









Supporting Student-to-Student Interactions in Blended Environments

Management Tips and Helpful Guidelines

	In-Person Learning	At-Home Learning
<p>Crafting the Right Question/ Prompt</p> 	<ul style="list-style-type: none"> • Where appropriate, select a stimulus for students to respond to (graph, picture, chart, text, etc.) • Open ended • Multiple responses <ul style="list-style-type: none"> ✓ Use plurals, such as “ideas”, “suggestions”, “thoughts”, “reasons”, “examples” • Inviting, tentative language <ul style="list-style-type: none"> ✓ Such as “possible”, “might”, “what do you think may be”, “could” • Clearly stated, using accessible academic language • Expectation for sharing after think time 	
<p>Communication of Task Structure/ Instructions</p> 	<p>Directions clearly stated to the class (oral and/or written)</p> <ul style="list-style-type: none"> • Modeled with students, especially the first few times • When possible, post instructions visually so students can refer to it as needed • Expectations stated up front in terms of during and after interactions • Directions for longer interactions are chunked, such as: <ul style="list-style-type: none"> • Stand up, push in your chairs • Find a partner, stand back-to-back • Move your desks so they clearly show you are a team and can see each other when speaking • When I say go... • Partner A will share first • Thank your partner 	<p>Directions clearly stated to the class (written and/or dictated via sound/video app)</p> <ul style="list-style-type: none"> • Where appropriate, provide work samples/examples to allow students to identify qualities of “good” work • State expectations for peer-to-peer interactions up front. <ul style="list-style-type: none"> ○ E.g.- regarding behavioral norms, time-to-respond, etc. • Directions for longer interactions are chunked, such as: <ul style="list-style-type: none"> ○ Read this passage ○ Craft a respond to the prompt ○ Share your response with your peer(s) in the designated media ○ Respond to the work of your peer(s)

<p>Timing</p> 	<ul style="list-style-type: none"> • State and keep specific time frames <ul style="list-style-type: none"> ✓ For pairs, typically 30-60 seconds per student, up to 2 minutes for extended responses to higher order thinking questions ✓ For groups of 3-4, typically 2-4 minutes total • Use a timer to manage time allotted for speakers <ul style="list-style-type: none"> ✓ Gives students an auditory signal ✓ Some timers can be used in conjunction with a projector, giving students auditory and visual cues 	<ul style="list-style-type: none"> • State and keep specific time frames <ul style="list-style-type: none"> ✓ When are initial responses due? ✓ When are replies due? ✓ Will students be expected to reply to peers' comments on their work? • Set intermediate deadlines for extended interactions <ul style="list-style-type: none"> ✓ E.g.- The first segment of your podcast is due on X date, the second on Y date
<p>Accountability</p> 	<ul style="list-style-type: none"> • Individual opportunity for Think time prior to share (wait time pause, quick write) • Individual opportunity for Sharing- <ul style="list-style-type: none"> ✓ Explicit instructions for time, place, and manner for which students should share their thinking • Assign who begins, the order of sharing (number off, darkest shirt, location in the group) 	
<p>Inspection</p> 	<ul style="list-style-type: none"> • Let students know in advance (and every time) they may be asked to share out and expand on their response to the whole class • Random calling on pairs/ groups to share <ul style="list-style-type: none"> ✓ Something they discussed as a team ✓ Something they heard from their partner ✓ Ask a number (such as all #2s) to stand from each group and share ✓ Ask all students with birthdays in a month that begins with "J" to stand and share • Other opportunities for inspection can include: <ul style="list-style-type: none"> ✓ Posting the results of the conversation in a conspicuous place (e.g.- chart, poster, discussion board, Padlet) 	
<p>Grouping</p> 	<ul style="list-style-type: none"> • Pairs, Triads, Groups of Four • Random <ul style="list-style-type: none"> ✓ Teacher creates groups randomly, such as with playing cards, types of candy, online randomizer, mix-pair-share, etc. • Purposeful <ul style="list-style-type: none"> ✓ Teacher creates groups, intentionally pairing/ combining students based on <ul style="list-style-type: none"> ✓ Personality ✓ Current level of understanding (ability groups) ✓ Current level of understanding (heterogeneous groups) ✓ Location in room (desks already in pairs, groups; row A and row B pair, etc.) ✓ By topic- students choose topic, then students with same topic group together • Student Choice 	

<p>Ground Rules/ Norms</p> 	<ul style="list-style-type: none"> • Ground rules can be determined by the teacher or as a class-building activity with students • Classrooms typically determine 5-7 ground rules • Example Ground Rules for Students may include: <ul style="list-style-type: none"> ✓ Keep an open mind. ✓ Suspend your opinions and assumptions while listening. ✓ Make statements that EXPLAIN your reasoning, then invite questions. ✓ Feel free to disagree with any member of the group, but do so respectfully. ✓ Try to separate the people from the problem. Disagree with ideas, not people. ✓ Keep the conversation focused on the topic. ✓ Speak for yourself and try to use correct terms. ✓ If you or anyone else has a concern, feel free to speak privately with the teacher. ✓ Be aware of the tone, facial, and body expressions used during conversations. ✓ Enjoy the conversations.
<p>Roles in Groups</p> 	<p>For all roles, their primary “job” is to participate in the discussion and work!</p> <ul style="list-style-type: none"> • Groups typically range from 3-4 students. However, when conducting structured student-led discussion groups, the number can be 5-8 • Example student group roles may include: <ul style="list-style-type: none"> ✓ Scribe- takes notes, charts ✓ Checker- double checks work, answer, sources, etc.; approves what group will share out ✓ Spokesperson- summarizes, shares out group response or product ✓ Facilitator/ Encourager- gets discussion moving, keeps it going, follows protocol ✓ Timekeeper- helps group stay on track ✓ Summarizer- periodically provides a summary (paraphrasing) of the discussion for confirmation ✓ Elaborator- helps make connections between current discussion and past topics or overall themes ✓ Reflector- watches body language and listens to see if anyone is confused and needs more support; asks for the group to repeat, summarize, explain differently, etc.