Session 1 working slides current
9/15 -

RSI Session I

Regular Substantive Interaction in Teaching
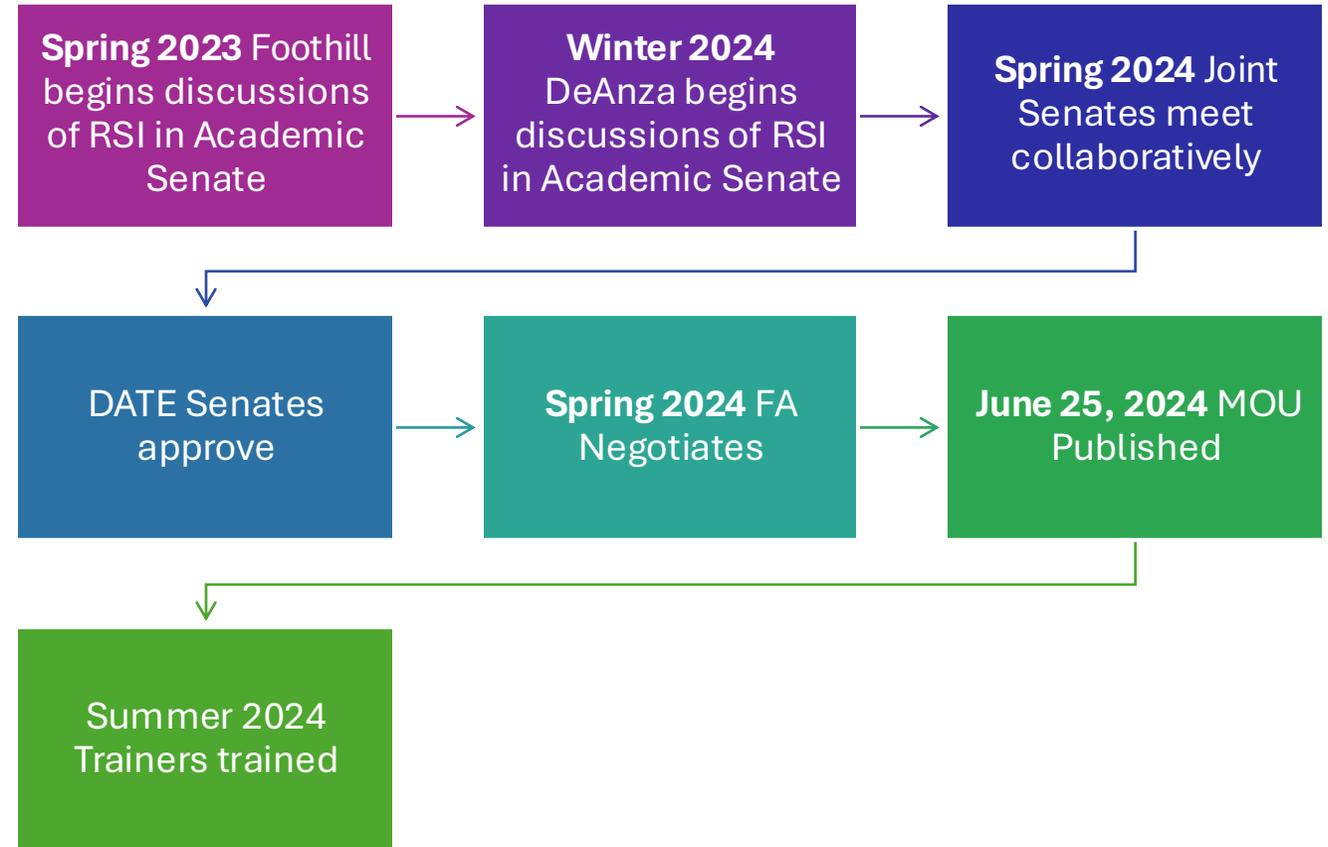
Introduction: FH and DA presidents

- Growth through community

Why Are We Here?

Erik Woodbury – DeAnza Academic Senate President

Voltaire Villanueva – Foothill Academic Senate President

How We Got Here

Spring 2023 Foothill begins discussions of RSI in Academic Senate → **Winter 2024** DeAnza begins discussions of RSI in Academic Senate → **Spring 2024** Joint Senates meet collaboratively

DATE Senates approve → **Spring 2024** FA Negotiates → **June 25, 2024** MOU Published

Summer 2024 Trainers trained

What we will do today & tomorrow

We will unpack RSI and introduce a unified path forward as a district with a goal of student-centered instruction

Why RSI is important to you

How to approach the next two days

What Motivates You?

The Carrot

Talking about RSI with your peers leads to more effective online teaching, better results for your students, and strengthens faculty communities of practice

The Stick

Talking about RSI with your peers and documenting the inclusion of RSI in your online courses are required components of maintaining our accreditation

Outcomes from Session I

1

Identify substantive interactions

2

Summarize how regular and predictable instructor-initiated interactions support student learning

3

Describe the value of ongoing student progress monitoring for student success

4

Summarize why RSI documentation is required for accreditation

FA MOU for RSI Training

- To be assigned an asynchronous online course or a hybrid course with asynchronous hours in Spring 2025, faculty must complete Part I of training by the end of Fall 2024 (Part I is this 6 hour set of workshops)

- To be assigned an asynchronous online or hybrid course in Fall 2025, faculty must complete both Part I and Part II of the RSI certification process by the end of Winter 2025

- Scheduling of online or hybrid courses in Winter 2026 or beyond requires completion of both Part I and Part II by the time of scheduling for that quarter.

