

Interaction Scale between Students

Shackelford, J. L., & Maxwell, M. (2012). Sense of community in graduate online education: Contribution of learner to learner interaction. *International Review of Research in Open and Distributed Learning*, 13(4), 228-249.

18 Items

2 Dimensions

In this class, how often did you:

- have the opportunity to get to know classmates by sharing information about yourselves?
- participate in an activity (such as a game or ice breaker) to get to know classmates?
- take part in online discussions with the entire class?
- take part in small group discussions online?
- communicate with other students about non-academic topics (such as an open discussion board, Water Cooler forum, etc.)?
- work with a group of classmates on a collaborative project?
- take part in peer teaching (such as giving presentations or leading discussions)?
- exchange resources (such as links or documents) and information with classmates?
- contribute personal experiences as they relate to course content?

5-point Likert Scale (Never; Rarely; Occasionally; Often; Very often)

Cronbachs α : NA

How important were each of these interactions in contributing to your sense of community in this course?

In the class I have

- have the opportunity to get to know classmates by sharing information about yourselves?
- participate in an activity (such as a game or ice breaker) to get to know classmates?
- take part in online discussions with the entire class?
- take part in small group discussions online?
- communicate with other students about non-academic topics (such as an open discussion board, Water Cooler forum, etc.)?
- work with a group of classmates on a collaborative project?
- take part in peer teaching (such as giving presentations or leading discussions)?
- exchange resources (such as links or documents) and information with classmates?
- contribute personal experiences as they relate to course content?

5-point Likert Scale (Not at all; Slightly; Fairly; Quite; Very)

Cronbachs α : NA

