

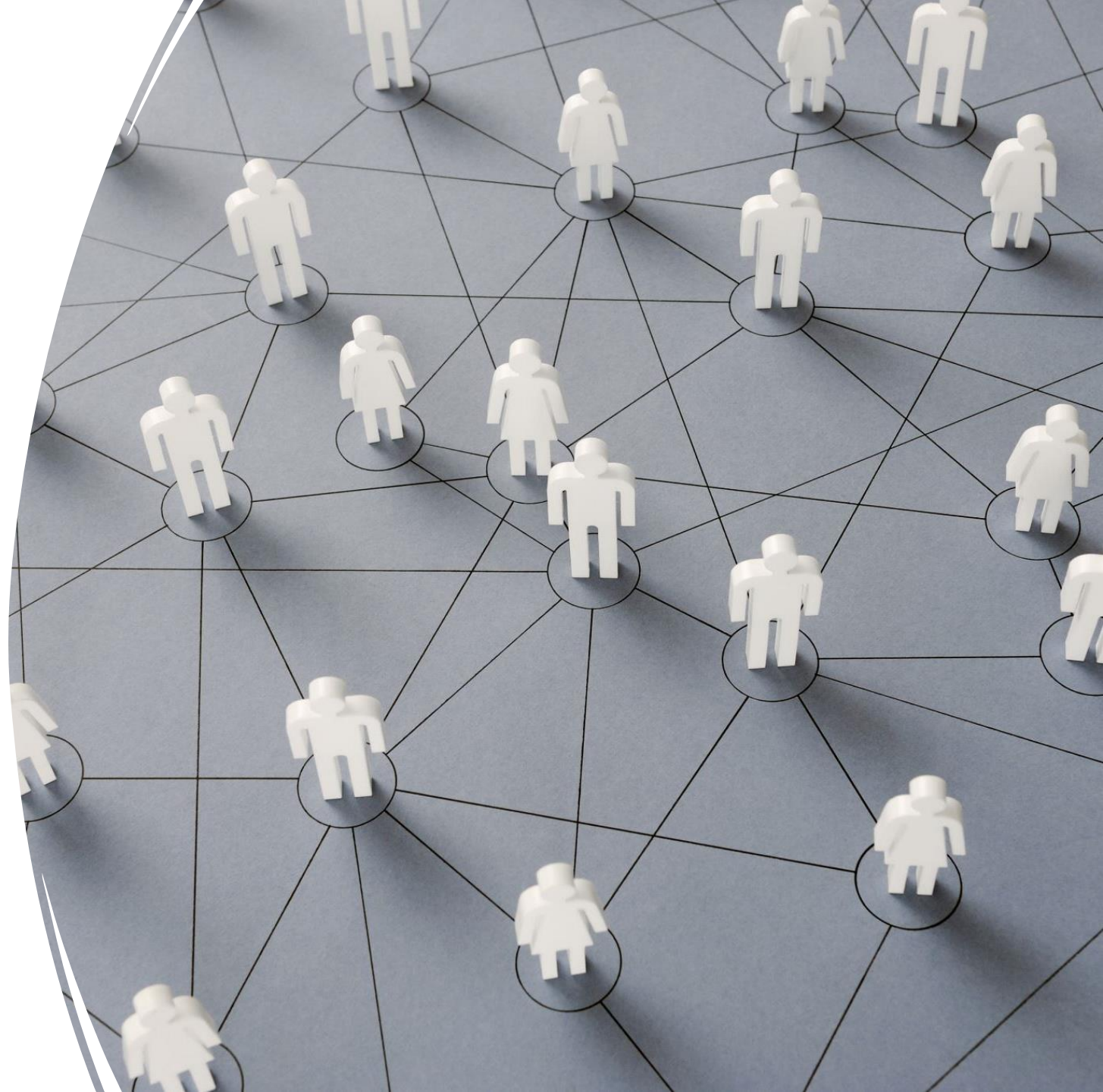
# RSI – Regular and Substantive Interaction: Customizing for your Discipline

---

Opening Week Fall 2022

Presented by the SBVC

DE Faculty Leads: Davena Burns-Peters  
& Margaret Worsley



# Session Purpose

---

- Identify reason Regular and Substantive Interaction (RSI) is needed
- Identify the This-Not-That of RSI
- Identify how RSI can be discipline-specific
- Provide resource tools to begin implementing and tracking RSI within courses



# Why RSI?

---

Students need and want Regular and Substantive Interaction (RSI)

---

Recent changes have been made within Title 5 that are specific to RSI.

