



# Student-to-Student Interactions

## **PROFESSIONAL DEVELOPMENT GUIDE**

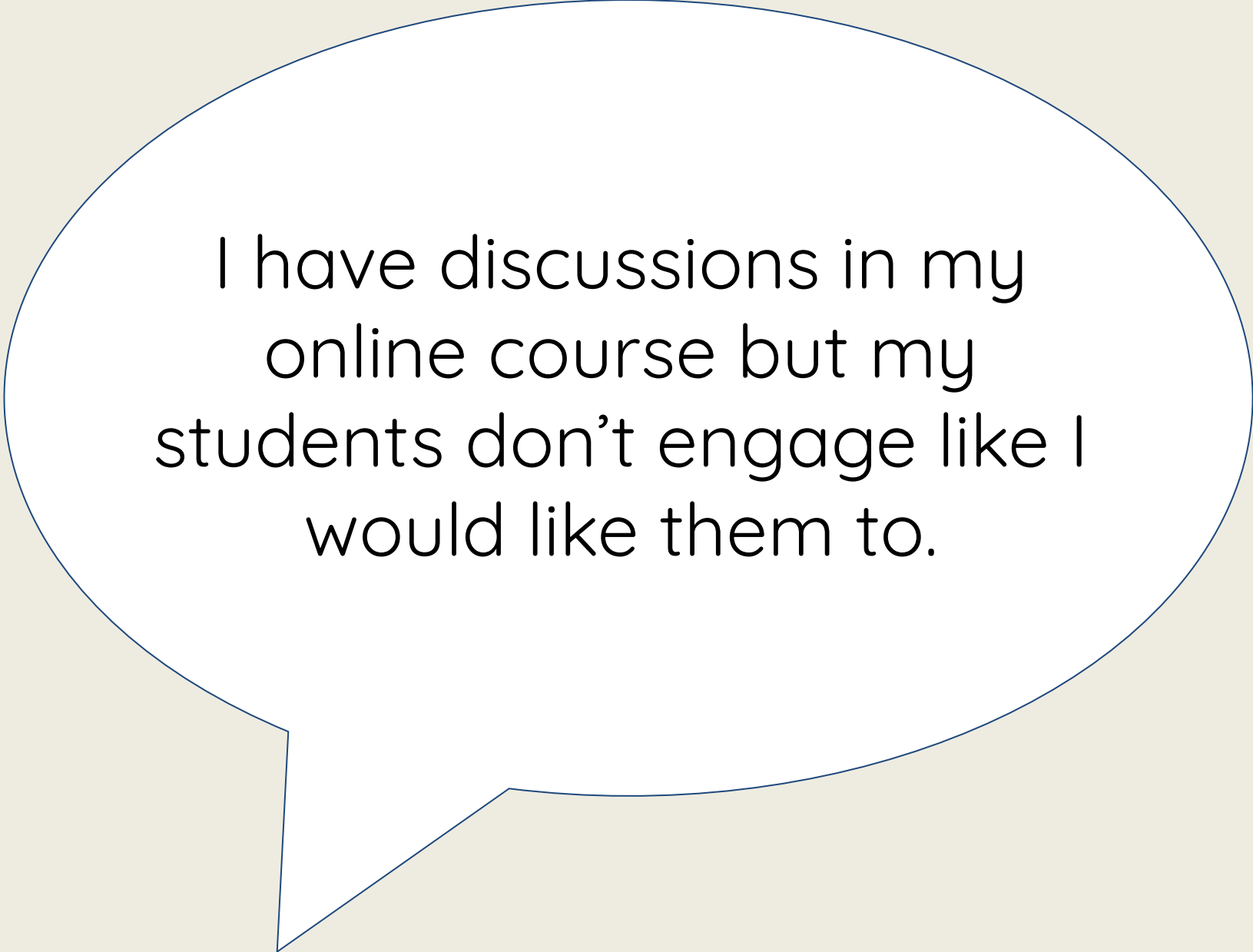
# Why Student-Student Interactions?

- **Relationships are foundational to a sense of belonging.**
  - Interactions provide opportunities to build rapport, which is linked to higher retention and success in online courses (Glazier, 2016).
- **Learning is a social process.**
  - High levels of student-student interaction is linked with increased student satisfaction and learning (Swan, 2002).
- **They are an important part of the [CVC-OEI Rubric](#) (Section B: Interaction) and the [Peralta Equity Rubric](#).**
- **It's required by California Education Code.**
  - **Title 5, Article 1 Distance Education, [§ 55204. Instructor Contact](#).**

“Any portion of a course conducted through distance education includes **regular effective contact between instructor and students, and among students**, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.”

New!  
Spring 2019

# Sound familiar?



I have discussions in my  
online course but my  
students don't engage like I  
would like them to.

# 3 Conditions for Meaningful Interactions:

- 1. Students feel safe and trust is established.**
  - What do you do to ensure your students know you care about their learning?
  - How do you validate your students so they know you believe in them ([Rendón, 1994](#))?.
- 2. Students are given opportunities to make real-world connections.**
  - Do your prompts invite students to share life experiences? Have conversations with peers/family? Contribute photos/videos that they've taken?
- 3. Relevance is clear.**
  - Do your students understand how their interactions support the learning goals of your course?



# Tip! Get Creative With Your Communications

If you're in a faculty support role, make a brief video to communicate the new Title 5 changes to your faculty.



Here is an example by Brianne Bricachek at Shasta College  
(made with Adobe Spark Video -- it's free!).