RSI Training

Part I

- 6 hour workshops District Day/College Day, OR

- 6 hour asynchronous course offered through Online Learning, OR

- Submit an application for equivalency showing coursework or training from an accredited institution or @ONE. Coursework or training must have outcomes aligned with FHDA RSI training and faculty must provide proof of completion.

RSI Training

Part II

- Participate in a one quarter cohort discussion group facilitated by online learning. Faculty member will share course RSI and accessibility features, and work with campus instructional designers and colleagues to ensure the course meets standards. OR

- Have an administrative evaluation of an asynchronous (J1.B) or hybrid (J1.C) course by an administrator trained on RSI. Must receive MT ratings as related to RSI and accessibility

Regulations & ACCJC Core Inquiries

Gabriela Nocito | De Anza Online Learning

Lené Whitley-Putz | Foothill Online Learning

ACCJC Core Inquiries

1. At least 50% of courses did not show evidence of RSI

2. The campuses did not have specific training for RSI

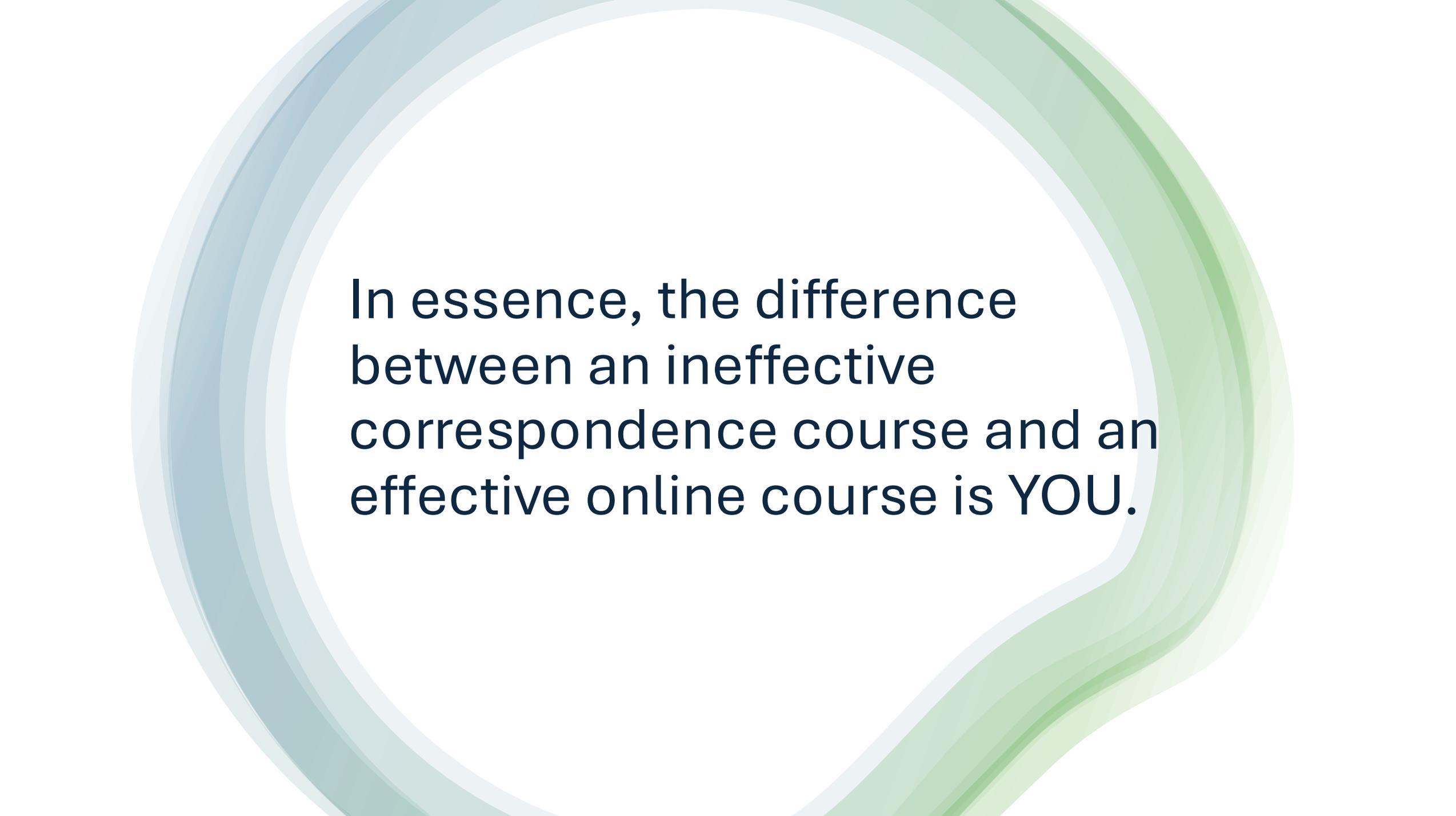3. The campuses did not have adequate processes set up to discuss and monitor RSI

What are the Feds talking about?

Correspondence

- Self-paced
- Less effective
- Highly-motivated learners

Online

- Rich interaction
- More effective
- Can be designed for every learner

In essence, the difference between an ineffective correspondence course and an effective online course is YOU.

Welcome to Opening Day!

Welcome to the **Regular and Substantive Interaction (RSI) Opening Day Resource Hub!** This Canvas shell supports the synchronous presentations and break-out groups on District Opening Day and during campus Opening Day.

