

# DIFFERENCES THAT MAKE THE DIFFERENCE: SEMINARS

Oxford Centre for Staff and Learning Development

1. Provide seminar tasks in advance as far as possible.
2. Set out seminar objectives in writing and at the start of the session.
3. Allow students time to process written and verbal information and instructions.
4. Provide individual and group learning activities.
5. Encourage diversity within group sets.
6. Allow sufficient time for students to finish tasks.
7. Provide opportunities to answer questions and for clarification.
8. Summarise key aspects at the end of the seminar.



## FOR FURTHER INFORMATION:

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