# 4

## WAYS TO IMPROVE STUDENT-STUDENT INTERACTIONS IN YOUR ONLINE COURSES

1

*Take a Course*

2

*Dig into Pocket PD*

3

*Attend Can•Innovate*

4

*Borrow an assignment idea*

# ONLINE COURSES

brought to you by the CVC-OEI/@ONE

- **NEW** Short Course (10-days)
  - Designing Dynamic Discussions
- Suggested 4 Week Courses:
  - 10-10-10: Communication that Matters
  - Humanizing Online Teaching & Learning

1

Take a Course

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Borrow an assignment idea

View the complete list of our courses:

<https://onlinenetworkofeducators.org/course-cards/>

# POCKET PD

brought to you by the CVC-OEI/@ONE

- Learn on the go!
- Free
- Available any time
  - Articles authored by CCC faculty/staff
  - Course tour videos
  - Byte-sized Canvas video series by Helen Graves
  - #CCCLearn

Dig in at:

<https://onlinenetworkofeducators.org>

**1** Take a Course

**2** Dig into Pocket PD

**3** Attend Can•Innovate

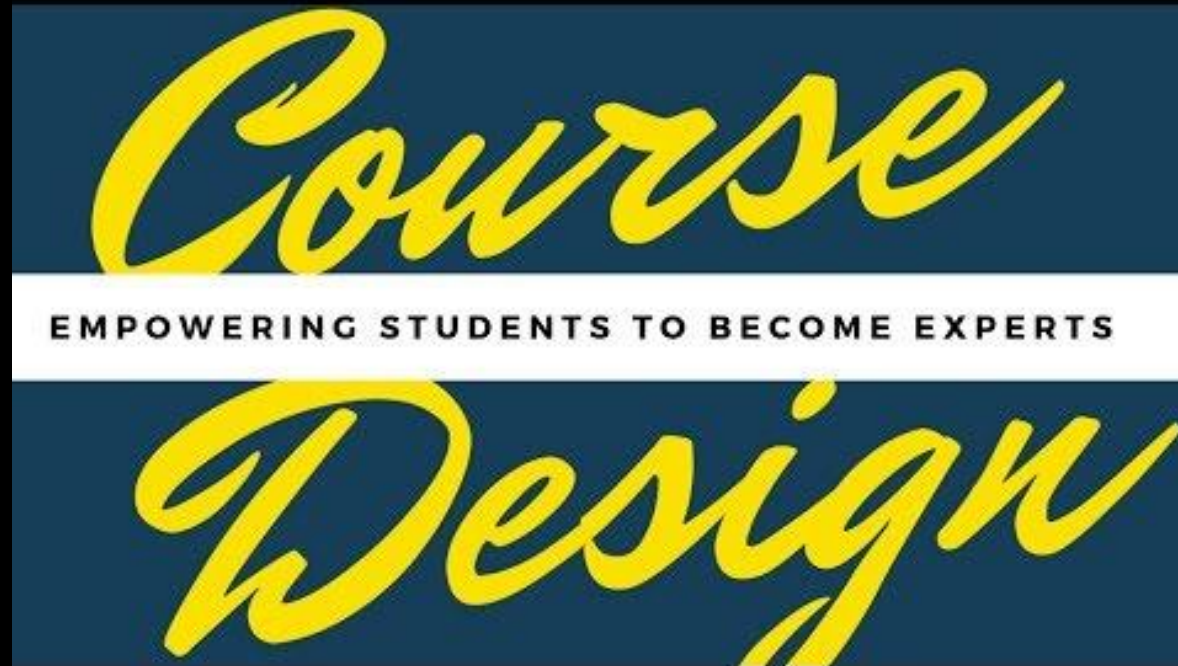
**4** Borrow an assignment idea



# When We Empower Students to Become Content Creators

by Chelsea Cohen, Laney College

A collaborative, group project involving research, conversations with peers, video creation, and a Canvas Discussion.

