

STUDENT INTERACTION AND BUILDING COMMUNITY



ACADEMIC
PARTNERSHIPS

Challenge: What Do You Think About This Statement?



“Students learn and achieve more when they do most of the work and support each other in the construction of knowledge”.



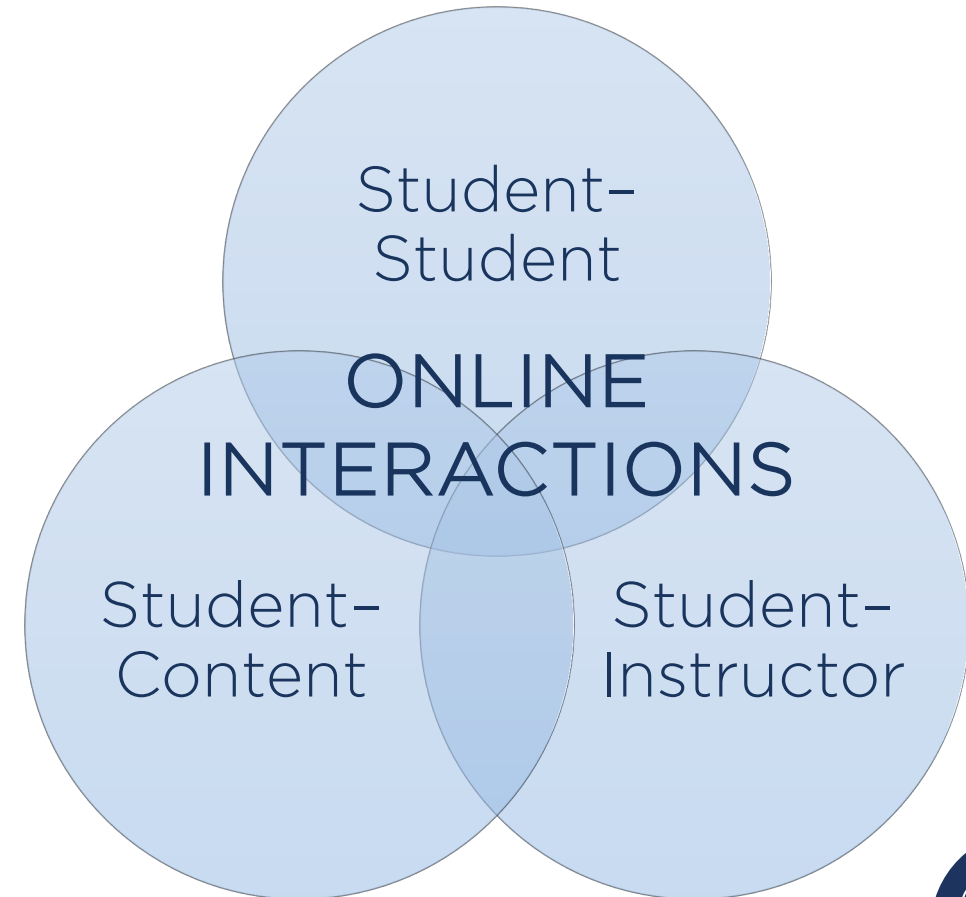
What is it?

