

Peer-to-peer student interaction within an inclusive learning community is likely to help, not only students' learning, but also their well-being and mental health. To enhance such interaction, I present a pair of related innovations that are valued by students, ea 1.9 (al (us)-82 en)-1.3 ()]m7n92-8.9 (2.3 (d me)-12.3 (nt)-1.1 ((n)- (a 1.9 (al hat)-1.1 w 21 0 Td()T

Second Innovation – Peer Match-Up Service

I conducted the peer match-up service on a large final year module Semester 2 2020/21. At the start of the module, I invited students who did not know many of their peers to sign up to the service. The service then aimed to introduce any signed-up students to a small group of their peers who had also signed up.

To enable the students to sign up, I used a basic 'Feedback' survey tool in Learn to allow students to submit their name and their Loughborough email address as shown below.

Within the first few weeks of term, I allocated any submissions into groups of 4-6 students. I then sent an email to ea

Second Innovation – Peer Match-Up Service

Overall, the sign-up rate for the peer match-up service was 9% (29 out of 329). Of those students that signed up,

Student peer-to-peer interaction is really important for learning. Moreover, anything that lecturers can do to provide an inclusive learning community where students can make friends and interact is likely to offer benefits for students' well-being and mental health, especially in our current times.

In the first of two related innovations, I used a flipped classroom with pre-watch recordings to provide space for a