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Due Jul 25 at 12am

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Summer RSI Wrap-Up

Hello colleagues! It is hard to believe that in less than three weeks we will be talking with our peers at Opening Day about how regular and substantive interactions support and guide students to success in their distance learning courses. Our work is just getting started.

An Evolving Conversation

This summer our shared insights on RSI have laid the groundwork for making the upcoming six hours of training a meaningful reflection on our teaching practices. Our goal is to communicate what RSI is, how it supports student learning **and** to document what is taking place in our classes so that evaluators can easily identify quality interaction.

This is not a fixed conversation with a single right or wrong answer. Recently, the ACCJC has come out with a useful rubric (Link has been removed because content is not present or cannot be resolved.) and **additional guidance** . We are shaping the RSI conversation as we are having it which is both exciting and scary. However, by participating with this group of amazing and thoughtful faculty from across disciplines you are stepping up as a guide, and you have a strong and wise peer group to support you.

More on the New ACCJC Rubric

The ACCJC has set up two "Listening Sessions" (we are assuming that means they want to hear our feedback) for the new rubric and evaluation process. If you want to learn more about this you are encouraged to join:

ACCJC DE Resources and Rubric Listening Session

Session 1: Tuesday, September 3, 2024, 4:00 – 5:00 p.m. PDT

[Zoom Registration Link](#);

Session 2: Wednesday, September 4, 2024, 11:00 a.m. – 12:00 p.m.

[PDT Zoom Registration Link](#)

Our Goal

Throughout our conversations we want to focus on our goal of supporting our peers in teaching and giving our students an engaging and dynamic distance learning experience.

Our Work is Just Getting Started

Our next steps are to take what we have learned this summer and shape it into a cohesive pathway to guide our peers on Opening Day. The Online Learning Team is building out a slide deck for you to use as a guide in your small group conversations. We will meet with our DeAnza colleagues over the next weeks to norm our guidance across the district. You should have received several Outlook calendar invites yesterday. Please reach out if you did not.

For those of you in the Late Summer cohort, you will find feedback on your Draft Full Quarter Internal Communication/Interaction plan and Student Facing plans by Friday. We encourage you to keep the conversation going with the Shaping District and College Opening Day discussions. Thank you for collaborating! We are just getting started!

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Meetings for Opening Day Planning

Opening day is quickly approaching and our work is just getting started! We are teaming up with DeAnza to lead our colleagues through six hours of RSI training over two days (September 18 and 19).

A Peer Led Discussion of RSI

RSI is firmly rooted in the 10+1 areas of faculty primacy, and our collegial collaboration over the summer has been central to guiding the conversation at opening day. A big part of the success of the RSI peer-training initiative is that the conversations are peer-led and rooted in the nuances of teaching in your field. We want for you to share with your colleagues how RSI supports meaningful quality teaching in your field.

The Plan

The first two hours of the training will be as a large group (all faculty). We will then be breaking out into small groups (20-25 faculty in each group) for the second two hour training (9/18 at DeAnza) and the third two hour training (9/19 at Foothill).

The Online Learning team has been collaborating to build out a slide deck to guide the breakout discussions. We have set up a series of meetings on zoom in the upcoming weeks to get everyone on the same page for these discussions.

RSI Group Lead Planning Meetings

Wednesday 9/4: 1-2PM - Zoom with all FH summer RSI Pilot participants to review lessons learned and finalize small groups for hours 3-6 of the training.

Thursday 9/5: 1-3PM – Zoom with all FH and DA summer RSI Pilot cohort participants to norm definitions and go over first 2 hour breakout

Thursday 9/12: 1-3PM – Zoom with all FH and DA summer Pilot cohort participants to discuss and norm for second 2 hour small group breakout (on 9/19)

Tuesday 9/17: 1-3PM – In person meeting at DeAnza to walk through rooms and finalize slides and presentations

Wednesday 9/18: District opening day (at DeAnza)

Thursday 9/19: College opening day (at Foothill)

A calendar invite for these meetings will follow shortly. We would also love to hear your thoughts at our final weekly zoom chat tomorrow (Thursday 8/29) at 4PM. You can find the link for this meeting in the Foothill Zoom link in our Canvas classroom.

Questions?

You can reply directly to this announcement with questions about the logistics of our planning meetings and opening days. Your message will be visible to the entire group. You are also welcome to message Kimberly, Amber, Sally or Allison directly.

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Communication Plans

Hello everyone! It is the final week of our RSI Late Summer cohort and this week we will be working on our Communication/Interaction plans.

What is Substantive?

The question about what constitutes substantive interactions has been central to our conversations over the past two weeks. We are trying to find a sweet spot in giving guidance to our colleagues without infringing on the beautiful range of teaching strategies that infuse magic into our students' college experience.

This is where the descriptions in your internal communication plan are key. When you articulate the purpose of each type of communication in your course it is like commenting your code. You are providing guidance for others who may view your course, and also solidifying your plan for yourself. Your comments might be brief or detailed, whatever seems right to you.

Models Available to Spark Ideas

There are several model plans in the Developing Communication/Interaction Plans module, but don't let these limit you! We would love to see additional examples of formats and ideas that work for your teaching style. The First Two Weeks communication plan is your sandbox to help you build your ideas and structure for your plan. We have had some insightful conversations formed in the discussion. If you have not yet had a chance to give collegial feedback, now is the time!

What is Due This Week?

Monday 8/26: Share feedback on the First Two Weeks Internal Communication/Interaction Plan with your colleagues

Wednesday 8/28: Post the first draft of your full Internal Communication/Interaction plan

Wednesday 8/28: Post the first draft of your full Student Facing Communication/Interaction plan

Thursday 8/29: Share feedback, observations and kudos on your colleagues plans. These are works in progress!

Thursday 8/29: Share your thoughts in the discussion Shaping Professional Learning on District and College Opening Day

Zoom on Over to Say Hi!

This week we will have our casual Zoom chats on Tuesday from 12-12:45PM and Thursday from 4-4:45PM. You can find the link on Foothill Zoom in the course navigation bar. These zooms are optional, but we encourage you to try to join at least two over the course of our three weeks together.

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Tools of the Trade

Hey Team! We have talked a lot this week about strategies to engage with our students in our asynchronous courses. We have introduced a lot of tools that are integrated with Canvas to help facilitate this engagement.

Too Many Tools Can be Too Much

I find the abundance of tools available can be overwhelming, so I prefer to use a few that align well with my instructional style and class structure. In this training and our opening day discussions, we'll present a full range of options.

As peer RSI guides, part of our role is to reassure our colleagues that they don't need to use every tool. During our opening day conversations, we encourage you to share your experiences with the tools you find effective and how they align with the interactions typical in your teaching discipline.

Do Different Tools Facilitate Different Kinds of Interactions?

One observation that has come up in conversations is that in the course of teaching we have different types of interactions with our students. These could broadly be categorized into:

Didactic: Explaining or expanding on a concept

Indeterminant: Soliciting ideas to form new opinions or understandings of a concept

Do we have different tools that support different types of interactions? What do you think? Share your thoughts with the group by replying to this message. Responses will be visible to the group.

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Common Themes of RSI

Hello colleagues! Sally and I are looking forward to getting into the weeds of our RSI discussions this week and brainstorming with you to come up with some common themes of effective pacing of RSI strategies across disciplines.

Pacing of RSI Strategies

This week we will explore common themes to build systematic robust engagement with asynchronous learning across campus.

One of our superpowers as teachers is to be able to predict the sticking points for our students in their learning. What are the places where our students tend to get stuck, and how can we use RSI strategies to unstick them? Do these strategies vary as our course progresses? Are there commonalities to these sticky places in the quarter across disciplines? What can we share and learn from each other about ways to engage with our students to help empower them as learners?

RSI in Your Class

This week we will also begin to draft your Course Communication/Interaction plans. We have built these assignments as discussions so that we can share and support each other. Our goal is to empower you to feel confident leading your colleagues in a discussion of what goes into their course communication plan, so we have created a sandbox opportunity for everyone to try on ideas in the Drafting Your Internal Communication Plan | First Two Weeks discussion.

What is Due This Week?

Monday 8/19: On Monday we will be wrapping up our first pass on the Hypothesis discussion.

Wednesday 8/21: The first draft of your internal Communication/Interaction plan should be posted by Wednesday. This is an ongoing discussion and we ask that you post your communication plan by 8/21 and then give your peers feedback by 8/26.

Wednesday 8/21: Make a Pronto post and share your thoughts in your Pronto posting on using Pronto in your classes (yes, that is very meta).

Zoom on Over to Say Hi!

This week we will have our casual Zoom chats on Monday from 3-3:45PM and Wednesday from 1-1:45PM. You can find the link on Foothill Zoom in the course navigation bar. These zooms are optional, but we encourage you to try to join at least two over the course of our three weeks together.

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A Great First Week!

Hello everyone, it has been fun learning about how we all view "interaction" in our welcome Padlet this week. This Padlet will stay open throughout the course and we encourage you to dip in and keep the conversation going.

When You Can Expect to Hear From Us

Sally and I are trying to model a work/life balance with our feedback and interactions that will help you be connected and engaged with us and the classroom community while also building in a framework for asynchronous classes to not ooze through our work/life boundaries.

We will be sending out course announcements on Monday and Thursday mornings. These announcements will update you on course logistics and upcoming due dates as well as expand on and highlight topics that have surfaced in the group.

Sally and I will also be checking in with our group's discussions throughout the week. We both keep a work schedule of Mondays through Thursdays and we are both morning people (I'm really a coffee person, but that's another story) so look for us to chime in on discussions or answer messages in the mornings.

We will review your work after each assignment or discussion has concluded. As colleagues, we aim to support you and provide constructive suggestions. Please check our feedback by selecting the Grades link when you see the red circle indicating new comments.

Join Us to Chat on Zoom this Morning

We had a great conversation on Tuesday afternoon, and we'd love to see your shining face this morning. We will be on zoom from 9-9:45AM this morning. You can find the link on Foothill Zoom in the

course navigation bar. These zooms are optional, but we encourage you to try to join at least two over the course of our three weeks together.

Reminders

By the end of this week you should have completed the first three Modules (Start Here, Background Resources and RSI in Practice), signed the Course contract, introduced yourself to the group in the RSI: Introduce Yourself Padlet, and participated in the Reflecting on the Definitions of RSI Hypothesis discussion.

Next week we will be taking all of these foundational ideas to build out a communication and interaction plan for your class.

Final Thoughts

Is this announcement RSI? Why or why not? Share your thoughts with the group by replying to this message. Responses will be visible to the group.

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Late Summer RSI Cohort Launches Today!

Welcome

Happy Monday everyone! Today is the launch of the Late Summer Cohort for the Regular and Substantive Interaction in Online Classes group.

What to Expect This Week

Our course is scheduled for three weeks. In this first week we will be getting up to speed on the who, what, when, why of RSI, and also getting to know each other. It is a treat to work with a small cohort like this: there are 15 faculty participating and we will also be connecting with the Early Summer Cohort.

For both Sally and I this is a very different dynamic from our usual 35-50 person classes. One of the elements that we want to hear from you about in this group is how you see RSI playing out in the reality of your discipline and how we can parlay the rich interactions we will have in this group into our classrooms.

This Week You Have Four Tasks:

1. Read over the first three modules: Start Here, Background Resources and RSI in Practice.
2. Sign the Course Contract in Modules > Start Here > Course Contract
3. Introduce yourself to our group: Modules > Start Here > RSI: Introduce Yourself. Please post by Tuesday 8/13
4. Participate in the Hypothesis conversation about the definition of RSI in Modules > Background Resources > Reflecting on the Definitions of RSI. This is intended to be a conversation that evolves over the week. Our goal is to have a robust

conversation in progress by the end of this week. We have listed a deadline for this as Monday 8/19.

