talk and talk without interrupting them.
11. Letting them use difficult words or expressions. Allowing them to speak too fast for everyone to understand them.
12. Not asking for more explanations when understanding is becoming too difficult.

## Remember to witness yourself

1. Contributing to a relaxed, respectful atmosphere within your team
2. Being engaging, inclusive, encouraging, supportive
3. Considering suggestions from peers constructively to develop ideas
4. Listening and ensuring everyone gets involved
5. Asking questions to help the whole group analyse a certain case/study more insightfully.

Two things to note about this work: 1) eye contact can be experienced differently in some cultures, so it can be important to ensure eye contact does not become intrusive. Giving it gently and taking it away from a monopoliser can both help signal the need to share input fairly across the group, though. 2) It's possible that using the 'negative group behaviours' list might feel like adopting a deficit approach. It could be possible to reverse this list into positive group behaviours – students may be more likely to be receptive.