---

Recent changes to Accreditation Standards are specific to RSI

---

Need to establish discipline-specific guidelines

# 2021 RSI Regulatory Changes

Room to Interpret!



## Regular

An institution **ensures** regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

1. Providing the opportunity for substantive interactions with the student on a **predictable and scheduled basis** commensurate with the length of time and the amount of content in the course or competency; and
2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for **promptly and proactively engaging** in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.



## Substantive

...teaching, learning, and assessment, consistent with the content under discussion.

Includes **at least two** of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or,
5. **Other instructional activities supported by the institution's (or program's) accrediting agencies.\***

Added Clarity!



THIS



NOT THAT



## Instructional Strategies and Interactions

- Engage students
- Increase instructor presence
- Are regular and substantive

Often, a course is close to achieving RSI, it just needs to be a bit more.

We want RSI to be super obvious

(like the food on the left)

# When it's "meh"...

- 
- Short reminder announcements
  - Just a grade
  - "Good Work" Feedback
  - Course discussions without instructor facilitation
  - Video resources without contextualization



meh

# Healthy Feedback

Let students know how and where they'll receive it

## Feedback on course work can be given to individual students:

- In a rubric
- In submission comments (written, audio, or video)
- As quiz question comments
- As a written or video message in announcements
- Within discussion boards, or as emails (archived in Canvas) to the entire class.

## Finding Feedback

- I will be using a grading rubric to provide scores and feedback for assignments and discussions.
- I will also provide some written feedback to you in the "comments" area, which can be accessed by reviewing your submitted assignment, or from within your Grades page.
- For writing assignments, I will provide annotations to you within your document submission, which can be accessed by reviewing your submission details within the assignment.
- I will do my best to provide grades and feedback within 1 week of the due date.

For additional information and questions on how to view your feedback, you may review the following Canvas Student Guides:

- [How do I view assignment comments from my instructor?](#) ↗
- [How do I view annotations from my instructor?](#) ↗
- [How do I view rubric results for my assignment?](#) ↗



# “Beef” up your course with Group Discussion Facilitation

## Facilitation can include but is not limited to:

- Encourage critical thinking
- Expand the conversation
- Indicate off-task or incorrect work
- Redirect to resources or content
- Suggest improvement
- Motivate, encourage, and compliment
- Clarify the need to know for class and in future