This resource mirrors the asynchronous RSI course faculty will complete if they are unable to attend the opening day.

Facilitators

Here are the resources you will use on Opening Day!

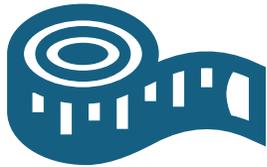🏁   Start Here   🗂   Modules   📂   Tips and Examples

What is the campus role?

Where is the bar?

What are effective practices?

What can we do, collectively, to ensure learning is supported?
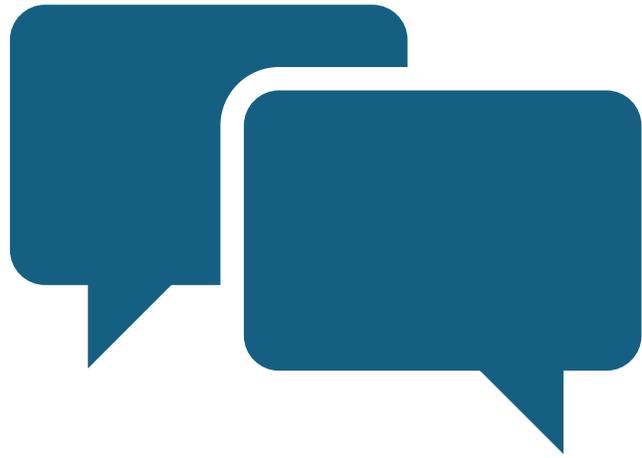
SCAN ME

SCAN ME

SCAN ME

SCAN ME

Resource Hub
bit.ly/FHDARSI

Unpacking RSI

James Capurso – De Anza Faculty

Allison Meezan – Foothill Faculty

Regular Interaction

- **Predictable**

- **Sets expectations for**
    - Feedback on student work
    - Weekly announcements
    - Interactions in discussions
    - Class-facing Q&A
    - Individual Q&A
    - Regular drop-in workshop or review session or student hours

Progress Monitoring

Reaching out to students who are falling behind

Facilitating student understanding of their standing in the course

Can use *Message Students Who* tool for missed work

Quick warm message to students who are not on track

Student self reflection with instructor feedback

Substantive Interactions

Instructor initiated

Explaining or expanding on the course content

Is this a substantive interaction?

Announcement:

Thank you everyone for all your posts, and great comments so far

Is this a substantive interaction?

Discussion post:

Thank you everyone for all your posts. Most of you are posting about the advantages of using the metric system. I also want to hear about the disadvantages. For example, what expenses would be associated with the change?

Is this a substantive interaction?

Discussion response:

That's correct, Sandi. This is also a good example of Newton's Third Law of Motion. You can learn more on page 35 of your text.

Is this a substantive interaction?

Announcement:

Remember to complete all your posts in this discussion by Saturday night

Is this a substantive interaction?
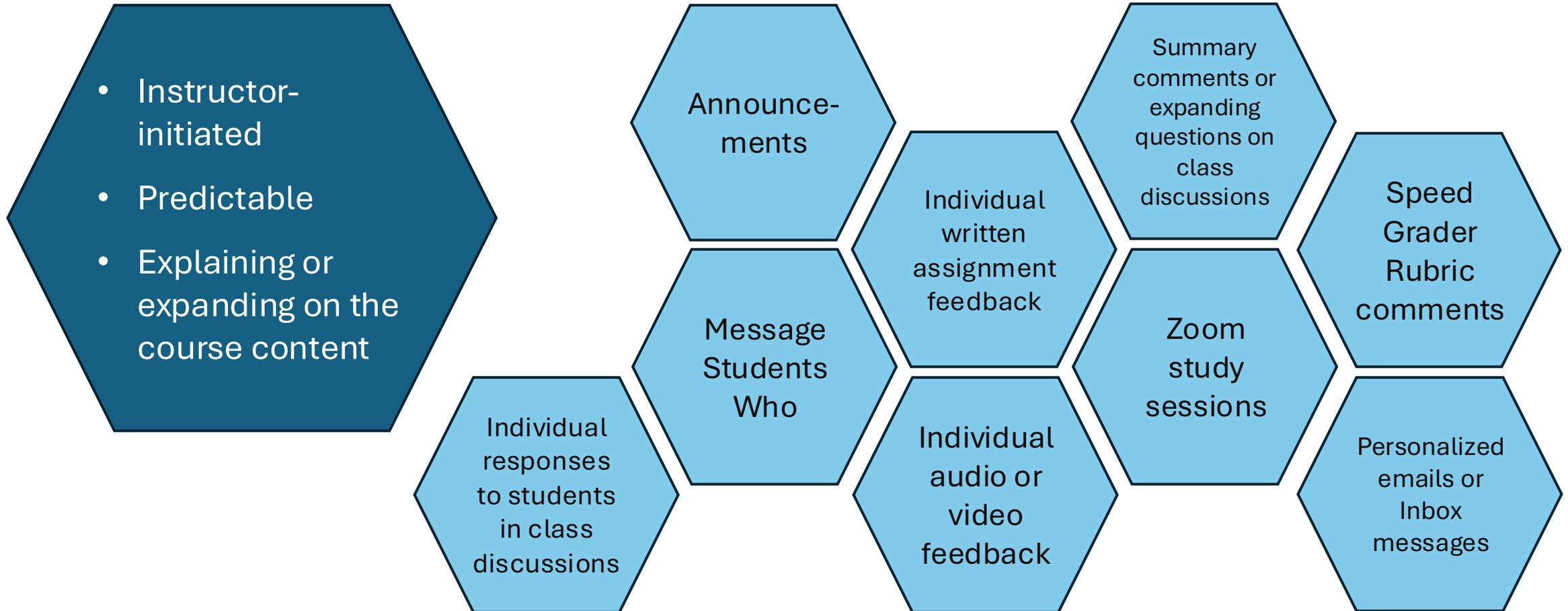
Announcement:

The discussion for module 3 is now closed. Thank you for your insightful posts and wonderful interactions with each other. To summarize our discussion, the top two "pros" for the U.S. to convert to the metric system involved easier conversion and simpler interactions with international trade. Only a few of you discussed the cons. Changing the road signs was a main concern but consider also the great impact on the economy to implement the changes. I've also posted this summary at the end of the discussion thread.