Optional Zooms to Unpack the Sticky Topics

One of the key pieces of feedback we received from the Early Summer Cohort was that many folks wanted to have an opportunity to talk over the topics with colleagues. We have set up six zoom sessions throughout our three weeks together. These are on different days and times, and are **optional**. We would love to have you join us for at least two zooms over the next three weeks.

You can join us through the Foothill Zoom link on the left side of our course screen. This week we are zooming

Tuesday August 13 at 4PM

Thursday August 15 at 9AM

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RSI - How You Can Support the Evolving Conversation

Is it Late Summer Already?

Hello Early Summer RSI team! Our second (Late Summer) RSI cohort will be starting on Monday August 12, and we wanted to loop you in on some updates to our course shell. Sally Baldwin and Allison Meezan will be facilitating the Late Summer group. Along with Kimberly, Amber and the rest of Online Learning team we are getting ready for the faculty led RSI discussions on District and College Opening Days.

We are approaching the RSI conversation as your colleagues and guides. We do not have all the answers, but we will work together to surface strategies for RSI that work well in your field, and help you feel confident to lead RSI discussions with your colleagues.

Our Discussion is Evolving

The work that the Early Summer group has done has highlighted some of the areas that we need to work on, and we are grateful to you for taking the plunge to be the first to work through the RSI materials. The RSI discussion is ongoing, and although we have a preliminary framework in place, we are still refining it. Your assistance in shaping this framework is crucial to our progress. We need you to help us in this journey.

Optional Zooms to Chat about RSI at Opening Days

We will be working on building a community of practice in a short period of time, so we are holding several synchronous zoom meetings in the coming weeks to check in and talk through sticky topics. These are aimed at the second cohort group (we know many of you are taking a well-deserved break in August), but we value

your thoughts in these discussions, and would like to have you join us.

We have set the meetings at different days and times throughout the week. We are asking the Late Summer participants to try to join at least two of the zoom meetings. We would love to have you join as well. You will find the zoom links for these in our Canvas shell under Foothill Zoom.

Tuesday, August 13, 4-5PM,
Thursday August 15, 9-10AM
Monday, August 19, 3-4PM,
Wednesday August 21, 1PM-2PM
Tuesday August 27, 12PM-1PM,
Thursday, August 29, 4-5PM

If you have not yet completed your Communication/Interaction plans we encourage you to keep working on them in the coming weeks. After Labor Day we will be ramping up the final planning for District and College Opening days. We will need your help in planning meetings on September 16 and 17 to fine tune our presentations.

Sincerely,

Allison and Sally

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Final Responses and Doodle Poll

Happy Friday!

Thank you all for your work so far in this RSI for Online Teaching course. The discussions have been rich as you all have dug into RSI and CRPP, how tools can help RSI or be a tipping point of overwhelm for some, and balancing faculty time, course size with quality interaction.

For the deans, we hope this course has been helpful for you to see many different tools that you can recommend to faculty who are new or need support in getting RSI into their course design and teaching habits.

As we are finishing up, we wanted to remind you of a few last steps which include how we are going to develop this process for the district and our individual divisions. Please complete this [Final Module](#) before we close the course.

In addition, if you haven't yet reviewed our responses to your internal communication plan or student facing plan, please review those so we can answer any questions.

Again, we appreciate your work and willingness to share your RSI strategies while we collaborate to not only fulfill this new policy, but also to support each other as we collectively improve the experience for our students.

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Week 3 | Reflecting and Looking Forward

Hello, everyone!

This is the week that you have an opportunity to work on your internal communication plans as well as refining your student communication plans. We encourage those of you who have already completed these activities to circle back to the Drafting Your Internal Communication Plan discussion (Link has been removed because content is not present or cannot be resolved.) and/or Pronto to help support your colleagues.

As you may or may not have yet noticed, we've just published a new module: [Developing an RSI Process for the District and Divisions](#). In this module, you'll find materials on communities of practice and reflective teaching.

You'll also find four brainstorming discussions to help us think about how we can iterate on our RSI process as well as plan for the professional learning activities on district and college opening day. We've asked that you participate in at least two of the brainstorming discussions, though we certainly welcome and encourage your contributions to more.

Kimberly and I are working on updating the grade book and providing feedback; we appreciate everyone's patience as we navigate the workflow for this new process!

If you have any questions or thoughts about this week's activities or the new module, don't hesitate to get in touch.

You're welcome to reply to this announcement--just keep in mind that it will be public to the cohort.

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Week 2 | Keep the RSI Discussion Going

Hello, and thank you for joining us for Week 2 of the RSI course!

We just wanted to let you know that we appreciate all of the feedback we've received so far and are using it to make changes for the second cohort.

It was brought to our attention that the link on [the Internal Communication Plan page](#) was broken, and it's now been fixed! You can now access the [sample Internal Plan template](#).

We appreciate the exchange of ideas in the RSI in Practice discussion. We see good examples of regular interactions and good examples of substantive interactions; our goal is to highlight interactions that are **regular and substantive** for the purpose of RSI.

We encourage everyone to circle back to the annotation activity (Link has been removed because content is not present or cannot be resolved.) , where those of you who made earlier contributions have received replies from colleagues. Let's keep the dialogue going!

As we start thinking about developing our communication plans for the third and final module next week, we want to emphasize that the internal communication plan points reviewers (accreditors, deans, tenure committee members, peers) where to find RSI in our courses. Once a plan is in place, it is an efficient and transparent way to let reviewers know how we are regularly and substantively interacting with our students, something they might miss with the limited time they spend in our courses. For example, a course reviewer cannot see if we are using the "Message Students Who..." feature, but by including it in our internal plans, they can factor that into their evaluations.

We'd also like to acknowledge the varying levels of familiarity with RSI that we are attempting to support with this process. Some of you have been engaged in RSI conversations consistently over the past year while others are just becoming acquainted with the statute. We appreciate everyone's perspective, especially as we think about not only being in compliance but what it means to implement effective practices to meet our students' needs.

If you have any questions, feel free to reply to this announcement; just keep in mind that replies to announcements are public to everyone in the course. Or, you're welcome to join us in the chat that's happening in Pronto!

Here's [a link to a page on Pronto](#) from the [Online Faculty Handbook](#); it includes a video overview of how to use the tool as well as a link to a Pronto tutorial.

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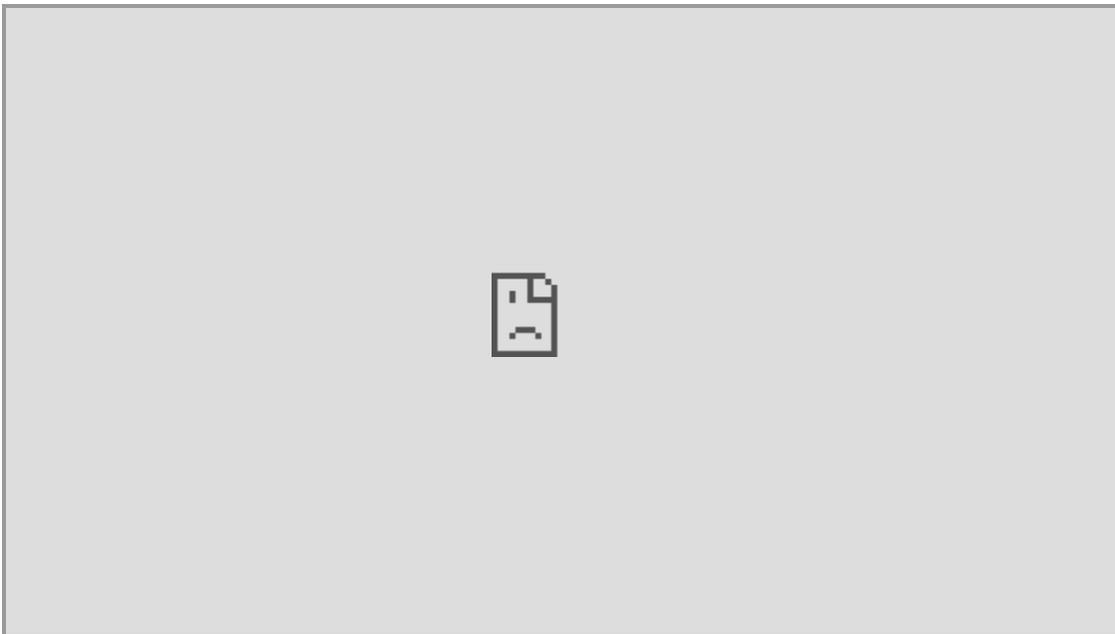
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Week 1 Wrap Up & Resources

Great work this first week digging into the *RSI for Online Teaching*. We are learning from all of you and your engagement with the course and each other what the Late Summer cohort will need to tweak or revise, so thank you for your feedback. Below are some resources that were requested.

Resources

"Message Students Who" feature in Canvas Gradebook is an excellent tool for RSI. This Youtube video reviews the functions.



On Monday, I'm going to check with the designers in Online Learning if they have a captioned video for how to set up ScreenPal. Many faculty in English are using it to provide feedback for student assignments. As you can see in my response to Jordan in the **RSI in Practice** discussion (you may need to scroll down to see it), video feedback using Screenpal can be put anywhere in the course, not just Speedgrader comments.

Have a great weekend, and welcome to @Eric and @Zach who just joined the course!

Kimberly

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Week 1: Getting Started

Getting Started

Welcome RSI Participants:

We are excited to see all of the activity, enthusiasm, and helpful feedback so far in the first week's module. We published the entire course upfront to accommodate everyone's summer schedules. For those of you who are moving into weeks two and three content and activities, be sure to circle back for our feedback on your annotations, internal communication plan draft (the first three weeks) and student facing plan.

Look for an example Internal Communication plan later today in the course and a video that will walk you through how to use this example if you are interested.

Thank you for all of your work.

--Kimberly

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👏 | Welcome to the RSI course!

Welcome!

Thank you for helping to shape our district's Regular and Substantive Interaction (RSI) process.

As a first step, you've agreed to pilot and provide feedback on a short (6 hour), asynchronous course on RSI, which you can access **today, Monday, July 8th**.

What To Expect

By the end of this short course, you will be able to:

- Define RSI in the context of your course
- Identify regular interaction that occurs in your course
- Identify key points in your course where substantive interaction is critical to student success
- Revise your syllabus and orientation to provide clear information to students on when and where regular interaction will occur in your course
- Create an internal communication plan that maps out when, where, and how you'll provide regular and substantive interaction in your online course

You'll have three weeks to complete the course, though you're free to work at your own pace. The majority of the

work is currently scheduled for the third week, so please plan accordingly.

You can expect to hear from us through Canvas announcements and asynchronously in the course space, with discussions and activities designed to promote interaction and self-reflection.

We'll also provide you with individualized feedback on your communication plans. You can expect to receive written and video feedback on work you've submitted over the span of these three weeks.

Getting Started

[Canvas Login](#) or via MyPortal

If you have any issues accessing the course, please email us so that we can help troubleshoot. We're happy to help!

Once you log in, you'll see four links on the course home page to help you get oriented and start the course.

Feel free to reach out to us via Canvas Inbox and email. We're also available on Zoom for regularly scheduled office hours (which you can find on the Simple Syllabus) and by appointment.