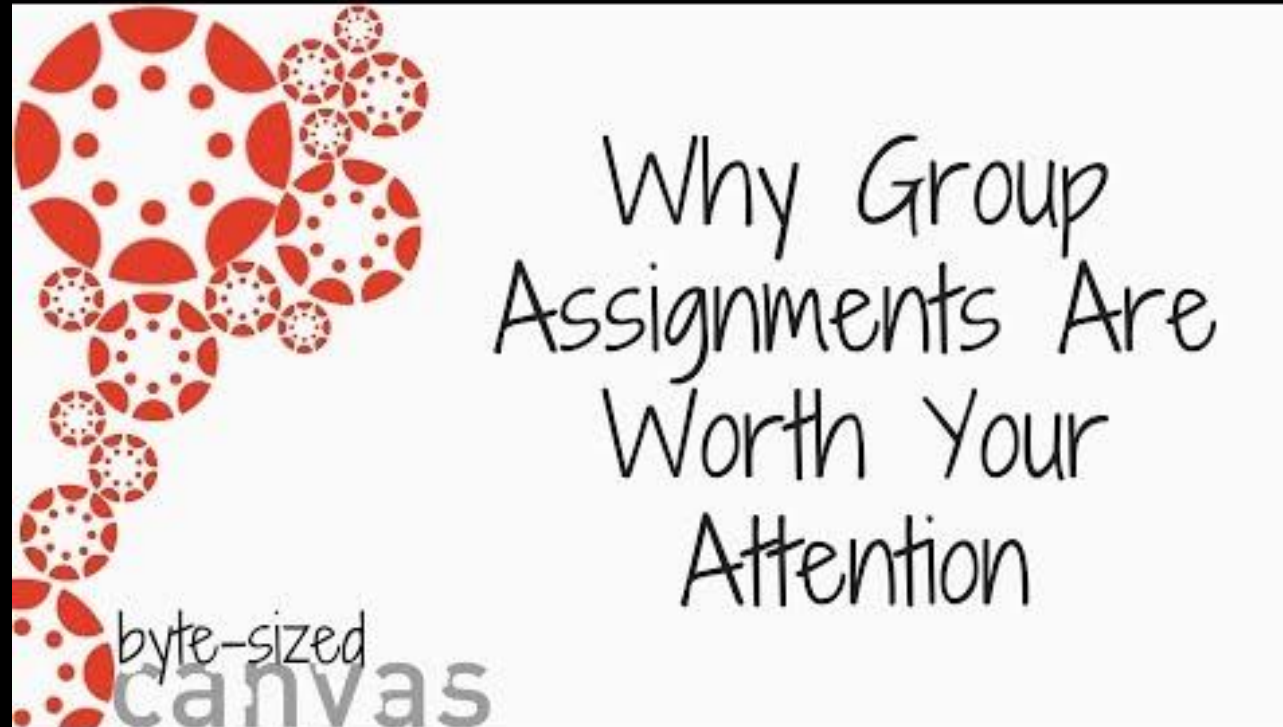


[Explore more articles](#)

# Why Canvas Group Assignments Are Worth Your Attention

by Helen Graves

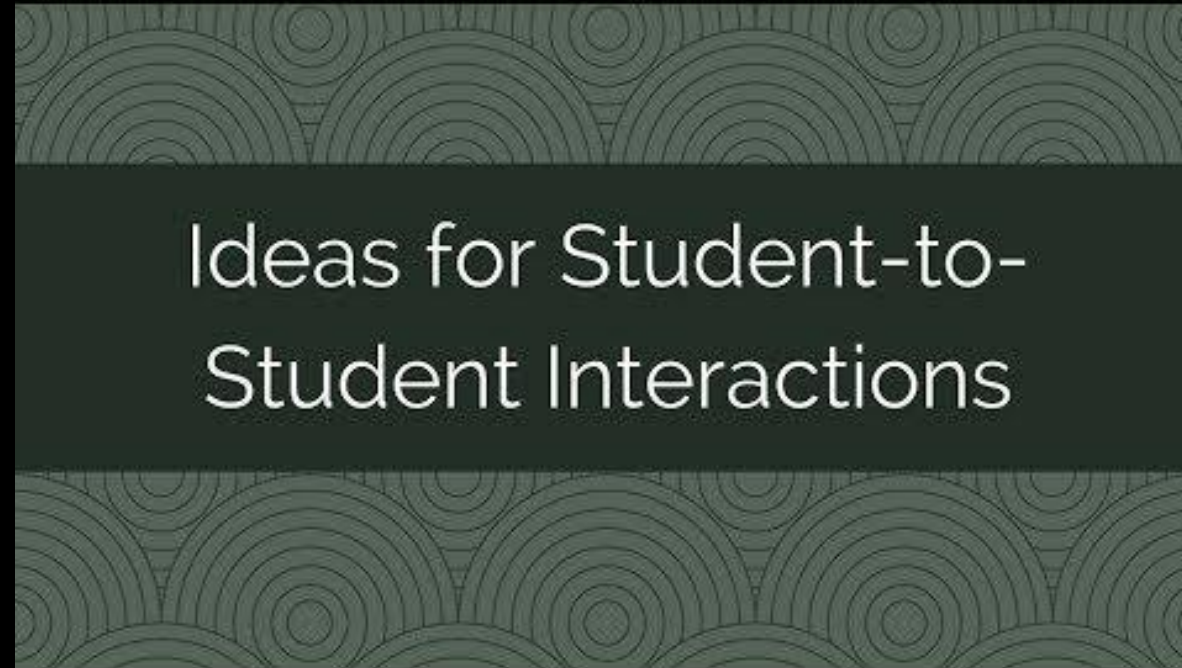
A Byte-sized Canvas episode



[View more episodes!](#)

# Ideas for Student-to-Student Interactions

with Julie Gamberg and Joseph Harrington  
an @ONE webinar archive



[View more webinar archives](#)

# Can•Innovate

brought to you by the CVC-OEI/@ONE

- Annual, free, online conference
- Held each fall
- 2 Ways to Attend:
  - Online (from anywhere)
  - On-campus from a group viewing room (*sign up to host one*)

1 Take a Course

2 Dig into Pocket PD

3 Attend Can•Innovate

4 Borrow an assignment idea

Learn more:

<https://onlinenetworkofeducators.org/CanInnovate19>

# Borrow an Idea!

Let's harness the power of our community!

The following slides include summaries of online activities designed to foster student-student interactions.

Find one that inspires you and give it a try!

**1**

*Take a Course*

**2**

*Dig into Pocket PD*

**3**

*Attend Can•Innovate*

**4**

*Borrow an assignment idea!*

# Idea #1: Make Your Own Museum

ASYNCHRONOUS INTERACTIONS • ADOBE SPARK & CANVAS DISCUSSION

Contributed by: [Meg Phelps](#), Ventura College

**Course:** Fully online Art Appreciation course

**Context:** A final project

**Overview:** Students choose between writing an illustrated paper or designing a webpage with Adobe Spark. Students choose the theme of their museum. Each museum must include 3 titled rooms with 3-4 works of art in each room. Students must write a museum description, an impact statement, and a description of each individual work of art using analysis techniques learned in the course. Once the project is complete, it is submitted through a Canvas assignment. Students also share their assignments with each other in a Canvas Discussion. The project is scaffolded into smaller, formative assignments that build the necessary skills in the Adobe web-builder before culminating in the final project submission.