- Student Interaction
- Building Community

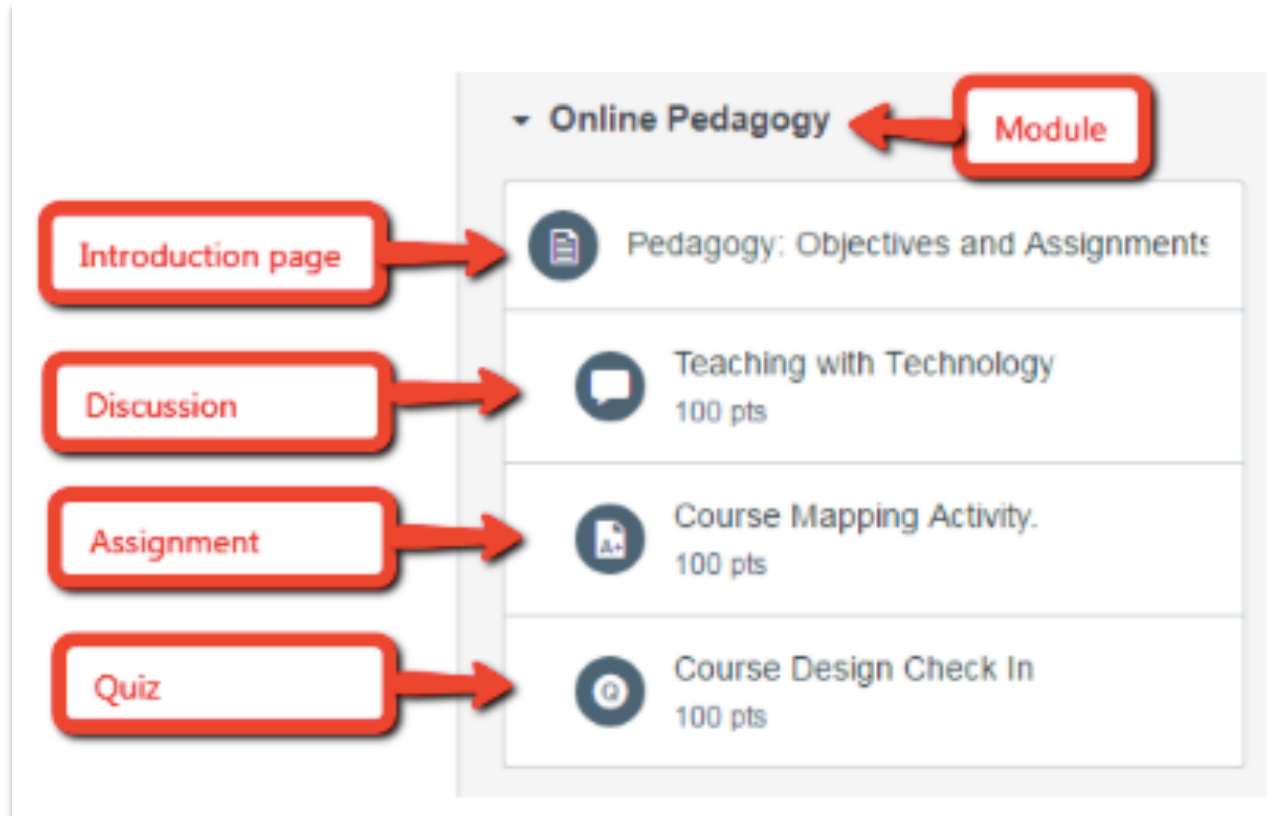


Types of Interactions Critical to a Successful Online Course

- Faculty to Student
- Student to Student
- Student to Resources



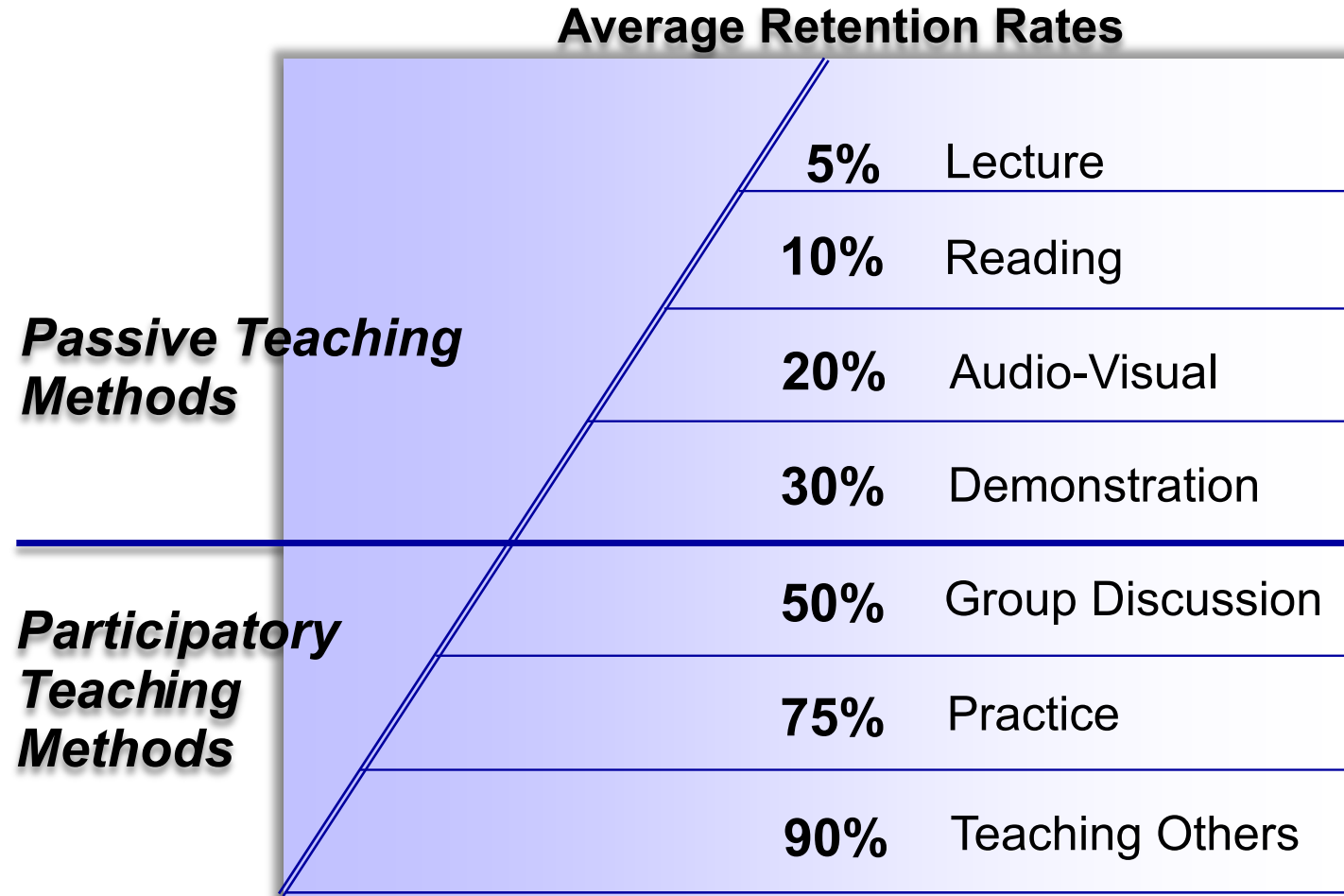
Challenge: Thinking About the Activities in Your Course



Where do your students spend their time in your course?

What kinds of activities lead to more learning gains?

The Learning Pyramid*



*Adapted from National Training Laboratories, Bethel, Maine



Supporting Evidence

- Student-to-student interaction is vital to building community in an online environment, which supports productive and satisfying learning, and helps students develop problem-solving and critical thinking skills (Kolloff, 2011).
- Students who had high levels of interaction with other students reported high levels of satisfaction and learning (Swan, 2012).
- Students in an online course with a high level of interaction achieved higher performance than students with only a moderate level of interaction (Beaudoin, 2016).
- Interaction has an impact on student achievement and satisfaction, as reflected by test performance, grades, and student satisfaction (Roblyer & Ekhaml, 2010).



Types of Activities to Create Successful Discussions

Creativity

Debates

Clear, Concise
Instructions

Open-ended Questions

Scenarios

Remain on Topic

Prioritizing Responses

Presence

Personalization

Socratic
Questions

Ethical Dilemmas

Professional
Discourse

Synthesis

Probing

Opinions

Multiple Answers



Aspects to Consider to Create Effective Discussion Boards

- What will the experience/engagement look like?
 - In pairs?
 - In groups?
 - Will the group have a leader and designated roles?
- What technology will support the discussion board?
 - Video/Audio?
 - Text?
- What will the experience/engagement look like?
 - In pairs?