If you have any questions, feel free to reply to this announcement; just keep in mind that replies to announcements are public to everyone in the course.

We're excited to collaborate with you all this summer. We'll see you in the course space!

Kimberly Escamilla and Amber La Piana

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Overview | Course Outcomes

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Symposium Goals, Part I

By the end of this short course,
you will be able to:

Define Regular and Substantive
Interaction in the context of your
course

Identify regular interaction that
occurs in your course

Identify key points in your
course where substantive
interaction is critical to student
success

Revise your syllabus and
orientation to provide clear
information to students on when
and where regular and
substantive interaction will
occur in your course

Create an internal
communication/interaction plan
that maps out when, where, and
how you'll provide regular and
substantive interaction in your
online course

Our Approach To This Course

In opening activities and during Fall 2024, we will work together to surface strategies for RSI that work well in your discipline, and

help you feel confident to engage in RSI discussions with your colleagues.

The RSI discussion is ongoing, and although we have a preliminary framework in place, we are still refining it. Your assistance in shaping this framework is crucial to our progress.

This module's focus



In this module, we'll provide a quick overview of the tasks this group will tackle this summer as we pilot the first asynchronous Regular and Substantive Interaction professional learning course and work together to develop presentations, activities, and workshops to support RSI at our district.

As you read through the material, keep in mind that we are:

Working together to unpack complex, sometimes vague, and often abstract language;

Developing a shared understanding of why Regular and Substantive Interaction is important, and what it may look like in an online class;

Thinking about how we will work with a larger group to unpack the concept and develop a shared understanding.

Things to do in this module

- 1. Complete the Course Contract*
- 2. Introduce yourself to your peers*

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Requirements of the RSI MOU

Requirements of the RSI MOU

Welcome! We're very excited to be working with our amazing group of faculty on this important topic! Before we get started on the *real* topic we're here to explore, we wanted to briefly outline the requirements of the RSI MOU.

What You've Signed Up To Do

The MOU states that faculty hired before September 20th, 2024 will participate in either:

Option 1: 6 hours of synchronous professional learning offered on District and College opening days, or

Option 2: 6 hours of asynchronous professional learning offered during summer and fall 2024.

The materials in this Canvas course are designed to support Option 1. The goals of the opening days activities are:

Review background information on federal, state, and accreditation definitions for Regular and Substantive Interaction

Discuss how Regular and Substantive Interaction occurs across disciplines and departments

Develop internal and student-facing communication/interaction plans for supporting Regular and Substantive Interaction in our online classes

As part of the opening day workshops, we'll spend two hours in a large session presentation during the morning of District Opening Day, followed by two hours in discipline specific break out groups in the afternoon. Each campus will then hold another 2 hour break out session during their campus activities on the following day.

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Purpose of an RSI Policy

Pick Your Path | The Purpose of an RSI Policy

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

Teaching can be difficult and lonely, and teaching *online* can be even more difficult and lonely. Adding the rapid changes of technology to this creates a pretty stressful mix!

Developing a strong support group of peers—a community of practice—is an excellent way to get support and share strategies. Intentionally working with a group of colleagues to explore when and how to effectively interact with students helps develop a culture for our campus that supports innovation and student success.

But that's not all! Engaging with our peers helps us find the important connections between the myriad tasks we do, and that allows us to find and eliminate unnecessary repetition and build processes that are meaningful and supportive of the work we do.

Exploring the power of RSI and adding RSI as a component of routine program reviews, curriculum reviews, conversations about student learning outcomes, and our equity work in 13-55 Implementation creates cross-pollination that supports excellence in teaching.

And, intentionally designing online courses to support RSI may mean you do less busy work while also supporting student achievement.

In order to ensure our distance education courses meet the criteria for "online" rather than "correspondence" courses, our accrediting body, the Accrediting Commission of Colleges and Junior Colleges (ACCJC), checks online courses to ensure they include Regular and Substantive Interaction (RSI).

In our most recent Accreditation visit, 31 randomly selected courses were reviewed, and the accreditation team determined that more than half of the courses did not include RSI. We were subsequently given a core inquiry, and tasked with ensuring we had:

a campus policy outlining Foothill College's standards for RSI;
professional development centered on RSI for all online instructors;
a campus process for routinely ensuring every online class includes adequate RSI.

In order to maintain our accreditation, we're required to complete these three tasks as soon as possible.

In addition, the requirements for RSI in online and hybrid courses have recently been amended within the J1 faculty evaluation process. In order to be eligible to teach an online course, faculty must demonstrate they plan for and include robust RSI in their online course design and teaching.

Because we care about teaching and learning (and keeping our accreditation status) this short course is designed to create a shared foundation for developing a district and campus process for ensuring

Regular and Substantive Interaction (RSI) is occurring in our online classes.

Before we dig our heels in and protest one more additional mandate, it's important to recognize that federal and state requirements for RSI are actually grounded in differentiating between quality *online* courses versus *correspondence* courses. The heart of this difference is you, the teacher.

Exploring how we interact with students is an opportunity to create a robust support network for faculty teaching online, and offers us an opportunity to learn from and share with one another when things work (and when they don't!), and to get ideas from one another for continually improving our online courses.

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Key Differences Between Online and Correspondence Courses

Key Differences Between Correspondence and Online Courses



Correspondence

A distance education course relying primarily on one-way communication

Key Differences



Online

A distance education course supported by rich and varied two-way communication

The Power of Teaching

Correspondence Courses

Correspondence courses are the first distance education courses, and have been around for several hundred years. In a correspondence course, materials are delivered to the student via mail or a course management system, but the student sets the pace for moving through the material, and there are little or no formative assessments with instructor feedback.

Traditionally, correspondence courses were used by adults seeking to learn particular skills, with the earliest correspondence courses focused on learning shorthand. In California community colleges, most correspondence courses currently being offered are used for students who are justice-involved.

More recently, correspondence courses have gone digital and morphed into MOOCs (massive open online courses). The lack of

interaction in both traditional correspondence courses and MOOCs is an achilles heel, resulting in very, very low completion rates.

Online Courses

While traditional correspondence courses have low completion rates, there are benefits to distance education, such as the ability to view and re-view material, the option to create material in multiple modalities, and the users' option to learn where and when they choose.

Online courses share these traits with correspondence courses, but add one more component—regular and substantive interaction between the instructor and the student(s).

Recent research indicates that online courses which integrate "humanized" interaction, culturally responsive pedagogy, and ample formative assessment with feedback (all components of RSI) have success rates as high as in-person instruction.

Key Difference

The most important difference between correspondence courses and online courses is the intentional interaction of an engaged instructor.

References

34 CFR 600.2 “Distance education”

34 CFR 600.2 “Correspondence course”

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Wrapping Up the Introduction Module

Wrapping Up the Introduction Module



Nicely done! You've completed the Introduction Module.

What We've Covered

You should now be able to:

- articulate the requirements of this course
- communicate the purpose of this RSI course and the RSI process
- identify different perspectives on RSI (the "carrot" and the "stick")
- describe the difference between online and correspondence courses
- foster community with your colleagues

To continue to the next item in the module, select "Next" below. ↴

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4. The Reason Why We're Here | MOU
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This module's goals:

Learn more about the stakeholders in the RSI conversation

Unpack regulatory language

Explore why developing an RSI process requires discussion and interpretation

This module's focus



In this module, we'll read the accreditation "Core Inquiry" and the MOU that provide the reason for why we're here doing this work together, then we'll introduce you to the organizations who create, interpret, and enact RSI policies, including definitions and interpretations of RSI that factor into accreditation.

This module also serves as an archive for resources that inform our development of an institutional RSI process.

The RSI discussion is ongoing, and although we have a preliminary framework in place, we are still refining it. Your assistance in shaping this framework is crucial to our progress. We need you to help us in this journey.

Things to do in this module

- 1. Read the Core Inquiry and MOU*
- 2. Review the RSI background resources*

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Who's Got a Stake in the Game?

Who's Got a Stake in the Game?

As with many regulations, Regular and Substantive Interaction (RSI) is not clear-cut. Instead, the regulations need to be interpreted, and may even vary by context. Institutions are asked to develop clear guidelines for RSI, to develop professional learning opportunities so all faculty teaching online are aware of the institutional guidelines, and to have a process for ensuring RSI is taking place *in all online courses*.

Here is a brief overview of all the groups who have a stake in our RSI policy and processes:

Stakeholders



Department of Education

The federal government's Department of Education has oversight of the [Higher Education Opportunity Act](#), which regulates eligibility for federal financial aid programs, including PELL grants. In response to fraud experienced by students in the 1990's, the Department of Education developed definitions differentiating correspondence courses from distance education courses. Those definitions, including the requirement for Regular and Substantive Interaction, have been amended multiple times in the last 20 years.

Federal guidelines stipulate an important tipping point. If more than 50% of courses delivered through technology are deemed correspondence courses rather than distance education courses, institutions lose eligibility to administer Title IV financial aid programs.

State of California

In California, legislators have amended [Title 5, Section 55204](#) to align with federal requirements. Changes effective in July of 2021 instigated requests from the state to update board policies, including BP 1405.

Accrediting Commission for Community and Junior Colleges

The mission of the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) states:

The Accrediting Commission for Community and Junior Colleges supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

The accrediting process holds institutions accountable for meeting federal guidelines for quality, which they articulate through a series of standards. The ACCJC's [policy on distance education](#) provides a crosswalk between federal and state regulations and the corresponding ACCJC standards.

WCET

WCET is a non-profit group focused on digital learning in higher education. *Sussing out policy* is one of the major contributions WCET contributes to its constituents. The [WCET website](#) notes, "WCET is the leader in postsecondary digital learning policy work. WCET tracks emerging laws and regulations regarding digital learning in postsecondary education. Once enacted, WCET interprets the requirements in understandable language and shares compliance strategies."

Though it would be helpful if policy was clear and easy to implement, the reality is that policy can be murky. WCET routinely serves as an

intermediary between the Department of Education and higher education institutions, and has been instrumental in clarifying the underlying intent behind regulations such as RSI.

Students

Regular and substantive interaction between instructors and students creates a dynamic and supportive learning environment that fosters academic success, personal growth, and professional development. By actively engaging with their instructors and peers, students can maximize their learning potential and achieve their educational goals.

You

Do you want to start with the carrot or the stick? Talking and sharing with our peers helps online instructors break the silos created by teaching off campus. The interaction leads to a stronger sense of belonging within our academic community, shared resources, and a shared purpose. These are all great reasons to engage in our campus RSI discussions. In addition, RSI is a component of faculty evaluations, and a state and federal requirement that plays a large role in our college's accreditation.

This module includes documentation by each of the stakeholders for your reference. While we suggest you preview the documentation in this module, we are not expecting you to read it closely (unless you'd like to!)

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The Reason Why We're Here | Accreditation Core Inquiries

Background Information | Accreditation Core Inquiries

Regular and Substantive Interaction is a practice that supports quality online teaching. Faculty discussions about RSI should be a central component of collegial sharing and professional learning. Because RSI is *the key difference* between online courses and correspondence courses, assessing RSI is a component of accreditation.

We want to continually improve our online teaching. The recent findings from the ACCJC, however, have added an additional exigency to this work. Please take a moment to read their findings, below:

File Foothill College Core Inquiries_Spring24 _4_1_24.pdf could not be included in the ePub document. Please see separate zip file for access.

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The Reason Why We're Here | MOU

Background Information | MOU Between FA and the FHDA District

For your reference, here is the full text of the MOU:

File MOU Art 7 10 34 RSI Training.pdf could not be included in the ePub document. Please see separate zip file for access.