## Resources:

- [Adobe Spark Page](#) (Spark Page has accessibility gaps for students who use a screen reader. Provide it as one option for your students.)
- [Student Project Example](#) by Jasmine Escobedo
- [More Student Examples](#) (shared with permission)
- [Instructions for using Adobe Spark](#) by Meg Phelps

"This was a very unique, enjoyable project. I felt we really had a chance to show what we learned, while getting creative ourselves. It was also very challenging. For me, even coming up with a theme was a challenge, but I had a lot of fun with it. ...it was a lot of work but it really gives us a chance to show what we have learned."

- Student, FALL 17



# Idea #2: Live Discussions

SYNCHRONOUS • SKYPE (CHAT) OR PRONTO

Contributed by: Fabiola Torres

**Course:** Ethnic Studies 121: Ethnic Minorities in the US

**Context:** Weekly Synchronous SKYPE CHAT real-time Discussions (Tools: Skype CHAT AND \*PRONTO)

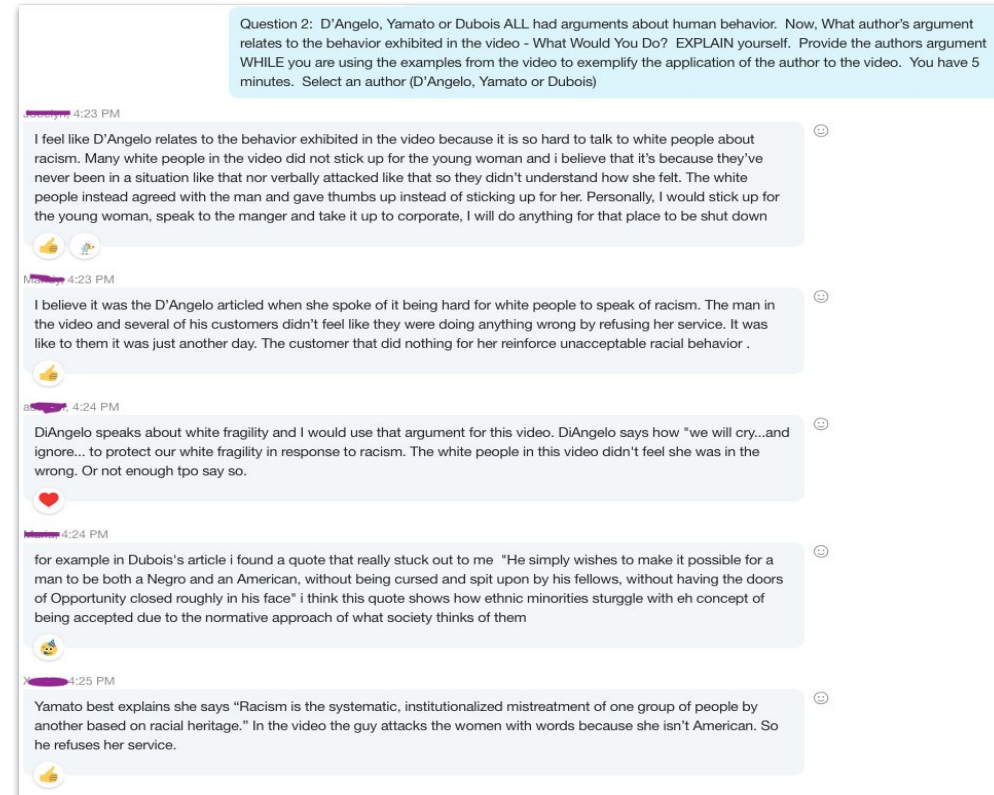
**Objectives:** To check in with student progress. To enable student to student weekly discussions while facilitated by the instructor

## Overview:

The course is advertised with 3 weekly synchronous hours. Students choose 1 of the 3 (1 hour) advertised options. To begin a live session, I check-in with students as a group. I answer clarification questions as needed. Then I pose a discussion question. Students respond in real-time to the discussion question. Then students read all the answers/replies. They select one student that provided an answer that adds value to their own reply. The reply must contain an @StudentName to indicate who added value to the original response. Meanwhile students are also able to comment to other answers and comments with emojis. All sessions are archived. They become great notes. (Time permitted, a second or third question is posed.)

## Resources:

- [Synchronous Online Classes: 10 Tips for Engaging Students](#)
- [Tools for Synchronous and Asynchronous Classroom Discussion](#)
- I am piloting [Pronto](#) in my other online class. Stay tuned.



# Idea #3: “Ice Breaker” Career Choices

ASYNCHRONOUS INTERACTIONS • CANVAS DISCUSSION

Contributed by: Don Carlisle, Economics, Cabrillo College and Modesto Junior College

**Course:** Macroeconomics , Econ 202 / Microeconomics, Econ 201

**Context:** “Ice Breaker” Discussion / Guided Pathways

**Objectives:** Get students to think about their major / potential career and hear from others

**Overview:** “Your assignment is to go to the Department of Labor's Occupational Outlook Handbook and look up the profession you think you are headed towards or that you are studying to become. I want you to tell us what occupation you are studying for, and what your chosen major is. Then I want you to tell us a few things about your occupational choice from the OOH page that matches your career choice:

1. Median Pay,
2. Typical Entry Level Education,
3. What the outlook is for job growth,
4. One interesting Fact about the work that you may not have known before.”

