

Can online peer-to-peer activities be collaboratively designed with students?

Partnering on the design can help to maximise future student engagement.

Will the online community be part of the curriculum and/or be assessed? Clearly define/communicate expectations about participation, formality, alignment with learning objectives, assessment criteria, conduct, etc.



02. INCLUSIVE PARTICIPATION

How can all students be encouraged to participate? Reflect on and discuss the appropriate tools and platforms that are accessible, regularly checking in with students about their experience of the community.



**University of Brighton** 

## Designing Online Peer Communities

This resource has been informed by:\_ Chilvers, L. (2025)



Can you identify any training needs? For example, using particular digital tools, online etiquette.

How will students gain from their participation? This could include achievement of learning outcomes or credit-bearing reflective portfolios, to digital badges, micro-credentials, certificates or awards.



04. SAFEGUARDING AND SUPERVISION

How will a safe online space be created? This could mean establishing ground rules, moderator roles, identifying boundaries, managing expectations, defining the purpose of activities, technologies to use, topics for discussion.



This resource is an output from a <u>Collaborative Enhancement Project</u> supported and funded by QAA membership. The project is led by De Montfort University in partnership with Glasgow Caledonian University, University of Brighton and University of the Arts London. Find out more about Collaborative Enhancement Projects on the QAA website



How will you know if the activity has been impactful? Revisiting the design and rationale for the project can inform the focus for evaluation and methods for collecting data.