Resource Hub

bit.ly/FHDARSI

# Substantive Interaction & Progress Monitoring Strategies

- Instructor-initiated
- Predictable
- Explaining or expanding on the course content

Announcements

Summary comments or expanding questions on class discussions

Individual written assignment feedback

Speed Grader Rubric comments

Message Students Who

Zoom study sessions

Individual responses to students in class discussions

Individual audio or video feedback

Personalized emails or Inbox messages

What Does The ACCJC Say?

Pilot DE Assessment Tool for Peer Reviewers

Please complete this tool to indicate which course sections met or did not meet the expectations for substantive and regular interaction per ACCJC's *Policy on Distance Education and Correspondence Education* and the *Protocol for Distance Education Review* .

Course Section Name	Identify Type of DE: Asynchronous or Synchronous	Substantive Interaction Methods (must be at least two methods)				Regular Interaction (must be both types)		
		Direct Instruction	Assessment & Feedback	Provides Information & Responses to Questions	Facilitates Group Discussions	Regular and Predicatable Engagement	Monitors success, engages students	
Class A	Asynchronous		x			x		
Class B	Asynchronous		x	x	x	x		
Class C	Synchronous	x	x	x		x		
Class D	Synchronous	x			x	x	x	
Class E	Synchronous	x	x	x			x	
Class F	Asynchronous		x	x		x	x	
Class G	Synchronous	x	x			x	x	

Substantive · Regular · Monitoring
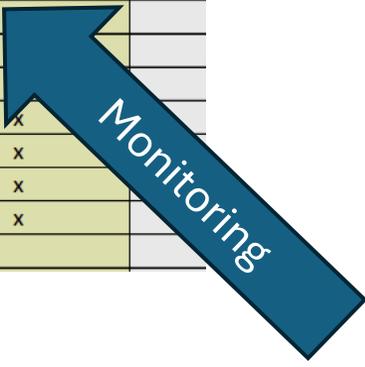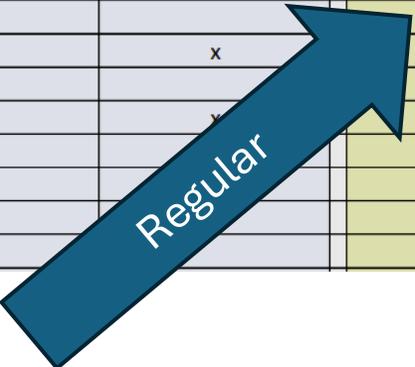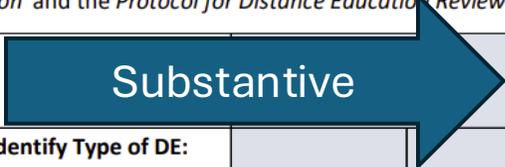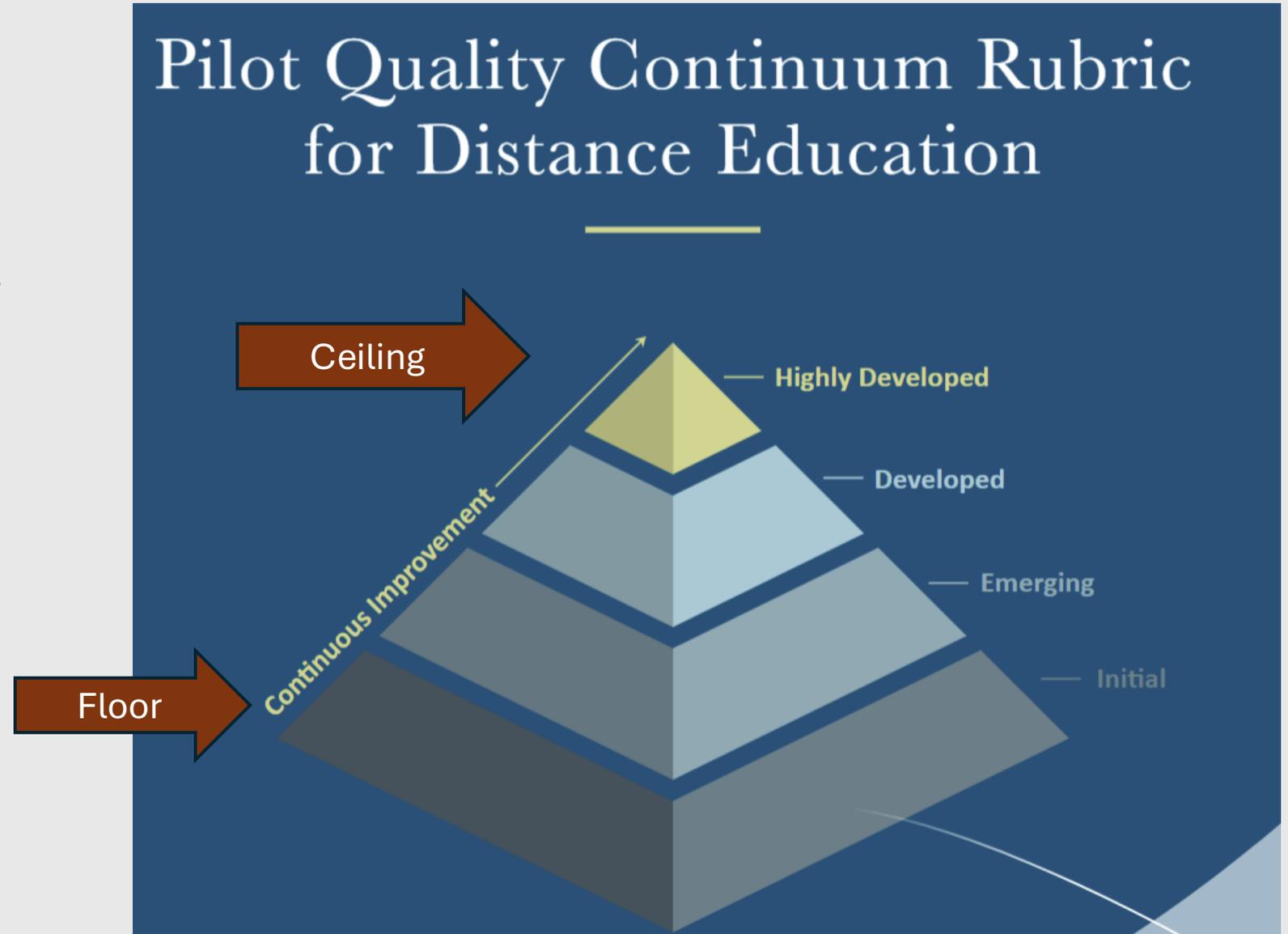
Interaction is Engaging Teaching