Then, they respond to 2 other students. I usually get a lot of discussion and very engaging conversations regarding common choices and uncommon ones! Students love to discuss their majors, their motivations, and what others are studying.

**Resources:**

- [Department of Labor, Occupational Outlook Handbook](#)



View the 8-minute video above to view a tour of Don's course.



# Idea #4: Growth Mindset through Reflections

ASYNCHRONOUS INTERACTIONS • CANVAS DISCUSSION

Contributed by: Stacey Smith, Coastline College

**Course:** Principles of Microeconomics, Principles of Macroeconomics (this will work for any course!)

**Context:** Discussion and exam preparation

**Objectives:** Foster meaningful student-to-student contact to (i) share experiences with challenging topics and (ii) provide helpful resources.

**Overview:** Students are asked to explain which topics from the course they have had the most trouble with, and then to explain how they have improved their understanding. I usually assign this discussion topic before major exams. This discussion allows for the following benefits:

- Students connect and bond with each other (they realize they are going through the same challenges!)
- Instructors are given the chance to address the most common “trouble topics” and provide remediation
- Students share helpful resources with each other. Examples are tutorial videos, worksheets found online, practice quizzes, etc. Sometimes I learn about new tools/sites from them, which I can share with future students!

**Sample Prompt:**

- *Which of the concepts from this course (so far) has given you the most difficulty, and how have you improved your understanding of the topic? Please share WHY you experienced confusion and include any recommended study tips, review videos, or other material you used to help improve your understanding. Please include details. Remember, your classmates are likely experiencing the same confusion... This is the opportunity to help each other out!*



*View the video above to see a 7-minute tour of Stacey's course.*

# Idea #5: Visit San Francisco & San Diego

ASYNCHRONOUS INTERACTIONS • FLIPGRID

Contributed by: Denise Maduli-Williams , San Diego Miramar College & Dayamudra Dennehy, City College of San Francisco

**Course:** ESL Credit and Non-Credit classes

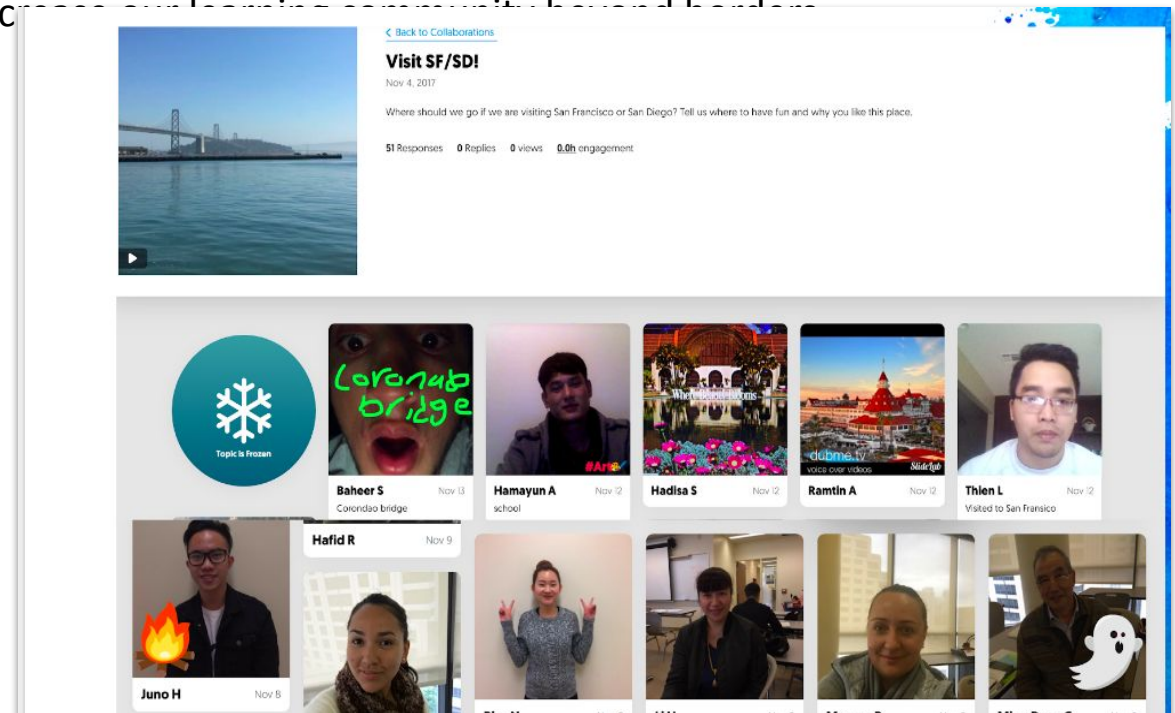
**Context:** A collaborative listening-speaking practice between advanced beginner and high intermediate students.

**Objectives:** Foster authentic communication between students in San Diego and San Francisco, utilize Flipgrid as a video tool for students to practice, observe, and assess their own listening and speaking skills, increase student learning community beyond borders.

**Overview:** We designed a Flipgrid called “Vist SF (San Francisco)/SD (San Diego) and shared it with students in both of our ESL courses. We asked students to respond to the question, “If a person was visiting San Diego or San Francisco where should they go?” Why do you like this place?” Students then recorded their own videos, many recorded using the Flipgrid mobile app on their phones and literally took us places. Students responded to each other in video.