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Background Information | Federal and State Regulations

Background Information | Federal and State Regulations

Here are the federal and state regulations that provide the foundation for Regular and Substantive Interaction

Department of Education

Education that uses one or more of the technologies listed in paragraphs (1)(i) through (1)(iv) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

1. *The technologies that may be used to offer distance education include —*
 1. *The internet;*
 2. *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
 3. *Audio conferencing; or*
 4. *Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(i) through (1)(iii) of this definition.*
2. *For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by the institution's accrediting agency.*
3. *For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment,*

consistent with the content under discussion, and also 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 approved by the institution's or program's accrediting agency.*
- 4. 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.*

California Title 5

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or

study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

(b)"Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also 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 approved by the institution's or program's accrediting agency

(c)Regular interaction between a student and instructor(s) is ensured 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.

(d)Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e)For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- (1)**The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- (2)**The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Cal. Code Regs. tit. 5 § 55204

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Background Information | ACCJC

Background Information | ACCJC

File Policy-on-Distance-and-on-Correspondence-Education.pdf could not be included in the ePub document. Please see separate zip file for access.

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Background Information | ACCJC Quality Pilot Continuum Rubric

Highlighted information from the document:

What the Quality Continuum Rubric for Distance Education is not:

Intended to evaluate the performance of instructional faculty.
Used to determine the level of quality for each course section.

File ACCJC-Quality-Continuum-Rubric-for-Distance-Education-August-2024-Pilot.pdf could not be included in the ePub document.
Please see separate zip file for access.

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Background Information | ASCCC

Background Information | ASCCC

Supporting Regular and Substantive Interaction as an Academic and Professional Matter to Enhance Student Success and Meet Standards

Spring 2024

Resolution Number

107.01

Contact Kelly Rivera

Assigned to Accreditation Committee

Category Accreditation

Status Assigned

Whereas, While the California Community Colleges system has transformed in the post-pandemic era with the rise of distance education becoming a significant modality of instruction [1], for some colleges half or more of their courses are offered online, and as the system looks to the future to answer the Chancellor's call in *Vision 2030* to bring "instruction through flexible modalities, like short term and online classes, for all students," this trend is likely to continue;

Whereas, "Distance education," meaning instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology to instruct students with regular and substantive interaction either synchronously or asynchronously, is highly regulated by both federal [2] and state [3] entities, and the Accrediting Commission of Community and Junior Colleges follows federal guidelines;

Whereas, Given the Academic Senate for California Community Colleges' academic and professional matters [4] purview as established by Title 5 §53200(b) [5], the matter of regular and

substantive interaction is clearly an academic and professional matter that should be led by faculty expertise as it minimally falls directly within areas 1. curriculum including establishing prerequisites and placing courses within disciplines, 5. standards or policies regarding student preparation and success, and 7. faculty roles and involvement in accreditation processes, including self-study and annual reports; and

Whereas, The Academic Senate for California Community Colleges' 2023 adopted paper *Effective and Equitable Online Education: A Faculty Perspective* states that “colleges and districts must have both a clear definition of regular and substantive interaction (RSI) that aligns with the federal, state, and ACCJC definitions as well as a rubric in place to assess how and where that contact is designed to take place in a course taught online”;

Resolved, That the Academic Senate for California Community Colleges work collaboratively with faculty distance education experts and groups such as the California Virtual Campus Online Education Initiative, the California Community College Accessibility Center, and California Community College Distance Education Coordinators' Organization to create a guide of exemplary regular and substantive interaction practices, peer to peer evaluation standards, and a model self-assessment rubric to be shared by Spring 2025.

1. Online Learning Still in High Demand at Community Colleges
2. Code of Federal Regulations 34600; 602; and 608
3. Title 5 Sections 53200; 55005; 55200; 55202; 55204; 55206; and 55208
4. ASCCC 10 + 1
5. Title 5 § 53200

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Wrapping Up the Background Resources Module

Wrapping Up the Background Resources Module



Nicely done! You've completed the Background Resources Module.

What We've Reviewed

You should now be able to:

- identify the RSI stakeholders
- access the federal and state regulations
- locate the relevant ACCJC policy and ASCCC resolution
- refer to the District MOU

Before Moving On to the Next Module

Double-check that you have

- familiarized yourself with the RSI stakeholders
- previewed the reference materials in the module

To continue to the next item in the module, select "Next" below. ↴

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RSI in Practice

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2. Connecting Culturally Responsive Pedagogy and RSI
3. The Role of RSI in Online Courses
4. Research Supporting Regular and Substantive Interaction
5. 7 Benefits of RSI
6. Wrapping Up the RSI in Practice Module

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Overview | RSI in Practice

Overview | RSI in Practice



This module's goals:

Begin exploring how RSI may differ by discipline and course
Discuss when and why RSI may be challenging
Share ideas and experiences that support RSI

This module's focus



In this module, we'll begin discussing common threads that support developing a baseline policy for RSI across campus, while also discussing why and how RSI may vary by discipline or course.

We'll also look at ways that RSI intersects with other work we're doing across campus, including supporting our equity goals.

Things to do in this module

- 1. Explore how RSI connects to other campus initiatives, goals, and process*
- 2. Discuss the challenges and benefits of doing RSI well*

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Connecting Culturally Responsive Pedagogy and RSI

Connecting Culturally Responsive Pedagogy and RSI

The current emphasis on regular and substantive interaction could make it seem like overburdened instructors have yet another thing to do in their online courses. While we agree that online teaching requires a different set of skills than face-to-face teaching, RSI is actually a teaching technique that supports Foothill's mission, Strategic Vision for Equity, and the Online Equity Affirmation.

Here is a brief overview of the connections between RSI and equity efforts such as culturally relevant teaching.

Culturally Responsive Outcomes and Beliefs

This snapshot of the major principles of Culturally Responsive Pedagogy and Practices (CRPP) provides an opportunity to see how RSI overlaps and aligns with CRPP. Gloria Ladson-Billings, one of the founding thinkers of CRPP, posits that culturally relevant pedagogy accomplishes three major outcomes. These outcomes, their associated challenges, and their overlap with RSI are listed below.

(The information below is adapted from the Foothill College course, Applying Culturally Responsive Pedagogy, led by Carolyn Holcroft and Michelle Pacansky-Brock in Fall 2023).

CRPP Outcomes: Challenges and Responses

Outcome 1 | Academic Achievement

Challenge: Much of the research examining the high failure rates of students of color uses a deficit-based lens, citing racial and cultural mismatches as contributors. Common narratives attempt to explain why students of color can't succeed. Far fewer studies have examined the experiences of academically successful students of color.

Response: Culturally relevant teachers believe all students are capable of learning, recognize that all students enter the course from a unique starting point, and view it as their duty to support all students to be academically successful. Culturally relevant teachers ask themselves why students should learn particular aspects of the curriculum, speak in terms of long-term academic goals for students (as opposed to what we'll do next week) and provide insights about how their teaching supports those goals.

Overlap with RSI: Interaction between the instructor and the student is an important component of meeting students where they are and connecting to long-term goals. A humanized and personal welcome, feedback on assignments, and nudging throughout the course are all RSI strategies that contribute to academic achievement. Incorporate active learning techniques such as discussion forums, group projects, and interactive activities. Consider using [Hypothesis](#), [Canvas groups](#) [Links to an external site.](#), or [Padlet](#). These methods offer varied and creative ways to promote the academic achievement of diverse students within a supportive and interactive environment.

Outcome 2 | Cultural Competence

Challenge: Education is steeped in dominant cultural values. To achieve academic success in the U.S. educational system, culturally diverse students must assimilate Western educational ideals and thwart their own culture (i.e., "act White").

Response: Culturally relevant teachers provide a way for students to maintain their cultural integrity while succeeding academically, helping students to honor their own cultural beliefs and practices while acquiring access to the wider culture.

Overlap with RSI: Build a sense of community among students and yourself through regular interaction. Consider reminding students of

due dates using [Message Students Who](#)Links to an external site., sending regular [announcements](#)Links to an external site., and encouraging visits to your office hours to build a sense of cultural belonging through a supportive environment where students feel connected, engaged, and culturally recognized.

Outcome 3 | Sociopolitical Consciousness and Cultural Critique

Challenge: *There are many, many cultures flourishing in the United States; however, there is only one dominant culture. Dominant culture centers a White, European worldview, which marginalizes the experiences of culturally diverse individuals and positions them as "other."*

Response: *Culturally relevant teachers help all students see, understand, and critique social inequities. To ensure pedagogy and learning are a form of cultural critique, Culturally relevant teachers educate themselves about local sociopolitical issues in their community and the larger issues that impinge upon students' lives, incorporating sociopolitical topics into their teaching to help students understand and critique their social position and context.*

Overlap with RSI: *Consider sending announcements that mention and link to local events or current news stories with relevance to students' home communities and cultures, and offering course credit or extra credit for attending or reading about these events or stories. As with Outcome 1 above, incorporating active learning techniques such as discussion forums, group projects. and interactive activities using [Hypothesis](#), [Canvas groups](#)Links to an external site., or [Padlet](#) can promote critical thinking and thoughtful critique of sociopolitical issues and social inequities.*

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The Role of RSI in Online Courses

The Role of RSI in Online Courses

Reminder: Federal Policy

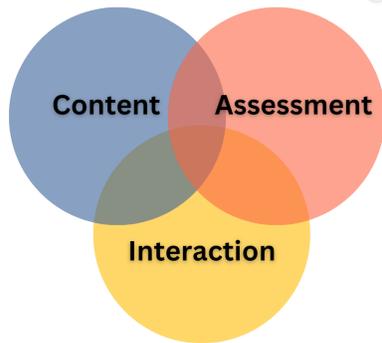
1. *An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—*
 1. *Providing the opportunity for **substantive** interactions with the student on a predictable and scheduled basis commensurate with the 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** interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion*

(emphasis added)

As the resources in the prior module demonstrate, there is not a single, concrete set of RSI practices. Instead, what is "regular" and "substantive," and what interaction allows you to engage students in their learning and monitor their success may change dependent upon your discipline and your students' needs.

Components of
Effective Online Teaching



Effective online courses engage students and support learning by providing relevant content, assessment and activities designed to support learning, and interaction.

Substantive interaction can help clarify content, or allow students to interact with content (for instance in a discussion following a video lecture). It also allows instructors to augment course content by building on existing content in ways that respond to the interests of a specific group of students, such as folding in current events or responding to topics raised in a particular class's discussion.

Substantive interaction also overlaps with assessment and activities. Student success is supported when they receive relevant, timely feedback on formative assessments, and when they can use feedback to continually improve throughout a course.

In this module, we'll ask you to consider what types of regular and substantive interaction best support students in your classes. As you move through the module, we suggest starting a list of how your interactions already support, or how you'd like them to support:

*regularly monitor student engagement and success
regularly provide opportunities to substantively discuss course content
engage students in assessment*

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Research Supporting Regular and Substantive Interaction

Research Supporting Regular and Substantive Interaction

Enhancing Student Engagement and Motivation

Regular interaction between instructors and students significantly boosts engagement and motivation. According to Chickering and Gamson (1987), frequent student-instructor interaction enhances students' motivation and intellectual commitment. This engagement is particularly critical in an online environment where students might feel isolated and disconnected (Morrison, 2021).

Improving Academic Achievement and Satisfaction

Instructor feedback plays a pivotal role in academic performance and student satisfaction. Espasa and Meneses (2010) found a strong link between timely instructor feedback and improved student satisfaction and learning outcomes. Students who receive regular, constructive feedback are more likely to perform better academically and feel more satisfied with their course experience (Katsarou & Chatzipanagiotou, 2021).