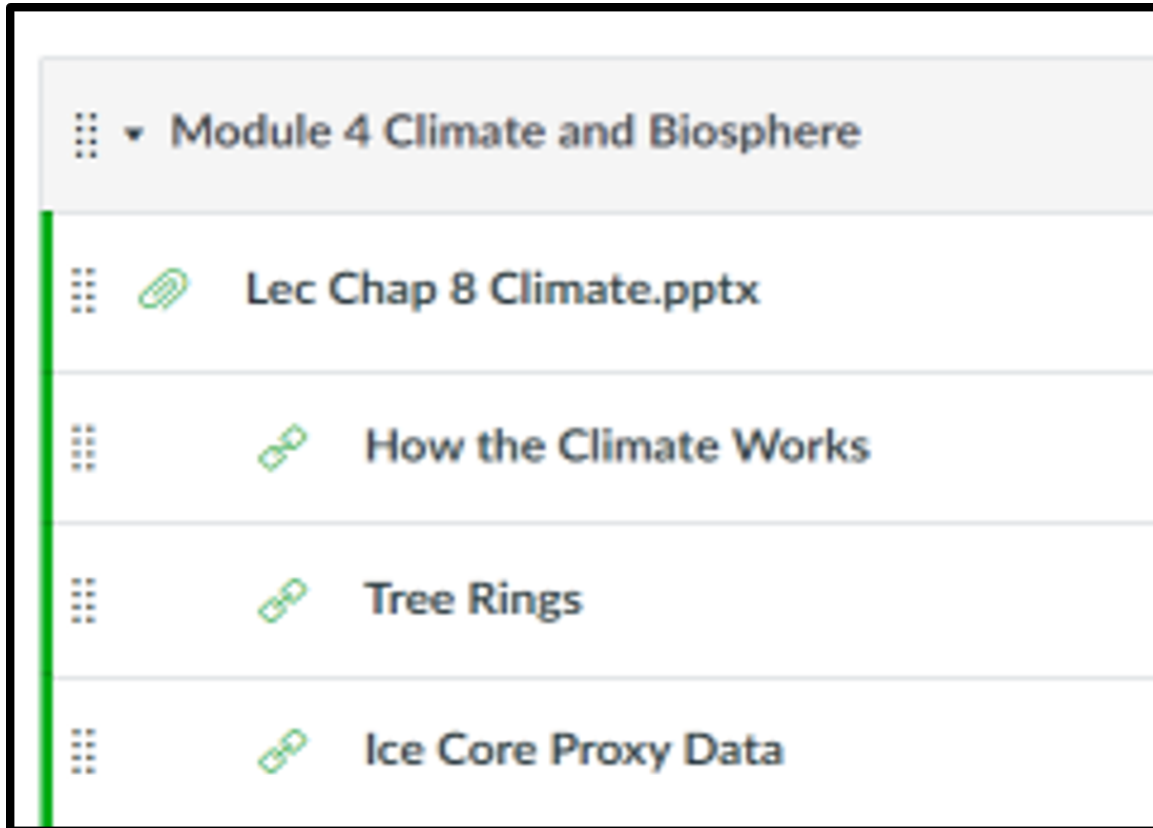




# Direct Instruction: This or That?

**NOT THAT!**

A. **Posted links to resources without context**



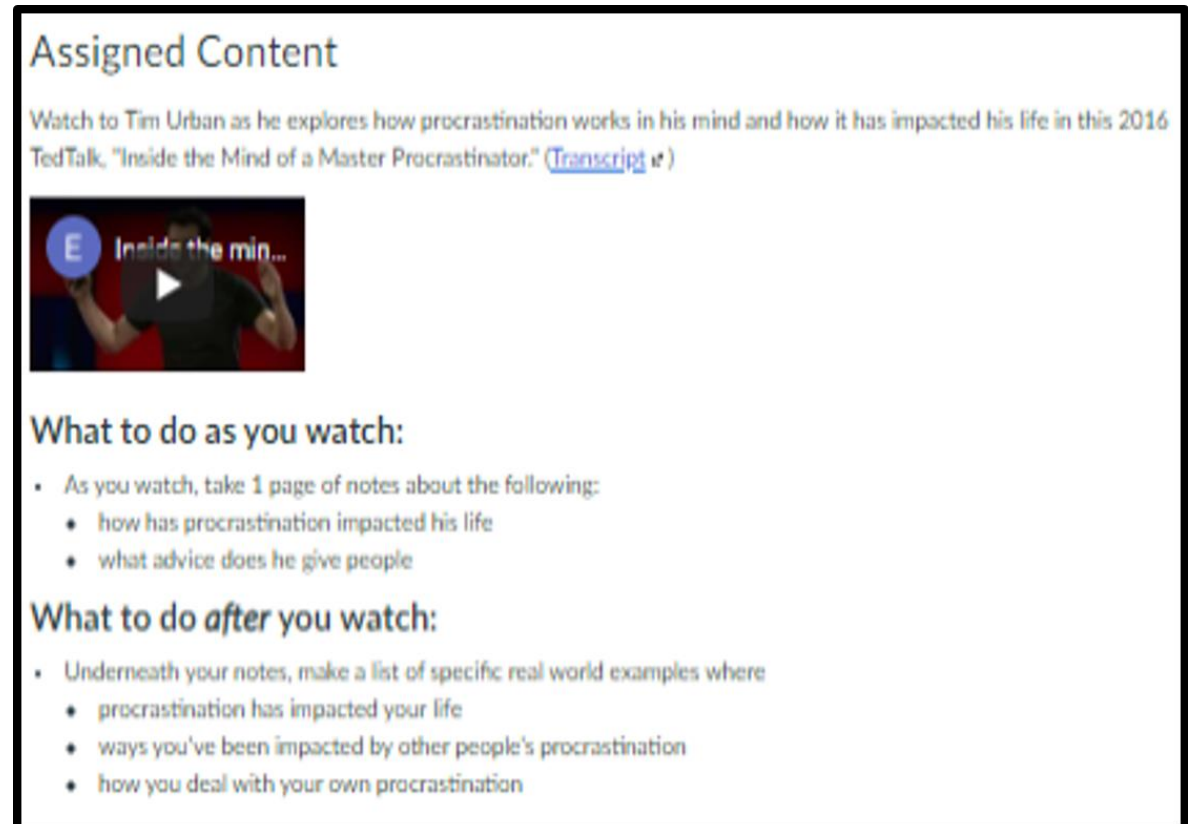
The screenshot shows a course navigation menu for "Module 4 Climate and Biosphere". The menu items are:

- Lec Chap 8 Climate.pptx
- How the Climate Works
- Tree Rings
- Ice Core Proxy Data

Each item is preceded by a three-dot menu icon and a paperclip icon, indicating they are links to external resources. The resources are listed without any accompanying text or context.

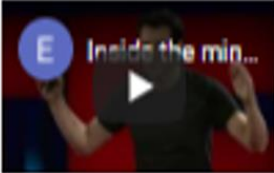
**THIS!**

B. **Curated videos with guiding questions**



The screenshot shows a video assignment page titled "Assigned Content". The content includes:

Watch to Tim Urban as he explores how procrastination works in his mind and how it has impacted his life in this 2016 TedTalk, "Inside the Mind of a Master Procrastinator." ([Transcript v](#))



**What to do as you watch:**

- As you watch, take 1 page of notes about the following:
  - how has procrastination impacted his life
  - what advice does he give people

**What to do *after* you watch:**

- Underneath your notes, make a list of specific real world examples where
  - procrastination has impacted your life
  - ways you've been impacted by other people's procrastination
  - how you deal with your own procrastination

# Providing Information: This or That?

A.

The objective of this module is to understand the principles and applications of physical geology and an overview of its concepts.

This module will cover:

1. Introduction to Physical Geology
2. Overview of Concepts
  - Earth
  - Rock Cycle
  - Plate Tectonics

Good luck!

# Providing Information: This or That?

# THIS!

## B.

### Section 1.1

## Statistical and Critical Thinking

This page has a dual purpose: it serves as an (1) overview to the content for this section and (2) it is where you will submit your answers to the written assignment for this section.

The content on this page can be used in a couple different ways according to your preference. If you review the content **before** attending our Zoom class, you will have an introduction to the material which can be helpful for some students. If you review the content on this page **after** attending our Zoom class, it can serve as a summary and a reminder before you complete the associated assignments. Of course, you can always do both 😊



### Objectives

The purpose of this content is to prepare you to meet the objectives listed here. These skills and concepts will be further explored in your assignments. In this section, you will:

- Analyze sample data by looking at context, source, and sampling method
- Explain the difference between *statistical significance* and *practical significance*
- Define and identify a *voluntary response sample* and recognize that statistical conclusions based on data from such a sample are generally not valid



### To Do List

- **Attend** the Zoom class where this section is featured. See the schedule on our course homepage for dates.
- **Review** the content on this page and check out any additional resources that you find useful.