## Resources:

- Our [@ONE blog post](#)
- [Flipgrid](#)
- [The Educator’s Guide to Flipgrid](#)



The screenshot displays a Flipgrid interface for a collaboration titled "Visit SF/SD!". The main question is "Where should we go if we are visiting San Francisco or San Diego? Tell us where to have fun and why you like this place." The grid shows several student responses, including:

- Baheer S** (Nov 13): Corcoran bridge
- Hamayun A** (Nov 12): school
- Hadisa S** (Nov 12): The Presidio
- Ramtin A** (Nov 12): San Francisco
- Thien L** (Nov 12): Visited to San Francisco
- Hafid R** (Nov 9): [Video content not fully visible]
- Juno H** (Nov 8): [Video content not fully visible]

Other visible responses include a student with "Coronab bridge" written on their face, a student with a fire emoji, and a student with a ghost emoji.

# Idea #6: Paragraph Scramble

ASYNCHRONOUS • CANVAS DISCUSSION & GROUPS

Contributed by: Colleen Harmon, English Instructor, Cuesta College

**Course:** Fully online English Composition course

**Context:** Students are revising their draft essays

**Objectives:** Practice and strengthen writing organization skills while learning the value of revising an essay

**Overview:** Working in groups, students create and contribute to a Canvas discussion for an activity which I call “Paragraph Scramble”. **First**, students take a longer paragraph from the essay they’re revising and rearrange the order of sentences. They post their scrambled paragraphs in their group discussion. **Second**, they select one of their peer’s paragraphs to unscramble, putting all the sentences back in the order they think they should go. **Third**, once students see their peer’s reordering of their sentences, they reply with a copy of the original paragraph and state what they like about their peer’s version of their paragraph.

Students have told me they enjoy this activity and that they understand how to organize their writing more coherently--and with their audience in mind--as a result.

I think this activity might work in similar assignments that require steps to complete. Students can compare the steps they take to problem-solving, which models more than one way to tackle an assignment. This helps create a more equitable learning environment.

**Resources:**

- Two eggs, a bowl, and a whisk. (Actually, just Canvas Discussion and groups!)

# Idea #7: The Entrepreneur's Journey

ASYNCHRONOUS INTERACTIONS • CANVAS DISCUSSION  
Contributed by: Barbara Salerno, Modesto Junior College

**Course:** Introduction to Entrepreneurship

**Context:** An interactive, “real-world” assignment: “The Entrepreneur’s Journey”

**Objectives:** To identify skills needed for assessing new business ideas

**Overview:** Early in the semester (Week 3), we are focusing on the "Idea Generation and Evaluation" stage of the entrepreneur's journey. Obviously, this is where the magic begins for any viable business venture! For this assignment, students go on a bit of a scavenger hunt to seek out business experts and entrepreneurs who have provided some valuable tips and techniques for generating new business ideas and assessing their potential. Students share insights with classmates and learn from their contributions as well.

## **The Essential Steps:**

- Students search the internet for a short video that covers at least one aspect of business idea generation and evaluation. They usually need to watch a few of them to find one they feel is most valuable.
- In a discussion board, they post a link to the video they chose. They also provide two or three key tips learned in the video regarding Idea Generation and Evaluation. They are to explain how one of these specific tips will directly apply to the launch of their own entrepreneurial venture.
- They are to review two classmates' submissions and choose one tip they learned. In reply posts, they are to explain how this tip will directly apply to their own entrepreneurial venture.

# Idea #8: My Favorite Photograph

ASYNCHRONOUS • GOOGLE SLIDES PAIRED WITH A CANVAS ASSIGNMENT and DISCUSSION

Contributed by: Michelle Pacansky-Brock, CVC-OEI/@ONE

**Course:** Fully online History of Photography Course.

**Context:** An ice breaker from week one.

**Tool(s):** Google Slides, a smartphone/camera

**Objectives:** 1) Foster social connections among students and 2) Recognize that photographic meaning is fluid and interconnected with a viewer's past experiences

**Prompt to Students:** What's your favorite photograph? It can be any photograph at all. Once you've decided, add it to your slide in our collaborative Google Slide deck along with a description about why it's your favorite.

**Instructor Set Up:** Instructor creates a Google Slide deck that is set to allow anyone to edit it. Create one slide for each student (simply type each student's first name and last initial - to protect privacy - at the top). Design a visually pleasing title slide and two Instruction slides 1) written instructions and 2) video instructions (a YouTube video can easily be embedded on a slide). Create a Canvas Assignment and [embed the slides](#) on the Assignment page.

**Interaction:** The next week, students revisit the slide deck and reflect on their peers contributions. Each student makes a post in a discussion forum summarizing what they learned about photographic meaning and citing at least 2 contributions made by their peers that contributed to what they learned. Each student then responds to at least 2 peers, citing a common takeaway or a new insight they discovered from reading the post. Many students discover that they were mentioned by a peer and loads of connections are made ("I have a yellow lab too!," "I have an infant also," "I went to that same museum in Amsterdam," etc.)