Building a Sense of Community

Instructor-student interactions help build a sense of community, which is vital for student success in all learning environments, but it is particularly important in online environments. Baldwin (2019) highlighted that structured courses and responsive feedback are essential for maintaining student engagement and fostering a sense of belonging. This sense of community supports students emotionally and socially, contributing to their overall success.

Overcoming Barriers to Learning

Active learning approaches, which incorporate technological and pedagogical activities to mirror face-to-face methods, successfully engage students in asynchronous online classrooms. Riggs and Linder (2016) demonstrated that these methods help overcome social, administrative, and motivational barriers, making online learning more effective and accessible.

Enhancing Collaborative Learning

Instructor-student interaction is crucial for effective collaborative learning. Selles, Munoz-Carril, and Gonzalez-Sanmamed (2019) emphasized that these interactions support the emotional and organizational aspects essential for group projects. This interaction ensures that students feel supported and can collaborate effectively with their peers.

Some Strategies for Effective Interaction

Timely and Constructive Feedback

Provide students with regular, timely, and constructive **feedback**. This not only helps students understand their progress but also keeps them engaged and motivated.

Active Learning Techniques

Incorporate active learning techniques such as discussion forums, group projects, and interactive activities. You might consider using **Hypothesis**, **Canvas groups**, or **Padlet**. These methods help replicate the academic engagement of face-to-face classes in an online environment.

Establishing a Strong Instructor Presence

From the beginning of the course, establish a strong instructor presence. Provide a **friendly welcome**. Be responsive to student inquiries and feedback, and integrate your personality into the course content to make the learning experience more relatable and engaging.

Building a Sense of Community

Encourage a sense of community among students and yourself through regular interaction. Reminding students of due dates using **Message Students Who**, sending regular **announcements**, and encouraging visits to your office hours helps to build a supportive learning environment where students feel connected and engaged.

Addressing Student Concerns Promptly

Be proactive in addressing any concerns or barriers that students may face. Providing prompt support and guidance can help students overcome challenges and stay on track with their learning goals. As needed, provide a warm-handover to introduce learners to **Student Support Services**.

Regular and substantive interaction between you and your learners is fundamental to student success in *all* courses. By enhancing engagement, improving learning outcomes, building a sense of community, and overcoming learning barriers, these interactions create a supportive and effective online learning environment. Consider implementing the strategies discussed to help you foster meaningful interactions and contribute to your students' academic success.

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7 Benefits of RSI

7 Benefits of RSI

Accessible Text Version

7 BENEFITS

of regular & substantive interaction

Regular and substantive interaction (RSI) between instructors and students creates a dynamic and supportive learning environment that fosters academic success, personal growth, and professional development. Here are some key benefits of RSI for students:

01. Increased Retention

Regular interaction with instructors provides ongoing support and encouragement, which can help students overcome challenges and persist in their studies, leading to higher retention and completion rates.

Timely feedback helps students identify and correct mistakes promptly, reinforcing learning and improving academic performance.

02. Improved Outcomes



03. Improved Teaching



Regular interaction allows instructors to clarify concepts, answer questions, provide feedback, and adapt material for individual students, leading to a deeper understanding of the material.

Knowing that they will have regular check-ins and discussions with their instructor can motivate students to stay on track with their studies and meet deadlines.

04. Increased Engagement



05. More Belonging



Regular interaction helps build a sense of community among students and their instructors, which can reduce feelings of isolation, particularly in online learning environments.

Substantive interactions often involve discussions that encourage

06.



students to think critically, articulate their thoughts clearly, and engage in meaningful dialogue with their peers and instructors.

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07.

Future Skills

More Critical Thinking



Regular and substantive interactions help students develop skills that are valuable in the workplace, such as effective communication, collaboration, and the ability to seek and incorporate feedback.



FOOTHILL COLLEGE

Wrapping Up the RSI in Practice Module

Wrapping Up the RSI in Practice Module



Nicely done! You've completed the RSI in Practice Module.

What We've Reviewed

You should now be able to:

- connect Culturally Relevant Pedagogy and RSI
- identify the benefits of RSI
- implement RSI strategies
- articulate definitions of RSI

To continue to the next item in the module, select "Next" below. ↴

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Developing Communication Plans

1. Overview | Developing Communication/Interaction Plans
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13. 🧑🏫 Drafting Your Internal Communication Plan - Entire Quarter - Late Summer
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This module's goals:

Distinguish between an Internal and Student Facing Communication Plan
Start the first two weeks of your Communication/Interaction Plan
Discuss your Communication/Interaction Plan with colleagues

This module's focus



In this module, we provide the reasoning behind crafting an Internal Communication/Interaction Plan and then using that plan to create a Student Facing Communication Plan. Then, we offer basic guidelines for each plan and ways for you to share your plan with colleagues. You will also get a chance to use Pronto to check-in with colleagues and share ideas. Finally, we ask you to give us feedback when you consider how faculty in your discipline will create these plans as well.

Things to do in this module

1. *Read the Internal vs Student Facing Communication/Interaction Plan page*
2. *Read the Internal Communication/Interaction Plan Description*
3. *Design and Share your Internal Communication/Interaction Plan (first two weeks)*

*4. Design and Share your Student Facing
Communication/Interaction Plan*

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What is a Communication/Interaction Plan?

Purpose of Your Plan

Your internal communication/Interaction plan serves the purpose of documenting when, where, how, and why you engage with students about course content, and how and when you will proactively engage with students about their progress in your class.

Why a Communication/Interaction Plan Matters

A Plan Helps You

A communication/intervention plan helps you refine how you engage with learners. Creating, and revising your plan, provides an opportunity for you to reflect on how you have structured your course, when you engage with students about the course material, and how you connect with students to provide support to them.

A Plan Guides Reviewers

A communication/intervention plan also provides evidence to regulators that Regular Substantive Interaction (RSI) is occurring by detailing how frequently and in what ways you communicate, and the reasons behind these interactions. The plan can be used a guide for external reviewers (accreditors) and J1 reviewers to understand how RSI takes place in your course. It can be a conversation guide for RSI in your J1 pre-evaluation meeting.

We recommend placing your communication/interaction plan in an unpublished Module 0 in your Canvas course. This will ensure it serves as a guide for your class rather than a stand-alone document.

What Do I Need To Have in My Plan?

Your plan can take many forms. At its core, your plan should include:

Method: How you will communicate with students

Frequency: When you will communicate with students

Progress Monitoring: When and how you will engage with students about their progress

Purpose: The reason for your interactions (e.g., to engage learners, explain content, monitor progress, provide feedback)

The guidelines tell us that at minimum we need to engage with students with at least two methods each week.

Foothill College faculty have agreed that the method and frequency of our communication with students will vary with the ebb and flow of the quarter and the nature of your discipline so there is an expectation that your communication/interaction plan will reflect inflection points in your curriculum and the pace of the quarter.

Where Can I Find Examples?

The following pages in this module will expand on the content of a communication/interaction Plan and provide examples that you can use as a starting point as you reflect on your course and your

teaching style.

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Internal vs Student-Facing Communication/Interaction Plan

Internal vs Student-Facing Communication/Interaction Plan

RSI requires us to engage in *regular* and *substantive* interaction with our students. In order to be regular, interaction must be intentionally planned.

The ACCJC requires us to be intentional (and flexible) with **documenting** and **communicating** to students how, when and where we are going to regularly and substantively interact with them. This documentation is important for all online instructors, but is especially helpful for instructors who are teaching a newer class, are moving from in person to full online or hybrid with a course, have multiple preps, or have late start or otherwise differently scheduled courses.

As part of the district RSI process, you'll be making two communication plans—an internal document that serves as your own "blueprint" for when, where, and how you plan to interact regularly and substantively with students, and a student-facing plan that explains to students when, where, and how you'll interact with one another.

What Is Different Between the Two Plans?

Your internal communication/interaction plan is just that—a planning document. An Internal Communication/Interaction Plan can be created first with your own notes and planning. Then, you can take the heart of this plan and use it to craft your Student Facing Communication/Interaction Plan with student-centered language that will go into your syllabi and introductory module in your courses.

Where Does the Internal Communication/Interaction Plan Live?

Using Canvas we can keep our Internal Communication/Interaction Plan in an unpublished module that can serve as a guidepost for ourselves and our accreditors. In addition, the plan can be used as an excellent resource for anyone receiving a J1 as they can easily share it with an evaluator in the pre-evaluation meeting.

Example of the Difference

While the internal plan is your own notes for when and how you'll reach out to students, the student-facing communication/interaction plan will be in your Syllabus or Orientation module, and is designed to explain to students when and how you'll communicate. Both communication plans should be comprehensive, but here's a short example of an item they might include:

Internal Plan Excerpt: At the end of weeks 3, 6, and 9, when their major projects are due, I will "Message Students Who" in the gradebook with a personalized note for those who haven't submitted their work, reminding them of my office hours and the STEM center tutoring hours.

Communication/Interaction Plan Excerpt: At key moments in the course if you haven't submitted work or logged in, I will reach out using Canvas Inbox. This is a warm nudge to remind you about the deadline or figure out if you need additional support. This isn't about being "in trouble"; rather, it is reminder of the support you have.

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Your Internal Communication/Interaction Plan with Examples

Why Use an Internal Communication/Interaction Plan?

In course planning, instructors often focus on the content, but the success of online classes also relies on effective communication and engagement between instructors and students. Planning how, when, and why you will communicate with online students in advance is a great way to ensure that you can provide students with meaningful, timely, and consistent communication, fulfilling RSI.

How Can I Plan Interaction?

When planning your course, take a moment to think about how you scaffold major assignments.

What formative assessments do you create that allow students to build knowledge and skills prior to undertaking major assignments?

How will you provide feedback to support students, especially on difficult concepts or tasks?

Reflecting on and documenting how you will address these challenging points can be invaluable. By clearly outlining what, when, and how you plan to respond, you can enhance your communication and support, especially for our most vulnerable students.

What Should My Plan Include?

Communication Frequency and Method

Communication Tools

Here is a list of many of the communication tools at your disposal. You are encouraged to think about which of these fit with your personal style and your discipline. It is helpful to provide students with multiple avenues for receiving and giving feedback, but you do not need to engage with all of these tools!

- Weekly (or more) Announcements
- Responding to discussion posts
- Gradebook: Message Students Who
- Pronto class and group messaging
- Studio videos with discussion posts
- Foothill Connect Progress Reports
- Speedgrader comments and/or rubric comments
- Video feedback using Screencast-o-matic

Instructional Content

- When will you post new content material?
- Is your whole class published upfront or do you release a week/module at a time?
- Do you post new course videos each week?
- How you will introduce external resources such as publisher materials

Student Drop-In Hours

- When and where you hold drop-in student hours each week
- How you will communicate the benefits of drop-in hours to students

Course Announcements

When will you send out course announcements that explain or expand upon the course content
When will you send out course announcements that alert students about course logistics (due dates, college dates etc)

Setting Expectations for Interactions

When and in what method you will respond to their class message or email
When and in what method you will give feedback on their class work

Plan for Support of Learning: Course Flashpoints

Setting Course Expectations - Pre Course and Weeks 1 and 2

Pre-Course contact, email/announcements--what will you include?
Student Survey or Intro discussion (or both). How will you provide feedback and responses?
How will you document student last date of attendance/financial aid reporting

Support on Assessments

Identify formative assessments with impact. How will you provide meaningful and guiding feedback?
Identify summative assessments with impact. How will you provide meaningful and guiding feedback?

