

## Study Group Guidelines

1. Meet regularly and for short periods of time: 60 minutes – 90 minutes max.
2. Book all of the term's meetings in advance.
3. Keep groups to between five and eight members. That way everyone talk, can't hide and members are more likely to engage. No members who don't contribute.
4. If possible, swap numbers and/or find each other online. Contact each other to initially arrange your study meetup and then right before to remind and confirm your meetup (if it is sunny you may want to meet outside).
5. Agree a minimum number of attendees – if attendance drops below this number, you automatically cancel the meeting.
6. Only meet if you have all prepared. All members should bring notes, textbooks and other materials and be prepared to discuss the material:
  - Before a session, each member should complete any assigned readings, review notes and jot down concepts that he/she/they would like to discuss.
  - If members are prepared, the study group **will be able to devote its time to understanding the material more deeply** rather than simply reviewing the basics. Deep material you get to explore is really transformative in terms of your learning, so we really recommend this.
  - **However, some grey areas may be helpful to briefly clarify.** For example, perhaps people express what they know about the author.
7. **Reflection:** Go round the group and say how you are feeling. It is helpful if there is some encouragement for people to express an insecurity / anxiety / what they don't understand. This is because it can contribute to the session as these feelings can be settled by honest and supportive communication and make attendees feel more settled as a group.
8. **However, we would like to stress that this is a study group, not a support group.** We are not responsible for each other. It can, however, function as a *supportive* session.
9. These are **not** a replacement for attending class. These are ways for you to feel more able to integrate and process what you are learning and improve your knowledge, confidence, and connection with your course as well as your fellow students.

10. **Give a clear purpose**, e.g. address a specific question related to the seminar topic or critically evaluate a specific piece of literature.

9. If you are meeting to discuss the literature **ask how it relates to the seminar question?** How credible are the findings? What issues does it fail to address? How does it relate to other authors and paradigms? What does the time of writing suggest about the text? What are its strengths and weaknesses? Is it a product of a particular time period or is it enduring in some way? Does it need to be read in conjunction with another author, etc.

10. End the meeting by **confirming the date/time of your next meeting** and give assignments/ readings/ etc. if appropriate.

11. **Wellbeing:** If someone in the group is struggling sources of support include: your GI Academic Advisor, your Course Teacher, LSE LIFE, Disability and Wellbeing Services, Faith Centre, and Kate and Hazel at the GI.

12. **Authenticity:** If others don't share your perspectives on the material you are reviewing as a group – don't worry! Everyone has their unique view and input on these readings, and your authentic critical voice and form of analysis is important. It is helpful, however, to explore these various ideas together.