Jason Bram – DeAnza Faculty

Jordan Fong – Foothill Faculty

ACCJC Rubric for substantive interaction

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.

Pilot Quality Continuum Rubric for Distance Education

Ceiling

Floor

Continuous Improvement

Highly Developed

Developed

Emerging

Initial

We at Foothill/De Anza want **more than the floor**

We find a **ceiling way more** appealing

Video (1 minute)

- Montage of students describing interaction in asynchronous online classes

RSI Makes for Rewarding Teaching

- Students feel empowered

- Students feel heard & acknowledged

- Students feel part of a community

- Helps improve students' success in the course

Your Internal Communication Plan

Tracy DeHaan | DeAnza Faculty

Rosa Nguyen | Foothill Faculty

What is an Internal Communication Plan?

Your plan documents **what, when** and **how** you will communicate with your students

Serves as a road map to places where students will receive extra support (speed bumps, learning pits)

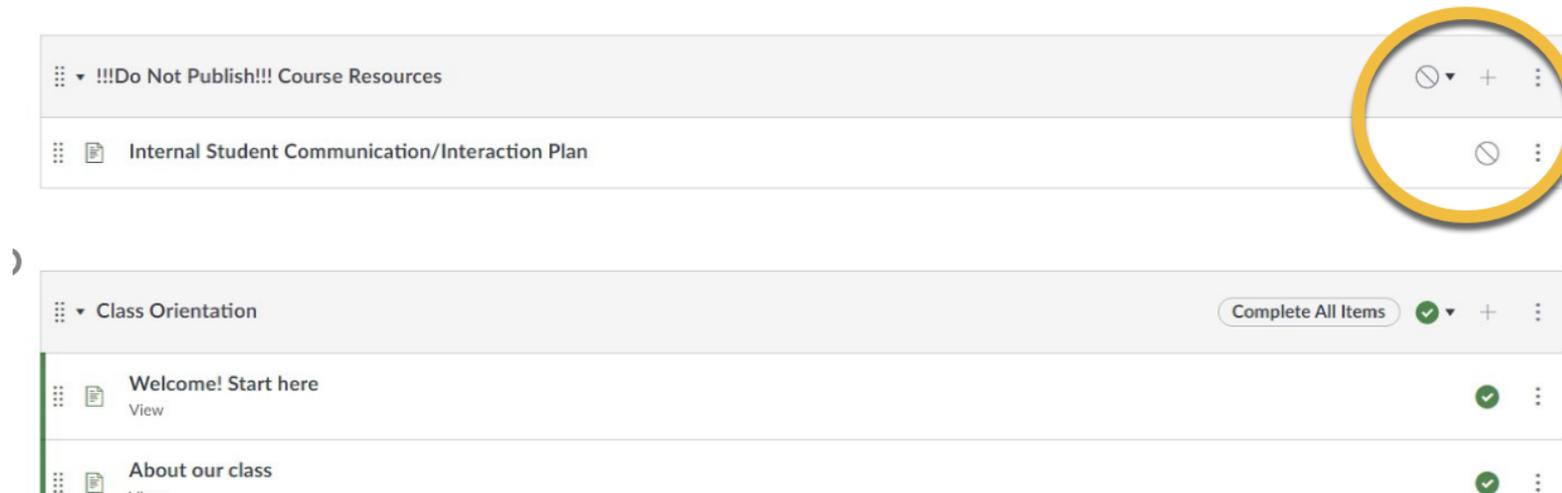Not prescriptive, allows you to highlight the RSI practices that you already use

Provides an opportunity to set goals for ourselves

Your plan is always a work in progress/ flexible and can be improved in subsequent quarters

How Does An Internal Communication Plan Benefit Faculty?