Regular Student Progress Monitoring

How will you monitor and engage with student's individual progress?
When will you monitor and engage with student's individual progress?
Identify critical "check ins" or scaffolding for larger assignments or projects

What Does an Internal Communication/Interaction Plan Look Like?

Your Internal Communication/Interaction Plan should be tailored to your needs and documented within your course. It may take various forms, such as a text document, spreadsheet, video explanation, or infographic—there's no one-size-fits-all solution. The plan will naturally differ based on your discipline, your preferred working style, and the size of your class.

Regardless of its format, your plan should include:

Methods of Communication: Share how you will communicate with your students.

Frequency and Timing: Specify how often and when you will use each communication method.

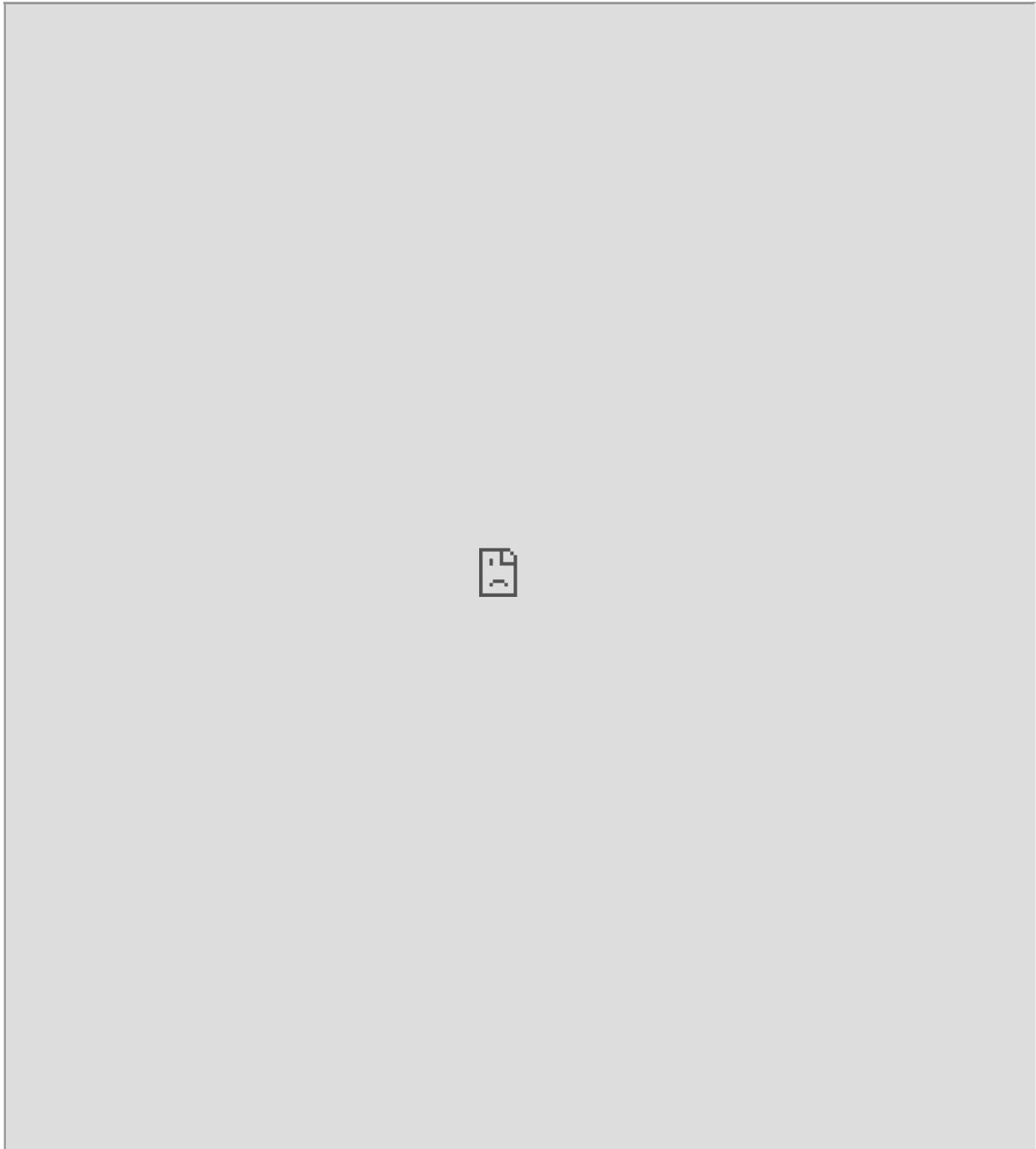
Student Communication Preferences: Indicate how students should reach you and the preferred hierarchy (e.g., email, Canvas inbox, Pronto, text, phone message). Providing multiple communication options is helpful for emergencies or if one method doesn't work.

Using varied communication methods can enhance student retention and foster a sense of community, especially for online students who might otherwise feel isolated.

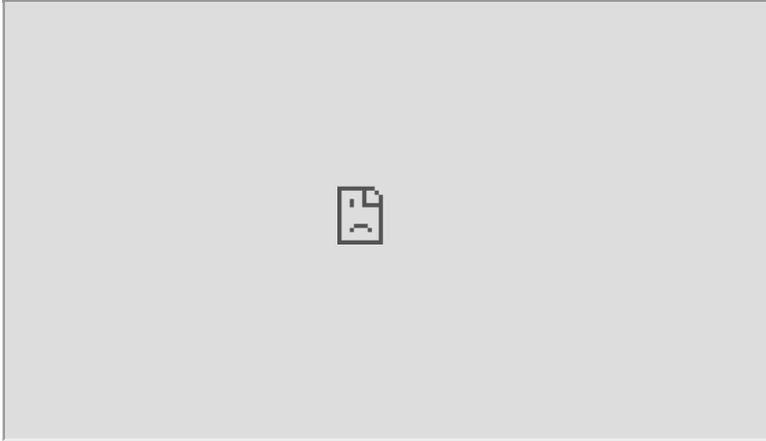
However, you, as the instructor get to decide which tools you want to engage with in your class. If you want to limit communication pathways to reduce your cognitive load you should! We do encourage you to give students at least two methods to reach you (Canvas Inbox and email, for example).

Example Template

While we encourage you to develop a plan that resonates with you, we also want to provide several examples to help give you some ideas. Here is an internal communication/interaction plan that was made using Google docs:



Below is a video describing how to use or modify the example internal communication/interaction plan template. It also shows you how to [copy the document](#) for your own use. Or [download the template](#) Download download the template.



More Examples

Additional examples can be found in the [Tips and Examples](#) module. Look for the  icon.

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Your Student-Facing Communication Plan with Examples

Your Student-Facing Communication Plan with Examples

Now that you've completed a draft of your internal communication plan, you'll want to help your students understand how your communication will be regular, predictable, and substantive. We suggest you intentionally signal how you'll interact with students by including information in your syllabus and orientation module.

In your syllabi, you might already have the following:

- Office hours
- Office location
- Your preferred method of communicating (do you prefer Canvas Inbox or phone?)
- Your response time for replying to student inquiries

To support RSI, you also might want to include:

- How you will **regularly** communicate to students, such as announcements, assignment feedback, or planned review/study sessions
- How you'll participate in discussions
- How, when, where students will find feedback from you
- Include Canvas Guides so students know how to get your feedback

Your Communication Plan is your “voice” to your students. You can include all the information you need while also communicating warmth and respect. Ensure that your tone is encouraging and invitational rather than cold or punitive. Consider the difference in tone:

Office Hours: Tuesdays 6:00pm-7:30pm or by appointment
I'm available for Office Hours if you would like to join me in a Zoom meeting for support. I've set aside Tuesdays 6:00-7:30, but if you can't make it then, please email me (instructor@fhda.edu) so we can arrange for another time. Here is the link to the Canvas page where you will find the button to join Office Hours.

Below are two examples of Student Facing Communication Plans that you can look over for ideas as you build your own.

Example 1

Ways to Connect with Me

I want to hear from you regularly (weekly or more is best) as if we were in live class, not just when there's a problem. Contact me in whatever way works best for you.

escamillakimberly@fhda.edu or kimberlycescamilla@gmail.com if it is a google doc that you want me to look at outside of the course shell.

Pronto: You can dm me by pressing the + sign and clicking on Direct Message.

Text: 408-480-1828

My WLC hours are T, W, TH from 12-2pm. Use the Foothill Tutoring link in the blue menu to your left, scroll down and click on WLC **Drop in Tutoring** button. Or use this link and click on the blue **"Meet with a Tutor"** button. After you sign in, a host will greet you. Just ask for Kimberly.

If those hours don't work for you, just contact me for an appointment. We can Zoom, Facetime, Whatsapp, Pronto video whatever you prefer.

Ways You Will Hear From Me

During this course, I will post an announcement that will be sent out (it will also be available in the Announcements tab (Link has been removed because content is not present or cannot be resolved.)) every Sunday night or Monday morning with an update for the week, reminders and support material like ideas for additional labor or highlighting something amazing that students in the class are doing.

At the end of each week if you haven't submitted work or not logged in, you will be hearing from me in **Canvas Inbox**. I will send a group message to all students who haven't submitted an assignment. This is a warm nudge to remind you or figure out if you need additional support. This isn't about being "in trouble"; rather it is reminder of the support you have.

At the end of Weeks 2 and 4, I will send out a progress report email with a little note and, if needed, a link to support services through Foothill Connect. Links to an external site.

For regular assignments that are not connected directly to content like the meditations, labor logs, and some other discussions, I will add comments only if you have a question or if a particular issue comes up. For all other discussion posts, I will respond to students within the discussion on the day it is due and the day after, offering guidance, asking questions, etc. If you enter a discussion post late, be sure to always read my comments on other students' posts. I will make private comments in discussion posts if an issue or question come up or more guidance is needed.

The **thesis/outlines and essay drafts** are critical, so I will be offering video feedback that will walk you through the essay. [Learn how to see that feedback](#). The idea is that you use my feedback to either celebrate what you are doing well and what needs to be adjusted for the next essay OR what immediate changes need to be made to the draft in order for your essay to be passing.

Informal or on the fly messaging will happen on [Pronto](#) such as sign ups for a chapter presentation from *The Body Keeps the Score* or when an event that could be additional labor pops up. I also post in Pronto when my mom-instincts tell me that you all might need a reminder or someone cheering you on. These posts might be text or video based.

Be sure that you have set your notifications for the course, so you don't miss out on an important message.

Example 2

What You Can Expect of Me

I plan to interact and engage with each of you on a regular basis throughout the term to support your learning.

I will provide direct instruction related to the course's learning objectives,
I will respond to your questions within 24 hours,
I will grade and provide feedback on your submitted coursework within 48 hours,
I will post announcements every Thursday, and engage in the course discussion areas regarding academic course content when appropriate.

I am here for you. If you have questions, concerns, feedback, or just want to chat, we can talk via Zoom, or text, or email.

What I Expect of You

You will strive to be an active participant in this course and aim to meet due dates.

You will maintain an open line of communication with me so I understand how to support you.

You will treat others with dignity and respect.

You will contact me if you have any concerns about assignments or due dates.

You will give yourself grace. You may make mistakes, as a part of learning and growing.

In the event you stop participating in class I will reach out to you via email. Let's work together so that you succeed in your goals.

Contact Me

Please reach out to me if you need anything. You can:

text or call me at 707.xxx.xxxx
email me at baldwinsally@fhda.edu
use the [inbox](#) feature on Canvas
use Pronto (see below).