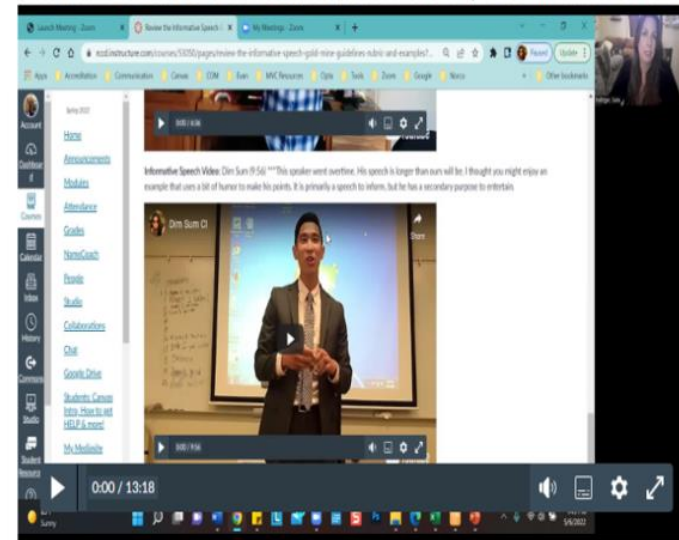
## Week 2 Focus

We are now working on our first major speech: the informative. By the end of this week, you should be able to:

- Start and conclude a speech effectively
- Research an informative speech topic
- Cite sources verbally, in the outline, in the Works Cited
- Organize ideas so that their is a logical flow and clear subordination of ideas

## Overview video

Please watch the Week 2 Overview Video (13:18) below where I will provide information and answer questions about what we have planned for this week.



## Quick Tips

I strongly encourage you to apply the information you learn this week to your own Informative speech outline. For example, after you learn about introductions, type your intro. After you look for 4 articles related to your topic (with at least 2 from the college databases). After we learn about outlining, begin to create a rough outline to guide your efforts. If you work on it a little each day, it will be a breeze.

# Facilitate Group Discussion: This or That?

A.

A screenshot of a forum post. At the top left is a blurred profile picture and the name 'Alan Robertson' in blue. Below the name is a blurred timestamp. The main text of the post is: "Very good job noticing that about the mean! That has a lot of impact in this discussion. I like that you did notice the outliers, something that does have an impact on a study. Overall random assignment was used. Great job!". At the top right of the post area are three vertical dots indicating more options.



Does not advance the  
conversation

B.

A screenshot of a forum post. At the top left is a blurred profile picture and the name 'c' in blue. Below the name is a blurred timestamp. The main text of the post is: "Thanks for getting the conversation started, [redacted] Great job to all of you for posting early in the week. I appreciate that you all have provided citations to your sources for your classmates to explore. Also good choice of images to support your written content. I look forward to following this forum through the week and seeing what you and your classmates share about air pollution. Great start! Several of you alluded to the impact of air quality on health. How is the air quality in Southern California this week? Did you know that you can monitor the air quality in the I.E. from your smartphone or computer? Check out [this link to the AQMD website](#) Does anything surprise you? Strike you? What is the air quality like today? I'm interested to see what you discover!". At the bottom left of the post area is a reply icon and the word 'Reply'.

Advances the  
conversation





# RSI: Communication Plan

## How you can contact me

- **Preferred Name:** You can call me Sara or Mrs. Nafzgar
- **Preferred Pronouns:** She/Her/Hers
- **Preferred Contact Method:** Inbox or office hours in person or via Zoom. Test how easy Inbox communication is -- click on the "Inbox" link in the global navigation menu and send me a message. Introduce yourself, let me know how you feel about public speaking and any questions you have.
- **Office Hours:** I have regularly scheduled office hours this semester, and I'm happy to arrange a time for us to meet via Zoom.
- **Contact Turn Around Time:** Monday-Friday, you can expect a response within 24-48 hours. Depending on when I see your message, you will typically hear back from me the same day. Because my work gets my full attention throughout the week, on the weekend, I try to step away from the computer and focus on my family. If you have an urgent question, you can certainly still message me on the weekends but I can't guarantee that I will be in a position to respond. I will get back to you as quickly as possible though.