**Resources:**

- View my [Google Slides with instructions](#).
- [How to create a Canvas Assignment](#)
- [How to Embed Google Slides in a webpage](#) (or Canvas page)



# Idea #9: Speaking Practice

SYNCHRONOUS • CONFERZOOM BREAKOUT ROOMS

Contributed by: Joseph Harrington, Santa Rosa Junior College

**Course:** Fully online Spanish course

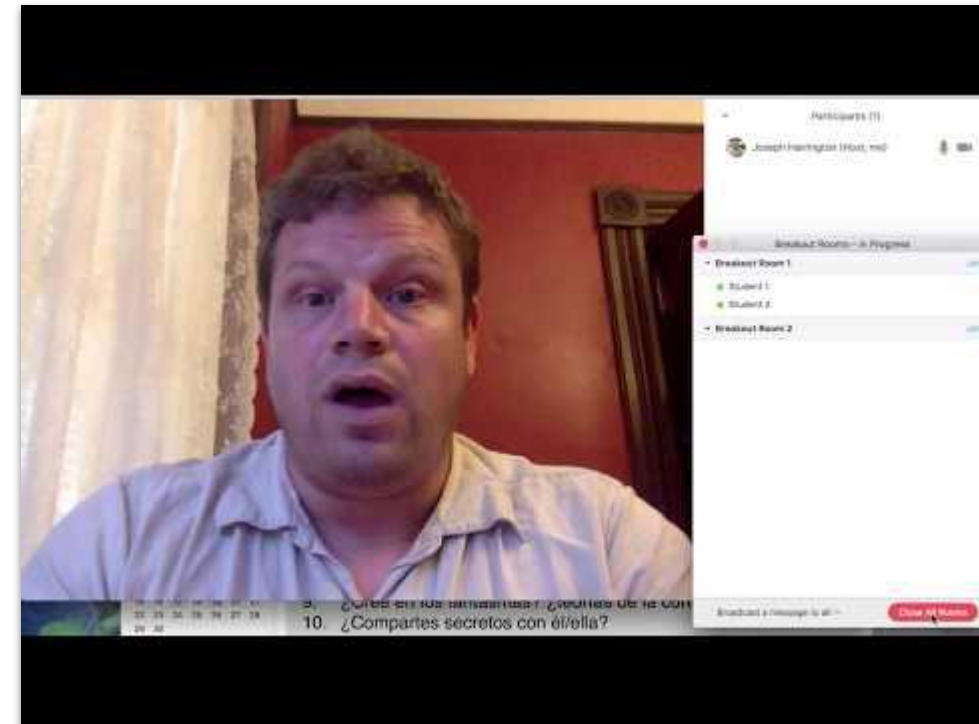
**Context:** Students are learning Spanish as a foreign language. This assignment provides them with the opportunity to apply what they've learned in live conversations with a peer.

**Objectives:** Demonstrate newly acquired foreign language skills.

**Overview:** The instructor schedules several live Zoom meetings. Students are required to attend a specific number (providing options for different schedules). Before the session, students are given a list of questions in Spanish to review. These function as interview questions that they will either ask a peer and be asked. When the Zoom meeting starts, the instructor clicks the Break Out Room button in Zoom and instructs Zoom to break up the attendees into break out rooms comprised of 2 students each. Once the breakout rooms are launched, the instructor enters each room for a short period of time to listen and provide supportive feedback to the students as they converse with one another.

## Resources:

- [ConferZoom](#) – Sign up for your *free* premium Zoom account.
- [Getting Started with Break Out Rooms in Zoom](#)
- [Online Student Testimonial](#) – Listen to two of Joseph's online Spanish students discuss their learning experiences using Zoom.



The 4-minute video above shows Joseph demonstrating this practice with two of his students.

# Idea #10: Practice Critique with Peer Analysis

ASYNCHRONOUS INTERACTIONS

Contributed by: Allan Trautman, Part-time faculty, College of the Canyons

**Course:** Fully online *Understanding Theatre* (100-level) course

**Context:** Many students are writing a critique for the first time in my class. This assignment gives them the opportunity to (1) write a critique, (2) read and analyze their peers' critiques, and (3) write a self-reflection after reading the analyses.

**Objectives:** Write a critique that: (1) has a clear point of view, (2) provides evidence to support opinions, and (3) evaluates the success of the theatrical production.

**Overview:** (From my instructions to the students) "This is a three-part project that will span two modules.

- "THE FIRST PART consists of writing a critique of a movie or play you have seen recently. This is a practice critique. I will not grade it. But you will post it for the rest of the class to read and analyze. You will receive credit for it when you complete the second and third parts of this project.
- "IN THE SECOND PART, you will analyze three of your classmates' critiques. You will not be assigning them a grade. You will comb through your peers' critiques, finding answers to specific questions I will pose. The aim is to help your classmates understand how others perceive their writing. At the same time, other students will be evaluating your practice critique.
- "IN THE THIRD PART, you will post a self-reflection based on your classmates' analyses of your critique."

**Resources:** Entire assignment has been shared on Canvas Commons as *Theatre project: Writing a practice critique, with peer analysis*

# Idea #11: Meet-n-Greet Navigation Combo

ASYNCHRONOUS • Canvas Discussion & Profile Set Up

Contributed by: DJ Hawkins -- Crafton Hills College

**Course:** any online or hybrid course

**Context:** Most college students are new to online learning and new to Canvas. This assignment gives students a low-stakes opportunity to learn Canvas while building community with their peers.

