

Summary of ideas for using peer interactions in online teaching

	Lecture	Lab	Seminar/Experiential Learning
Anonymous Feedback	<p>Lecture by students then peer feedback</p> <p>Zoom polls</p> <p>Have English language learners review students' work for target grammar</p>		<p>Breaking up a large paper into smaller submissions with peer review for each</p>
Non-Anonymous Interactions/Feedback	<p>Group activities that focus on writing together, analyzing the literature, and collaborating on findings</p> <p>Shared doc editing, discussion board, encourage study groups (ask students to request Enterprise Zoom for longer sessions).</p> <p>Peer interaction through asynchronous discussion which includes presenting guiding and thought provoking follow-up questions that lead to further discussion</p> <p>Voluntary "social hours" at varying times</p> <p>Explain a concept to a younger person, get feedback on the explanation</p>	<p>Pairing up to practice giving assessments</p> <p>Lab groups in breakout rooms</p>	<p>I use a peer response form with specific questions to facilitate strong and meaningful peer feedback. Works *very* well</p> <p>Having students peer review discussion board and share past experiences</p> <p>Respond to readings by asking discussion questions</p> <p>Group discussion boards</p> <p>Post-conference after clinical, Groups for file exchange</p> <p>Group to group evaluation</p> <p>Paper exchange/proofreading</p> <p>Post their papers into a discussion board and ask that they respond to at least 2 of their classmates to give feedback and also see how they can build off of it.</p> <p>Self and peer assessment tool on Blackboard</p>

Group Assignments/Projects	<p>Break out groups and then groups presented on specific topics to the rest of the class</p> <p>Group breakout Rooms and having them present on a scenario</p> <p>Breakouts (have one person to report back, ask students to switch reporter roles each week)</p> <p>Whole class feedback following a group presentation: one group presents, the rest of the class provides feedback (large classes)</p> <p>Evaluating project ideas that start individually and then become group selections</p>	<p>Breakout rooms for groups to complete an activity together</p>	<p>Breakout rooms where students apply information/theories from readings or lectures</p> <p>Breakout room discussion with a topic to discuss or deliverables</p> <p>Divide them up into small groups in Slack and ask them to do exercises and discuss their experiences -- designate one "speaker" to report their discussion to the large group.</p> <p>A group project paper broken down into 3 parts (drafts/iterations) and then a final presentation at end. Maybe could use peer review for grading each part</p> <p>Using Google Sheets or other way to chart progress of group on multi-stage projects</p> <p>Group Project Presentation evaluation form</p> <p>Anonymous comments on group projects (comments not linked to individual students)</p>

Challenges:

Students might not be proficient in identifying others' errors

I'm already struggling with assignments piling up toward the end of the semester because of waiting for content to be covered before having students apply it. Peer review in either form means pushing up deadlines and more requirements all piling up together at the end of the

semester.

Feedback may not be anonymous in a small class setting, particularly for ESL students

Confidence in students' abilities to evaluate each others' work

Converting in-person lab experiences to online

Students may critique more, I have seen them be not as "nice" when anonymous

People are often too nice in their feedback with known peers and non-anonymous feedback.

FERPA considerations when non-anonymous

I could see using anonymous feedback to grade 1 of the major papers in the course. Having a detailed rubric would help, but I can see some of the students having trouble with understanding all of the criteria for the papers.