## How I will interact with you

I will be an active participant in this course. You can expect that I will reach out multiple times each week, using at least 2 of the following methods:

1. **Announcements:** I typically post an announcement once or twice a week. Keep an eye out for this important information!
2. **Canvas Inbox Messages:** I will occasionally reach out via the Inbox to check in with you or nudge you if you have missed an assignment.
3. **Contextualized Assignments:** I will provide thorough written or video instructions for the tasks in each module.
4. **Discussions:** Depending on the nature of the discussion assignment, I will post a few times within each discussion, or provide private individual feedback, or provide an overall summary of the discussion highlights.
5. **Graded Assignments:** Look for my feedback connected to your scores. You may see written feedback, a rubric, or an audio or video reply, or some combination of the three.

## How you can interact with classmates

1. **Discussions:** The Hive and other discussion boards are community-building spaces.
2. **Feedback on Assignments:** Some assignments will call for peer feedback.
3. **Groups:** Forming a small group during week 1 will make the entire class experience feel more connected.
4. **Canvas Inbox messages:** The communication tools in Canvas allow you to initiate communication with classmates.

# Language and Planning

We should be making RSI obvious.  
Language is important!

1. Clear expectations are important, they are predictable.
2. Language also supports us during say, an audit. They'll be able to see language we use on the front end of an assignment.
3. Should tie back to learning objectives and grading criteria.



# Consistent Language

#	Type of RSI	Possible terms	Do this	Not that
1	Providing direct instruction (via synchronous or asynchronous methods)	<ul style="list-style-type: none"> <li>•Instruction</li> <li>•Lecture</li> <li>•Lesson</li> </ul>	"In this <b>Instructional</b> video, I will explain... Listen for..."	"Watch this"
2	Assessing or providing feedback on a student's coursework	<ul style="list-style-type: none"> <li>•Feedback</li> </ul>	"You will be able to access my <b>feedback</b> in the rubric and/or submission comments...."	"Grades are posted"
3	Providing information or responding to questions about the content of a course or competency	<ul style="list-style-type: none"> <li>•Student Question(s)</li> <li>•FAQ</li> <li>•Informational</li> <li>•Overview</li> </ul>	"This <b>informational</b> update will summarize the content and answer questions you might have..."	"Check this out"
4	Facilitating a group discussion regarding the content of a course or competency	<ul style="list-style-type: none"> <li>•Instructor Presence</li> <li>•Facilitation</li> </ul>	<p>"I will <b>facilitate</b> the conversation by engaging in the board with you throughout the week."</p> <p>"I will <b>facilitate</b> the conversation by providing a summary post midweek to guide your replies."</p>	No statement regarding instructor presence. Only the student's role is described.

# RSI Tracker – Communication Plan

Creating an RSI Tracker or Communication Plan can assist faculty with organization throughout the semester. Consider linking tasks to the Canvas pages they involve.

Week	Substantive Interactions	Proactive Engagement	Predictable and Scheduled Interaction
<p><b>Example 1</b> Without content linked</p>	<p>Announcement Wednesdays (Feedback) Video lecture in the module (Direct instruction)</p>	<p>Message students who are missing assignments</p>	<p>Saturday: Announcement (Agenda) Module Published Monday: Announcement (Information) Wednesday: Announcement (Feedback)</p>
<p><b>Example 2</b> (Links are for demonstration only)</p>	<p><a href="#">Week 2 Intro</a> <a href="#">Submit Ice Breaker Speech</a> <a href="#">Video</a> Complete Understanding Your Grades <a href="#">Video Quiz</a></p>	<p><a href="#">Quest for Success announcement</a> Share Library post</p>	<p>Week 2 Module published Thursday (8/25) <a href="#">Module published information announcement (8/25)</a> <a href="#">Week 2 tips announcement (8/25)</a></p>



# Providing Pre-Course Examples...

Classes Start in Less Than a Week!

What kind of communication have you made/will be making before the online course officially starts?

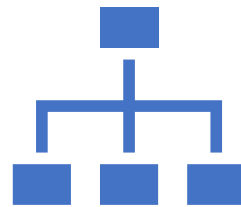
(Poll)





# What is RSI communication to you?

---



Is it discipline-specific?



Could it be borrowed?