**Objectives:** Demonstrate ability to navigate Canvas; demonstrate ability to participate in a discussion board; build community

**Overview:** This is a week one, meet-n-greet discussion with a twist. The prompt will have five parts: 1) watch Canvas video tutorial and set up your profile, including a headshot & three bio details about yourself: 2 truths and 1 lie; 2) watch Canvas video tutorial and complete initial post on the discussion board, inviting classmates to review your profile to guess the lie; 3) students review each others' profiles and evaluate the bio details provided; then they reply to 5 classmates, explaining which detail is the lie; 4) students response to each classmate who guessed, confirming the lie and giving peers kudos for their guesses; and 5) students delete the lie from their profiles. This ice break requires students to watch Canvas tutorial videos, navigate through the course, and post reply multiple times to a discussion board. By adding the 2-truths-and-1-lie twist it becomes a game to play, a mystery to solve. Along the way, students are learning about their peers and building connections. The rubric assesses students on four areas: 1) profile picture/image and bio; 2) 5 guesses; 3) responses to all peers who guessed student's lie; and 4) timeliness. This low-stakes assessment can have a low/no point value. Coupled with a detailed rubric and formative feedback, students can learn effective and productive discussion board etiquette. And bonus--they get to play a game and learn about their peers. \*smile\*

**Resources:**

- Canvas video tutorial -- ["User Settings and Profile Picture"](#)
- Canvas video tutorial -- ["Discussions \(Students\)"](#)



# Idea #12: Peer Review Workshop

ASYNCHRONOUS • CANVAS DISCUSSION

Contributed by: Carly Zeller, English Instructor, College of the Siskiyous

**Course:** College Composition and Advanced Composition (fully online)

**Context:** Students participate in peer review to give and receive feedback that will inform their essay's revision.

**Objectives:** Students 1) utilize the writing process (and begin to appreciate the benefits of using the process), 2) provide and receive constructive feedback, 3) familiarize themselves with the essay's grading rubric, and 4) learn from one another. Working together, students grow as writers and reviewers.

**Overview:** Prior to the activity, students watch a short video identifying the purpose and benefits of peer review, as well as some basic tips to create a constructive and supportive online peer review environment. Then, in the discussion assignment, students submit their own essays. Each student is then required to provide reviews for two of their peers' drafts. They do so using the essay's grading rubric and guided questions which help to create targeted, concrete feedback. **Housekeeping Notes:** 1) Students are instructed to provide reviews first to classmates whose essays have not yet been reviewed. This ensures every student receives reviews. 2) One important rule that helps ensure participation and balance in giving and receiving feedback is that points are only available for those who post their own essays **AND** provide feedback for their peers. 3) This activity is not conducted through the "Peer Review Tool." It is a low-tech option that--when the instructions are clear--manages itself well.

**Resources:**

- Canvas Discussions

# Idea #13: Bibliography Peer Review

ASYNCHRONOUS • CANVAS Group and Google Doc collaboration  
Contributed by: Maryanne Mills, Librarian, West Valley College

**Course:** Information Competency (fully online)

**Context:** Students participate in peer review to give and receive feedback that will help them complete the final project, an annotated bibliography.

**Objectives:** Students 1) share their annotated bibliographies with 2 of their peers in Canvas Groups in order to provide and receive constructive feedback using guided questions given by instructor. By reviewing the different segments of each others' bibliographies, they learn to work collaboratively and give constructive feedback to each other. Working together, students grow as writers and reviewers.

**Overview:** In groups of three, students will answer a set of detailed questions regarding the formatting and substance of an annotated bibliography written in MLA format. After those questions are answered and shared with each other via a Google Doc, students will apply those answers to each others' bibliographies and share it back to their peers via the Canvas Group. Students don't have to share their entire bibliography, but are prompted to share the source they are having the most difficulty citing. At the end of this assignment, the instructor reviews the work of the group and may create a short video commending the students on their work as well as address any issues that may still be confusing.

**Resources:**

- Canvas Groups
- Google Docs

# Idea #14: Writing Workshops

Asynchronous | Canvas Group (and Google doc, potentially)

Contributed by: Brandon Gainer - Communication Studies Faculty - De Anza College

**Course:** Any online or hybrid course with a writing component. I primarily it in my COMM 9 (Argumentation & Writing) and COMM 1 (Public Speaking)

**Context:** Prior to a major writing assignment being submitted, students will receive help and insights from their classmates. This is a way to create more interaction in an online course, brainstorm ideas for their writing assignments and do so in a low-stakes environment. In addition, this gets students to think more about audience-centered communication, rather than writing to that nonexistent “general” audience.

**Objectives:** Assess the quality of argument and sources ; Describe the relevance of an essay audience; Solicit targeted, specific feedback from peers

**Overview:** You can tailor the writing workshop instructions to your own assignment, but below is what I use:

**Grouping:** Sort students into small groups for this assignment (6-8 is about the sweet spot, though 5 can work)

**Initial Posting:** Have students post a working draft / rough draft of their writing assignment. If they’re not quite at that stage, then at a minimum, they should post the topic ideas that they’re deciding between and a list of tentative sources that they want to use. In addition to this, students should post answers to the following questions: (1) Who is your perceived audience? (2) How is your topic relevant to said audience (3) What specific areas are you struggling with in developing this essay & (4) What specific areas would you like feedback on?

**Responses:** Students should review at least **2** posts from their peers. In addition to any of the areas that they indicated in item #4, address the following: (1) Specific suggestions for focusing the topic (2) Any potential flaws in the argument or how the evidence is used (3) Particular points, ideas, or arguments you agreed with & (4) Points you disagreed with and why.

**Resources:** Peter Elbow has resources on how to respond to peer to peer feedback. Some of the ways in which I structure my peer response sessions are motivated by his work:

- [Non-Evaluative Response Options](#) (PDF)
- [Response Options for Peers](#) (PDF)

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