- Faculty can be purposeful about how and when they engage with students about the course content

- Provides reviewers guidance in identifying evidence of RSI in your course

- Unpublished module zero/ hidden module is a repository for course resources

comm_plan (left)

	Task	Week	Notes
1	Task	Week	Notes
2	Welcome/first week package for students	Pre-course	Create Simple Syllabus, About Me Page, Welcome Front Page on Canavs
3	Welcome Video	Pre-course	Record Welcome Video on ZOOM, upload to Studio and post to Welcome Front Page on Canvas. Include information about 1. canvas resources, 2. campus Map and 3. first class meeting time.
4	Syllabus Video	Pre-course	Record Syllabus Video on ZOOM, upload to Studio and post to Syllabus Page on Canvas
5	About Me Video	Pre-course	Record video talking about my hobbies, teaching philosophy on ZOOM, upload to Studio and post to About Me Page
6	Welcome Email	Pre-course	Send a welcome email notifying students that the Canvas shell has been published with a link to the welcome video. All the information in the welcome video, will also be summarized in the email.
7	Message to Students with Accommodations	Pre-course	Send a email to students with accommodations to let them know I have received them and for them to reach out to me if they would like to further discuss their accommodations.

comm_plan (right)

	Task	Week	Notes
1	Task	Week	Notes
8	Syllabus Scavenger Hunt and Lab Safety Quiz	Week 1	Publish a Syllabus Scavenger Hunt and Lab Safety Quiz for students for Substative Interaction. This is to make sure they have read over the syllabus and the lab safety material in preparation for lab.
9	Week 1 Announcement	Week 1	Post a weekly announcement in Canvas to reminder for first day of lab, and due dates for Syllabus Scavenger Hunt and Lab Safety Quiz due dates.
10	Check in with students absent from lab	Week 1	After the first day of lab (first class meeting) I plan to email students who are absent to see if they want to drop class.
11	Key Topics Review Week 1	Week 1	Summary of the key topics that will be covered in video modules and lab.
12	RSI Discussion Week 1	Week 1	Clearest skies and muddies waters discussion for this week's lecture videos and/or lab.

Internal Student Communication Plan for SOC 1

Pre-Course Communication (Week 0)

1. ~~Homepage - Update office hours and contact information for the term.~~
2. **Announcement (Friday)** - Send a welcome announcement highlighting course modality, important settings in Canvas, course/module availability, required course materials, syllabus, week 1 to-do list, and contact information.

Week 1

1. **Special Welcome Hours (Tuesday)** - Hold an optional/recorded welcome hour on Zoom where students can send/ask me questions about the course.
2. **Discussion (Wednesday)** - Participate in the Reflect and Connect introductory discussion assignment. Post an introduction in all five groups and model what I'm asking them to do.
3. **Canvas Inbox/Gradebook** - "Message students who" haven't submitted the required "first-day attendance" assignment.
4. **Announcement (Friday)** - Send out "Weekly Digest." Introduce them to what my weekly digest is and when they can expect to receive them. Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
5. **Feedback** - Leave feedback on the introductory discussion assignment in the comments. Personalize part of my message so they know I've read their post.

Week 2

1. **Grading Feedback (Monday)** - Grade last week's Reflect and Connect discussion and leave feedback in the comments section.
2. **Discussion (Thursday)** - Participate in the Reflect and Connect discussion assignment by replying to 10 students (2 in each group) in the discussion.
3. **Canvas Inbox (Friday)** - Check on students who haven't logged in for over a week and message them to remind them I'm here to support their learning. Give them perspective on getting back on track.
4. **Announcement (Friday)** - Send out "Weekly Digest." Include a "warm-up" video/article that connects to next week's module materials, and remind

🔁 Week 1

- 🗣️ **Drop in student hours** - Monday 12-1PM on Zoom; Tuesday 2-3PM F2F (3020); Wednesday 5-6PM on Zoom; Thursday 9-10AM on zoom

Monday

- 📢 **Announcement** - Day 1 welcome
- ✔️ **Speed Grader Feedback** - Welcome survey

Wednesday

- 📢 **Announcement** - Day 3 Check in
- 📬 **Message Students Who -** Students who have not participated yet
- 📨 **Direct Inbox messages -** Students who have not yet logged in

Thursday

- 📬 **Message Students Who -** Students who have not participated yet
- 💬 **Discussions -** Welcome discussion; post and respond

Friday

- 📢 **Announcement** - Week 1 wrap up
- ✔️ **Speed Grader Feedback** - Course Goal setting
- 💬 **Discussions -** Identify & Describe Spatial Patterns summarize and extend

Substantive Interactions Help Address Speed Bumps

Fatemeh YarahmAdi – DeAnza Faculty

Amber La Piana – Foothill Faculty

RSI is Focused on Formative Assessments

o Where are the "speed bumps" or places where students need additional support in your course?

o Focus your effort for maximum impact with the topics that students struggle with

o Be a warm demander with high expectations and high support

o Helps distinguish between a correspondence course and an online course

o It is one of the components accreditors look for as evidence of regular interaction based on the monitoring of student progress in your course

Scaffolding Assignments

Opportunities for formative feedback

| Unit #4 | Reading, Researching, & Writing about Fiction

Unit 4 Overview

Unit 4 | Essay Prompt

What Do You Know About...Fiction

What Do You Know About...Research

Collaborative Annotation | Keyword Essay: Space

Close Reading Workshop | Wandering Stars

Lecture & Quiz | Literary Analysis Research

Source Check
0 pts

Proposal & Annotated Bibliography

Peer Review Draft | Research Essay, Literary Analysis of a Novel (Wandering Stars)

Revision | Research Essay, Literary Analysis of a Novel (Wandering Stars)

| Unit 4 Achieved!