Aspects to Consider to Create Effective Discussion Boards

- What kinds of interactions will the discussion board foster?
 - Collaboration/co-creation?
 - Debate?
 - Negotiation?
 - Competition?
 - Teaching each other?
- What are the logistics of the activity?
 - Do they have enough time?
 - How are they organizing?
 - How will the activity be assessed?

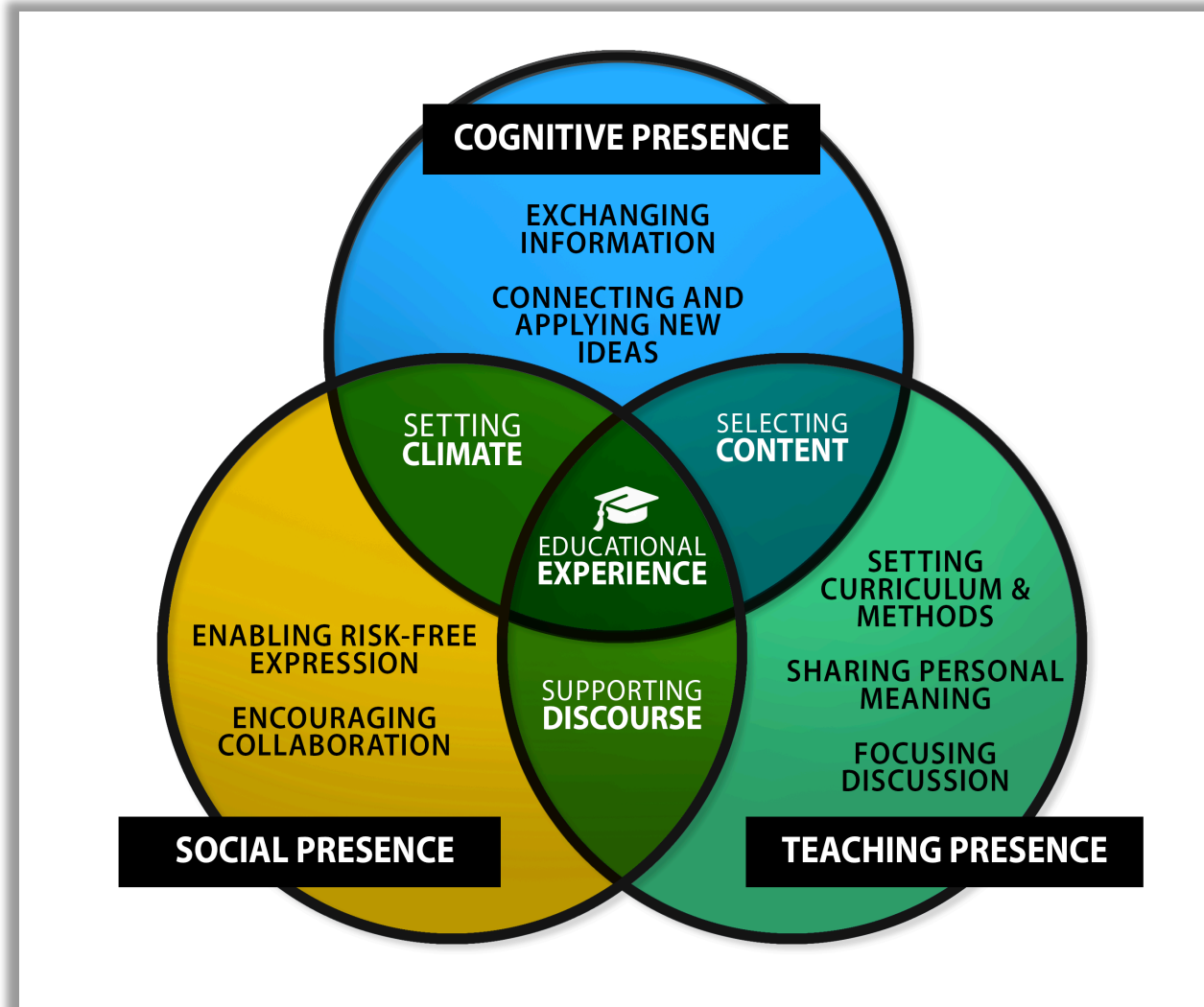


Aspects to Consider to Create Effective Student Learning Assessment

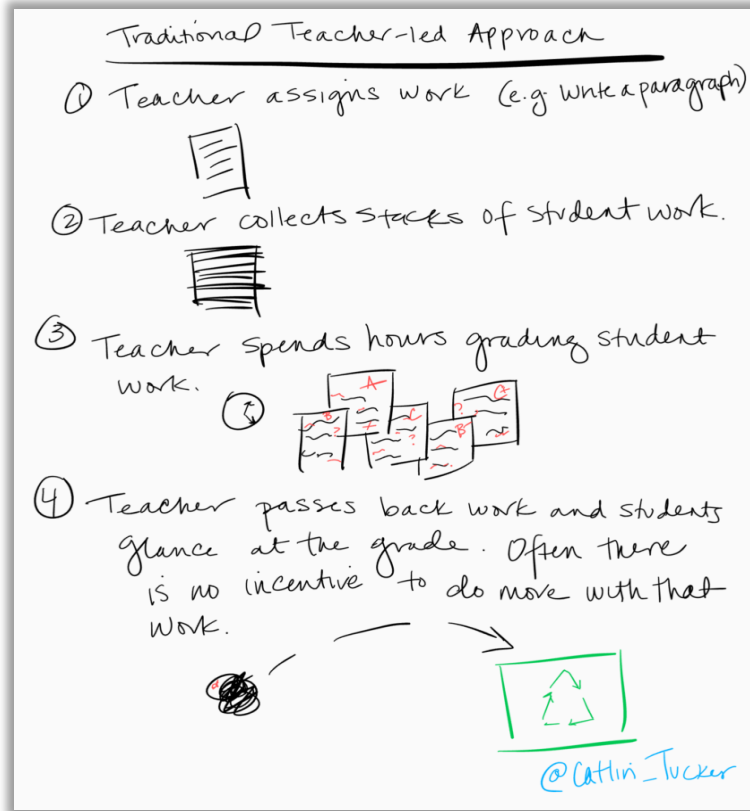
- What is the learning outcome?
 - Cognitive
 - Psychomotor Skill
 - Affective
- How will you assess the learning outcome?
 - What is the assignment attached to this outcome?
 - For example: Project, Presentation, Paper, Exam, Discussion Board, Reflection Paper, etc.
 - What is the instrument? Rubric, Team Evaluation Form, Survey Questions, Exam, etc.



Community of Inquiry



Challenge: How Could We Re-Engineer This Assignment to Be Student-Centric and Foster Collaboration?



This is the true and tested assignment in many courses.

- It is faculty-centered.
- It is focused on content.
- It often limits student-to-student interactions and knowledge production.



Peer to Peer Learning

- To achieve a high level of student-to-student interaction in an online course, students must have many opportunities to **build rapport**.
- Include **instructional activities** that encourage reflection and discussion support student-to-student interaction online. These activities require students to work with one another, share results.
- Use **technology that can support student-to-student interaction** in online courses. To promote student-to-student interaction, instructors must select the technologies appropriate for the course goals and that students can use effectively.



What Are Some of the Skills That Are Developed Through Peer Learning?