I will respond to you within 24 hours.

We can schedule to meet online during my office hours (Friday, 9-11:00 a.m.) *or* at a time that is convenient for you.

My hope is that you will develop the knowledge and discipline you need to do well in this course. I will send reminders out to you regarding upcoming deadlines and you are free to work ahead. If you are struggling for any reason, please reach out to me so that we can work together.

Pronto: For Class Communication

Pronto is a real-time messaging app that we will use to connect through text messages. Pronto is a super easy way for me to remind you about upcoming deadlines, send messages to you individually, and for you to communicate with each other (and me!) as a group or individually.

In order to download and log into Pronto, you'll need your phone and access to your campus email. Follow the below instructions (a little hint...opening this email on your phone will make this easier):

1. If using an Apple device: Download the [iOS Pronto App](#)
If using an Android device: Download the [Android Pronto](#)
2. Open the App and enter your campus email address.
3. Log into your email and look for the verification code sent from Pronto.
4. Use the verification code to log into the Pronto

Pronto is also available inside of Canvas as a link on the left-hand side of our course.

Grades

All work will be graded within 48 hours of the deadline. I will provide feedback on your performance so that you can see how you are doing and any actions you need to take to improve your assignments. Your reflections are graded complete/incomplete. You will receive full

credit if you answer the prompts provided. All grades will be posted in the Canvas gradebook (*link to gradebook*).

How to [view grades](#) and instructor comments
How to view [annotation feedback](#) in an assignment

Please do not hesitate to reach out to me with any questions or concerns. I am here to help you succeed.

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 Early Summer Assignments is not currently supported

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Pronto Check-In Early Summer

Goals

Build community
Receive assistance if necessary
Practice using a tool designed to promote RSI

Instructions

Use Pronto to check in with your colleagues and the facilitators to provide a status update as you work on your internal and student-facing communication plans. This is an opportunity to pose any questions or comments you may have.

After posting to Pronto once or twice for the purpose of this assignment, if you find that you like the tool, we encourage you to use it as frequently as you'd like.

Resource

Not familiar with Pronto? Here is a resource to help you get started.

[Accessing Pronto within Canvas](#)

Due at: Jul 25 at 12am

Grading Type: Pass/Fail

Points: 0.0

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Drafting Your Internal Communication Plan | The Entire Quarter - Early Summer

Instructions

Please draft an internal communication plan. Much of this may end up in your student facing plan that follows, but it is best to start here with as much detail and in the format that works best for you.

Identify Communication Frequency and Method

When you will post new content material (Is your whole class published upfront or do you release a week/module at a time? Do you post new course videos each week? Add in any relevant information like textbook integrations, etc.)

When and where you hold drop-in student hours each week and why students should attend them

When you send out course announcements that explain or expand upon the course content

When and in what method you will respond to their class message or email

When and in what method you will give feedback on their class work

Plan for Support of Learning: Course Flashpoints

Pre-Course contact, email/announcements--what will you include?

Importance of Week 1 & Week 2

Sense of belonging

Last date of attendance/financial aid reporting

Identify formative and summative assessments with impact and explain when/how you will contact students

Explain how you will monitor students progress or setbacks

Explain when/where/how you will provide feedback

Include Canvas Guides and when will you resend or link to them.

Identify critical "check ins" or scaffolding for larger assignments or projects

Reflection on Plan for Support of Learning

During the quarter keep notes or before teaching the same class again, reflect on and make adjustments:

What worked?

What didn't? Where are there opportunities?

Where do students need more or different feedback?

Grading Type: Pass/Fail

Points: 0.0

Submitting: Online Text Entry, Media Recording, Online Upload

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Submit Your Student Facing Communication Plan: Early Summer

Instructions

Now it is time to write your Student Facing Communication plan that will appear in your syllabus and in your Getting Started / Orientation module in Canvas. Following [one of the examples](#) in this module as a guide, create your own Student Facing Communication Plan that reflects a course you teach in your discipline and your personality as an instructor.

Note: a rubric with descriptive criteria is included below for guidance. We will be providing individualized feedback on these plans.

Grading Type: Pass/Fail

Points: 0.0

Submitting: Online Text Entry, Online Upload

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 Late Summer Assignments is not currently supported

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Pronto Check-In Late Summer

Goals

Try Pronto as a tool to interact with your students, or for your students to interact with each other
Receive assistance if necessary
Consider how Pronto could fit with your teaching style, or not!

Instructions

Use Pronto to check in with your colleagues and the facilitators to provide a status update as you work on your internal and student-facing communication/interaction plans. This is an opportunity to pose any questions or comments you may have.

After posting to Pronto once or twice for the purpose of this assignment, if you find that you like the tool, we encourage you to use it as frequently as you'd like.

Resource

Not familiar with Pronto? Here is a resource to help you get started.

[Accessing Pronto within Canvas](#)

Grading Type: Pass/Fail

Points: 0.0

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Drafting Your Internal Communication/Interaction Plan | The First Two Weeks Late Summer

Goals

Develop the first **two weeks** of your internal communication/interaction plan. You can find the rubric for your Communication/Interaction plan by clicking on the three vertical dots on the upper right of your screen.

Share ideas and strategies with colleagues

Give and receive feedback for plan refinement

Initial Post

Submit a draft of your internal communication plan for the first **two weeks** of a course that you teach. Be sure to include:

How you will communicate and interact with students in pre-course contact & the first few weeks of content

When you will communicate and interact with students about content in the course

When you will reach out to students who aren't participating and those who are doing well

How you are feeling about your draft so far

Replies to Peers

Review the plans from your peers and cheer them on or ask questions. We ask that you give feedback to at **least two peers**.

We know the idea of creating this plan is likely intimidating, and that's why we are here to help! Please make use of the templates that have been provided in this module to create your own version. Don't hesitate to reach out if you get stuck!

After posting, please select Next to go to the next page.

Grading Type: Pass/Fail

Points: 0.0

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Drafting Your Internal Communication Plan - Entire Quarter - Late Summer

Instructions

Please draft an internal communication plan. Much of this may end up in your student facing plan that follows, but it is best to start here with as much detail and in the format that works best for you.

Your Internal Communication plan will serve as documentation for the college, peer and administrative evaluators, and external evaluators about how you are engaging in regular and substantive interaction with your students in your course. We encourage you to place this plan as Canvas Page in an unpublished Module in your course so that you can reference and update it frequently.

This is a first draft. It will be messy and incomplete. That is okay!

What to Post

1. Post a draft of your Internal Communication Plan (elements of this are listed below).
2. Introduce your plan and how it reflects the pacing and instructional strategies that are central to your discipline
3. Respond to your classmates with constructive feedback or observations

Your Internal Communication Plan

Identify Communication Frequency and Method

Instructional Content

Pacing: When will you will post new content material?

Is your whole class published upfront or do you release a week/module at a time?

Do you post new course videos each week?

Add in any relevant information like textbook integrations, etc.

Student Drop In Hours

When and where you hold drop-in student hours each week

How you will communicate the benefits of drop in hours to students

Course Announcements

When will you send out course announcements that explain or expand upon the course content

When will you send out course announcements that alert students about course logistics (due dates, college dates etc)

Setting Expectations for Interactions

When and in what method you will respond to their class message or email

When and in what method you will give feedback on their class work

Plan for Support of Learning: Course Flashpoints

Setting Course Expectations - Pre Course and Weeks 1 and 2

Pre-Course contact, email/announcements--what will you include?
Student Survey or Intro discussion (or both). How will you provide feedback and responses?
How will you document student last date of attendance/financial aid reporting

Support on Assessments

Identify formative assessments with impact. How will you provide meaningful and guiding feedback?
Identify summative assessments with impact. How will you provide meaningful and guiding feedback?

Regular Student Progress Monitoring

How will you monitor and engage with student's individual progress?
When will you monitor and engage with student's individual progress?
Identify critical "check ins" or scaffolding for larger assignments or projects

Reflect on How Your Plan Supports Learning

Your internal communication plan is a living document. We encourage you to create a workflow during the quarter keep notes or before teaching the same class again, reflect on and make adjustments:

What worked?
What didn't? Where are there opportunities?
Where do students need more or different feedback?

Grading Type: Pass/Fail

Points: 0.0

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Drafting Your Student Facing Communication Plan - Late Summer

Instructions

Now it is time to write your Student Facing Communication plan that will appear in your syllabus and in your Getting Started / Orientation module in Canvas.

Following **one of the examples** in this module as a guide, create your own Student Facing Communication Plan that reflects a course you teach in your discipline and your personality as an instructor.

This is a first draft. It will be messy and incomplete. That is okay!

As you receive feedback from your peers we encourage you to circle back and revise your draft. If you want to share a "version 2" based on your peer's feedback we would love to see the growth of your draft plan!

What to Post

1. Post a draft of your Student Facing Communication Plan.
2. Introduce your plan and how it reflects the pacing and instructional strategies that are central to your discipline
3. Respond to your classmates with constructive feedback or observations

Grading Type: Pass/Fail

Points: 0.0

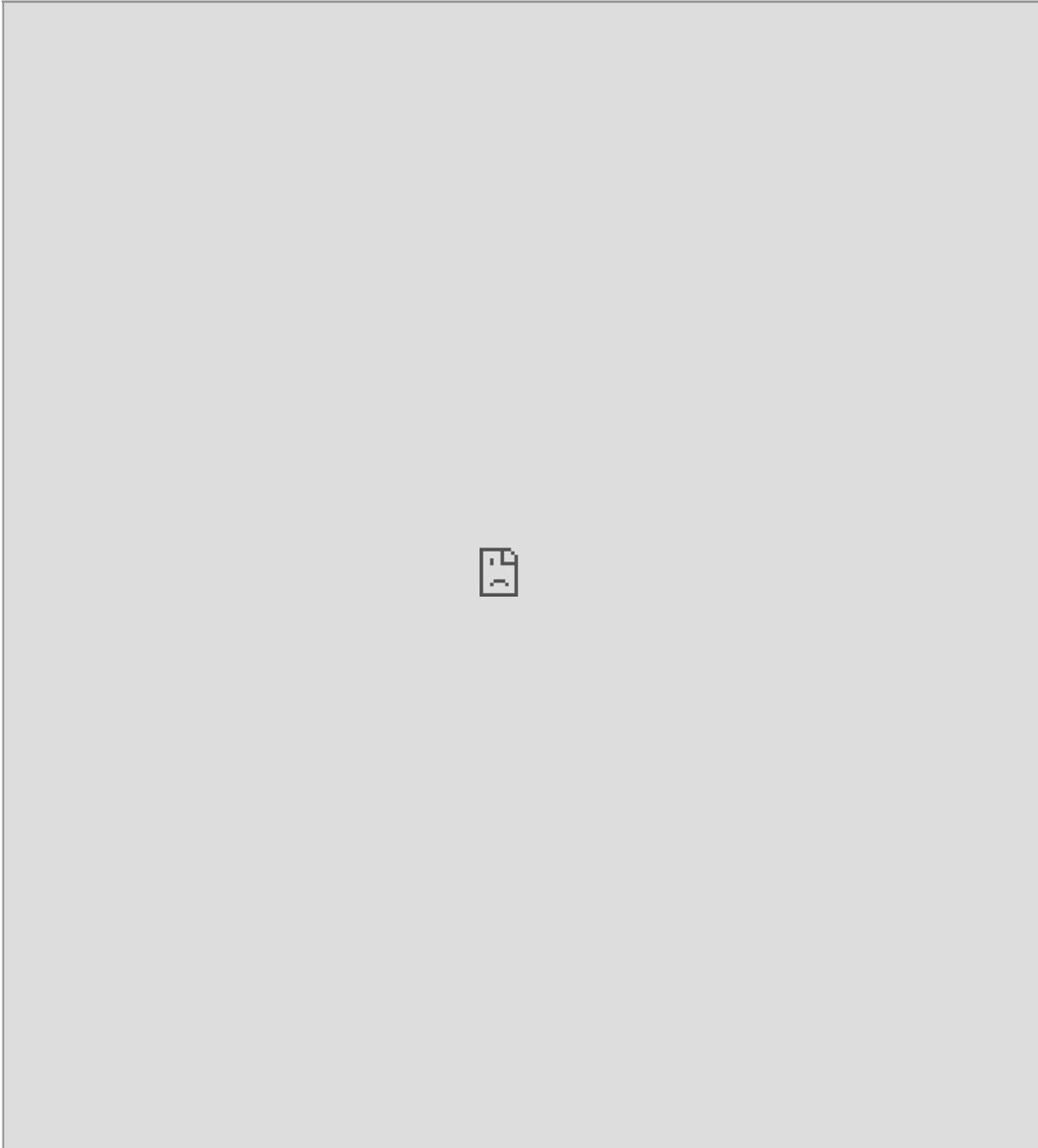
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Module Feedback for Developing Communication Plans

Module Feedback

Please provide your feedback on the Developing Communication Plans module:



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Wrapping Up the Developing Communication Plans Module

Wrapping Up the Introduction Module



Nicely done! You've completed the Developing Communication Plans Module.

