

# DIFFERENCES THAT MAKE THE DIFFERENCE: ENGAGING STUDENTS

Oxford Centre for Staff and Learning Development

1. Check your staff profile and office hours are up to date so students know when and how to contact you. Ensure a point of contact is available when you are out of the office.
2. Be clear about expectations in the sessions so students feel confident to engage.
3. If a student answers a question wrong, if appropriate reformulate the question, error analyse, or ask for further responses. Ensure they are supportively thanked for their contribution.
4. Greet students as they come to the session.
5. Be alert to students expressing ideas that might have a negative impact on others. Supportively challenge the perspective by considering the impact of the statements on others and in wider society. Allow supportive space to discuss.
6. Get to know your students, where possible use their first name.
7. Introduce yourself to the students and let them know your research interests and what inspires you as an academic.
8. Be approachable. It might be that you have not got enough time to discuss queries after the session, so signpost when you are available (e.g. via email or office hours).
9. Avoid negativity towards topics ('I always find this boring' or 'This is going to be really hard').
10. In whole class discussion, reflect on who are the contributors, who do not contribute, who interrupts and how you manage this. Utilise platforms such as Moodle, Padlet or Mentimeter to encourage a diversity of contribution.



## FOR FURTHER INFORMATION:

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