📄 Unit 4 Overview ✅ ⋮

💬 Unit 4 | Essay Prompt ✅ ⋮

💬 What Do You Know About...Fiction ⟵———————— opportunities to interact & prepare students for what's ahead ✅ ⋮

💬 What Do You Know About...Research ✅ ⋮

📝 Collaborative Annotation | Keyword Essay: Space ⟵———————— formative ✅ ⋮

🚀 Close Reading Workshop | Wandering Stars ⟵———————— formative ✅ ⋮

🚀 Lecture & Quiz | Literary Analysis Research ⟵———————— can be formative! ✅ ⋮

📝 Interested in a zoom study group to find sources? ✅ ⋮
⟵———————— interventions to address known "speedbumps"

📝 Source Check ✅ ⋮

📝 Proposal & Annotated Bibliography ⟵———————— formative and summative ✅ ⋮

📝 Peer Review Draft | Research Essay, Literary Analysis of a Novel (Wandering Stars) ✅ ⋮

📝 Revision | Research Essay, Literary Analysis of a Novel (Wandering Stars) ⟵———————— summative; can also be formative! ✅ ⋮

📄 📖| Unit 4 Achieved! ✅ ⋮

🚀 Lecture & Quiz | Literary Analysis Research

📝 Interested in a zoom study group to find sources?

📝 Source Check

📝 Proposal & Annotated Bibliography

Focus effort on known "speedbumps,"
or places where students struggle

Content	Type	Details	Status	Assignment Due Date
Assignments Overview	Video	Details	Completed	
Literary Analysis Research Quiz	Message Student...	Details	Completed	11/18/20
Close reading workshop	Speedgrader	Rubric & written comments	In progress	11/18/20
Reminder about study session & source check	Additional Annou...	assessment as feedback/progress toward bib AND essay	Coming up	
synch study session	Intervention	Details	Coming up	11/19/20
source check	Intervention	mark complete or incomplete	Coming up	11/20/20
Proposal & annotated bib	Speedgrader	Rubric & written comments; set to publish peer draft reminder	Coming up	11/25/20
(Automate)Reminder - peer review assignment	Additional Annou...	What should students do if they miss peer review - writing center	Coming up	12/1/20
Peer Draft	Speedgrader	Rubric & written comments	Coming up	12/2/20
Revision	Speedgrader	Rubric, written comments if desired	Coming up	12/11/20

Kinds of Formative Assessments That Lend Themselves to Rich RSI

(10 points) Calculate the following limit or justify why it does not exist. $\displaystyle\lim_{x\to 1}\frac{1-x}{1-\sqrt{x}}$

SOLUTION:

$$\lim_{x\to 1}\frac{1-x}{1-\sqrt{x}} = \lim_{x\to 1}\frac{1-x}{1-\sqrt{x}}\cdot\frac{1+\sqrt{x}}{1+\sqrt{x}}$$
$$= \lim_{x\to 1}\frac{(1-x)(1+\sqrt{x})}{1-x}$$
$$= \lim_{x\to 1}(1+\sqrt{x}) = 2$$

GRADING RUBRIC:

0 points – If the student uses L'Hopital's Rule

2 points – If the student got a $\frac{0}{0}$ limit by plugging in $x = 1$, but did nothing else

4 points – If the student knew to multiply numerator and denominator by $1 + \sqrt{x}$, but did not do it correctly; this includes not canceling $\dfrac{1-x}{1-x}$

7 points – If the student properly rationalized and got to $\displaystyle\lim_{x\to 1}(1 + \sqrt{x})$, but did not evaluate the limit correctly

10 points – If the student properly rationalized and got the correct limit

−3 points – If the student did not write $\displaystyle\lim_{x\to 1}$ anywhere

RSI in Formative Assessment Feedback

RSI in Formative Assessment Feedback

Wisdom Wall: Share Your Advice for Exam 1

Instructions

1. Reflect back on how you felt when you were starting this class before taking exam 1. Identify one or two things you know now that you wish you had known then.
2. Leave a comment that shares your insights in the form of advice for future you or calculus students getting ready for exam 2.

Reply

Where are the Speedbumps in Your Course?

RSI Strategies to Address Speedbumps

Identify Problem Areas
Analyzing student performance on quizzes, assignments, and exams; find topics where students commonly struggle.

Encourage Peer Learning
Creating opportunities for students to work together and explain concepts to each other

Use Formative Assessments
Low stakes quick assessments to gauge student's grasp of tricky topics

Give Detailed Feedback
Specific feedback that highlights common mistakes and suggests ways to improve

Offer Targeted Help
Schedule extra study sessions or study groups for topics that students struggle with

Adjust Teaching Strategies
Use more visuals or hands on activities to address challenging concepts

Provide Extra Resources
Offering additional practice problems, video tutorials, or supplementary readings focused on challenging topics.