- Planning
- Decision-making
- Problem-solving
- Goal-setting
- Assuming responsibility
- Coordinating openly
- Respecting and tolerating differences
- Diversity skills
- Empathy
- Working together cooperatively
- Communication skills
- Giving and receiving feedback
- Proactively seeking knowledge



QUALITY MATTERS STANDARD 5



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QM - STANDARD 5

- **QM 5.1** The learning activities promote the achievement of the stated learning objectives or competencies.
- **QM 5.2** Learning activities provide opportunities for interaction that support active learning.
- **QM 5.3** The instructor's plan for interacting with learners during the course is clearly stated.
- **QM 5.4** The requirements for learner interaction are clearly stated.



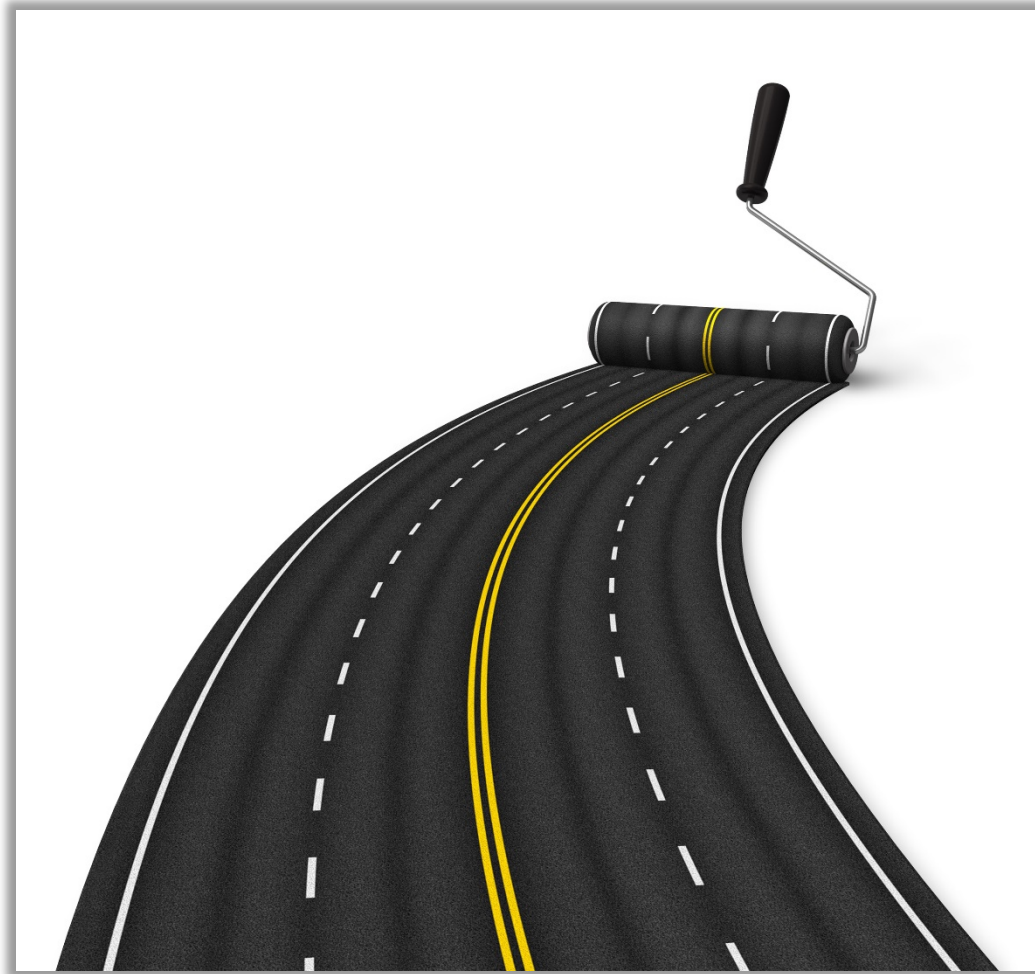
QM - Standard 5.2



QM - Standard 5.3



Collaboration Is a Journey



Gardner, D. (2005).



Thank you!

Questions or Comments

