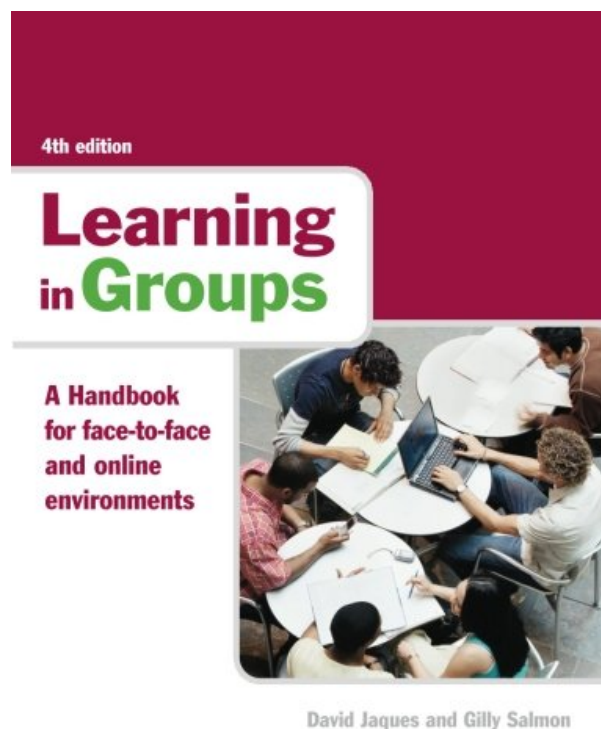


LEARNING IN GROUPS: A HANDBOOK FOR FACE-TO-FACE AND ONLINE ENVIRONMENTS BY DAVID JAQUES, GILLY SALMON



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Learning in Groups

**A Handbook
for face-to-face
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'This is a truly excellent book. With a solid theoretical underpinning, it is wide-ranging, accessible, practical and, above all, useful...Whatever your role, if you want to enable groups to function and learn well, read and use this book!' - Bob Rotheram, Leeds Metropolitan University, UK

'What a great book! One of the all-time great writers on small group work joins forces with the queen of online learning. This book is readable, theoretically rigorous, practical, and excellently presented.' - Trish Greenhalgh, University College London, UK

'The book progresses well from the theoretical underpinning of group behaviour to assessment within groups and pratical check lists for leaders. The online learning points are well integrated and not viewed as add-ons. In its general framework, the book is extremely coherent with excellent use of bullet points, diagrams, tables and shading to encourage clarity of thought.' - British Journal of Educational Technology

About the Author

Independent Education Constultant, UK University of Leicester, UK

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Learning in groups, rather than in formal lectures or presentations, allows students to have greater scope to negotiate meaning and express themselves and their own ideas. It also helps them to establish far more effective relationships, not only with their tutors and trainers but with each other. Yet many tutors and trainers find the leadership role required when working in groups difficult to perform satisfactorily and revert to their traditional role as subject expert and prime talker.

This handbook is a truly comprehensive guide for anyone involved in groupwork, containing advice and practical exercises to develop group learning skills for both learners and tutors. This new edition has been thoroughly updated, containing valuable new material throughout on group learning and collaborating online, action research and the role of reflection and emotional intelligence.

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Independent Education Consultant, UK University of Leicester, UK

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