Your RSI Plan Supports Students

Elisabeth-Anne Mabie | DeAnza Faculty

Judy Walgren | Foothill Faculty

Student Facing Communication Plan: Example 1

I have a page in my first module (Orientation Module) named **Communication and this is also in my syllabus.**

- Preferred communication method (Canvas Mail, email, etc.?)
- How quickly students can expect a response (24 hours? 48 hours? Weekends?)
- Weekly office hours (lists days and times)
  - Online, in-person or both
  - If or how to sign up (open Zoom, calendly, email you directly, etc.
- Expect to hear from me and your peers
  - Weekly announcements (Mondays at 8 am? Remember to tell them how to activate course notifications!)
  - Feedback on assignments through SpeedGrader (tell them how to find it) and when they can expect to have work graded.
  - Feedback on self-assessments
  - Weekly student discussions with instructor's feedback
  - Peer reviews (student to student)
- Class Q&A Discussion – always open and ready for students to use to connect with one another.
- Course Chat (or Pronto etc.)

Your Student Facing Communication Plan

- Office Hours, Office Location (F2F & Zoom?)
- Preferred contact method
- Response time
- How students should expect to hear from you (Announcements, Inbox, Discussions etc)
- When and where students can find feedback from you
- How you will participate in discussions

Communication

Need to reach me? Have a question?

💬 Please Reach Out!

- Canvas Mail, in the global navigation menu
- Email: walgrenjudith@fhda.edu
- Our class Q & A Discussion: If you post your question here maybe a fellow student will have the answer before I do.
- Individual Zoom meeting. Schedule a meeting with me through the Office Hours link in the Course Navigation. You can sign up for one or two 15-minute sessions per day.

▶ Canvas Mail

If I need to get a hold of you this semester, I'll contact you through Canvas Mail. You can access this feature by clicking "Inbox" in the left-hand global navigation bar.

I respond to email quickly, within a few hours, Monday through Friday. It might take a bit longer over the weekend, though.

▶ Weekly Office hours

Drop in during office hours every Tuesday 1-2 pm, Wednesday, 3-5 pm and Thursday 2-3 pm via Zoom. You can use the course navigation item: Office Hours to sign up for one or two 15-minute meetings. I'd love to meet you, talk about the course, your questions, and whatever else you need.

▶ Expect to hear from me and your peers!

Course Chat

Screenshot of Judy's communication plan page in the Canvas Orientation Module for Week 1 of her course.

Student Facing Communication Plan: Example 2

How You Can Contact Me:

As this is an asynchronous course. Your attendance is not marked by your presence in the classroom, but your participation online. I should hear from you regularly (weekly or more) as if we were in a live class, not just when there is a problem. I enjoy hearing from my students!

There are several ways you can contact me including:

- Office Hours: Mondays 6:00-7:00 pm via Zoom (link to the left)
  - If my office hours are not convenient for you, please email me and we can set up an alternate time to meet!
- Canvas email (link to the left)
  - Preferred so your email does not get lost.
- Campus email (please include the class name): mabieelisabethanne@fhda.edu
- **Response time**: I do check my email several times a day and will respond within 24 hours, Monday through Friday. If I do not respond in 24 hours, please resend your message.

Screenshot of Elisabeth's Communication Plan from the course syllabus

Student Facing Communication Plan: Example 2

How I Will Contact You

I will be an active participant in this course. You can expect that I will contact you a couple times each week, via the following methods:

- Announcements
  - Weekly announcements on Fridays
    - Wrapping up the current week and what to expect next week
    - Due date reminders
    - Additional Special announcements as needed throughout the quarter
    - Special reminders for midterm and final exam reviews
    - Highlighting answers to questions I've received
- Email
  - On Fridays, expect a gentle reminder if the module has not been completed.
  - Always know that I am available to help. If you are falling behind, I will email you so we can work together to get you back on track

Screenshot of Elisabeth's Communication Plan from the course syllabus

Student Facing Plan:
Sets and Manages Students' Expectations

- **Clear Communication** – Outlines when and how students can expect feedback, responses to questions, etc., fostering transparency.

- **Consistent Engagement** – Sets expectations for regular check-ins, through discussions, emails, or announcements ensuring students are consistently engaged and supported.

- **Structured Learning** – Establishes a predictable routine of interactions, helping students understand how course material will be delivered and how they can seek clarification.

- **Instructor Access** – Clarifies different ways students can connect with the instructor (email, Zoom, etc.) making it easier to seek help when need as well as when the instructor will get back to them.

Motivation for Progress Monitoring

- Supports student success *consistently*

- Timely feedback helps students improve on future assignments

- Connect with helpful resources *early* and *often*
  - Campus Connect (DeAnza)
  - Foothill Connect (Foothill)

- Recognize when students are doing a *great job and improving* – it's not just about supporting struggling students but supporting ALL students.

- Helps instructors feel better about their own performance in the course and helps to mitigate surprises.

Examples of Progress Monitoring

Gradebook Monitoring in Canvas
- Late assignments
- Missing assignments
- Changes in quality of work (in either direction)

"Message Students Who" - reminders of impending due date or of missing work

Emailing students to offer help
- Can include referring them to additional resources on Campus
- Foothill/De Anza Connect

To Summarize: Your RSI Plan....

- Is an opportunity to reflect on your course workload (for *you*!)

- Allows you to be purposeful about balancing your workload (grading)

- Manages student expectations

What is next?

- Session 2: after lunch 1:30-3:30PM today

- Session 3: tomorrow
  - **DeAnza** 10:15AM-12:15PM
  - **Foothill** 1:30PM-4:30PM (includes 1 hour for learning outcome discussions)

bit.ly/RSIbreakouts