What You've Learned

You should now be able to:

- distinguish between internal and student-facing communication plans
- compose plans for different audiences
- choose from multiple communication tools to promote interaction

Before Moving On to the Next Module

Double-check that you have

- viewed all elements of the module
- submitted two different versions of your internal communication plan
- interacted with colleagues using Pronto
- submitted a draft of your student-facing communication plan
- completed the feedback survey for this module

To continue to the next item in the module, select "Next" below. ↪

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Developing an RSI Process for the District and Divisions

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2. Designing and Supporting Communities of Practice
3. Reflective Teaching Practices
4. Reflective Teaching + Regular Substantive Interaction
5. Why Are We Talking About CoPs?
6. Brainstorm Discussion | Working Through RSI Challenges
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8. 🌃 Late Cohort: Brainstorm Discussion | Shaping Professional Learning on District and College Opening Day
9. Brainstorm Discussion | Getting Ready for Next Iteration

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Overview | Developing RSI PD for the District

Overview | Developing RSI PD for the District



Symposium Goals, Part 2

By the end of this summer, we need to be able to:

Lead a 4-hour district Professional Learning event on RSI

Persuade our colleagues that a meaningful, intentional, and collaborative RSI process enhances our teaching and positively impacts our teaching experience

Help colleagues develop an internal and external communication plan

Begin to frame the Fall 2024 work of the RSI cohorts

This module's focus



This week, we're really interested in brainstorming ideas for how a group of 50 committed and brilliant faculty (that's you) will lead 500 of your peers through developing their internal and external communication plans.

There will be several discussions open this week. Please read through all the discussion prompts, and add your input in at least two of the discussions.

Things to do in this module

- 1. Interact in at least two of the brainstorming discussions*
- 2. Complete the availability Doodle poll*

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Designing and Supporting Communities of Practice

Designing and Supporting Communities of Practice

Please read the following short guide to learn more about developing and supporting a Community of Practice (CoP). As you skim the guide, think about ways we can use this powerful and collegial model to support our RSI process:

File 2023_OLC_EveryLearnerEverywhere_CoP-Playbook.pdf could not be included in the ePub document. Please see separate zip file for access.

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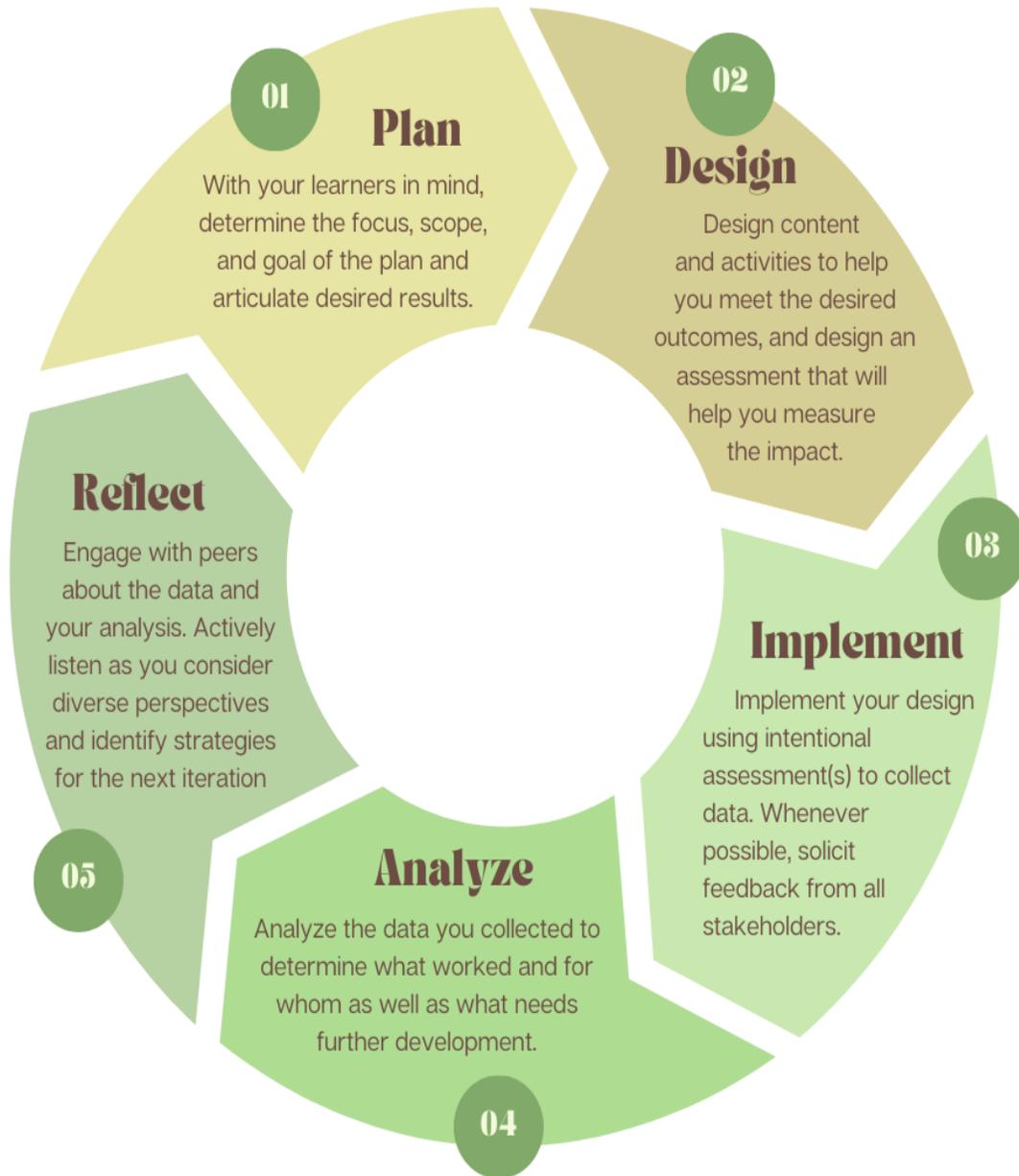
Reflective Teaching Practices

Reflecting on teaching practices empowers faculty by fostering continuous growth and improvement in our craft. When we ground our reflections in our shared campus values, we gain insights into what works well for our students and what could be enhanced. This self-awareness allows us to adapt our approaches to better meet the diverse needs of our students, ultimately enhancing learning outcomes and closing demographically predictable gaps.

Reflecting with our peers cultivates a sense of ownership and accountability, and allows us to take an active role in our professional development journey. During the reflective process, we not only refine our teaching techniques but also contribute to a culture of innovation and excellence on our campus, inspiring both colleagues and students alike.

The reflective process drives (is the foundation for) many important processes we undertake as colleagues, such as program and curriculum review, student learning outcomes, and regular and substantive interaction. The process is iterative—it's done in cycles, often each term or each year. Teaching is complex and fast-paced, with multiple things happening at any given time. The reflective process allows us to isolate particular aspects of our teaching in order to intentionally examine their impact or efficacy.

Regardless of the teaching component we are examining, the process looks like this:



Accessible (text only) version

For Further Reading

The Continuous Quest: Integrating Reflective Practices into Teaching

The Getting of Wisdom: What Critically Reflective Teaching is and Why It's Important

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Reflective Teaching + Regular Substantive Interaction

Reflective Teaching + Regular Substantive Interaction

Working in a Community of Practice allows us to collaboratively address some of the slippery aspects of RSI. As we design an RSI process for our campus, here are a few questions to start the conversation:

What is **Regular Interaction**?

What instructor to student interaction do you plan to do on a regular basis?

Is the regularly scheduled interactions *substantive*?

Is the regularly scheduled interaction predictable?

How do you let students know when they can regularly expect to hear from you?

What is **Substantive Interaction**?

When and where do students need course appropriate feedback to support their

learning?

learning?

What assessments offer an opportunity to provide meaningful feedback to support student growth?

How will students know when they will receive substantive feedback?

How will you **monitor** student progress?

What are the routine practices or assignments that allow you to monitor student engagement and success?

How do you interact with students who are falling behind or struggling?

What tools will you use to connect with all of your students about their progress?

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Why Are We Talking About CoPs?

Why Are We Talking About CoPs?

The research behind CoPs is clear. There are major benefits to intentionally structuring professional learning. Here are just a few:

Among other benefits, CoPs in higher education are seen to **stimulate dialogue among faculty** (e.g., Herbers, Antelo, Ettlting, & Buck, 2011; Lindkvist, 2005; MacKenzie et al., 2010; Nixon & Brown, 2013; Roberts, 2006), to **promote self-knowledge and reflective practice** (Golden, 2016), to **enhance disciplinary teaching** (Jones, 2010; Pharo, Davison, McGregor, Warr, & Brown, 2014), to shape notions of participatory **value through collegiality** (Ryan, 2015), and

to provide a safe, non-competitive, collaborative, and encouraging space within which individuals can **improve their teaching practices** (McDonald, Collins, Hingst, & Lynch, 2008; Ward & Selvester, 2012).

Wilson, Wilson, & Witthaus (2020) **emphasis added**

Additional Resources

Tomkin, J., Beilstein, S., Morpew, J. *et al.* Evidence that communities of practice are associated with active learning in large STEM lectures. *IJ STEM Ed* 6, 1 (2019). <https://doi.org/10.1186/s40594-018-0154-z>

Instructors who were members of a community of practice were much more likely to employ student-centric practices, such as asking questions, following up, and engaging in discussion, and much less likely to use instructor-centered practices, such as lecturing. In addition, students in these classes were more likely to be actively engaged in problem-solving activities rather than passively listening. We found that student-centric, active learning practices correlated with students attending and actively participating in class, an effect that is stronger for courses taught by instructors who were members of a community of practice.

Wilson, Wilson Witthaus (2020). [Using a Community of Practice in Higher Education: Understanding the Demographics of Participation and Impact on Teaching](#)

(see above)

Rettler-Pagel, Swindell, Gay (2023). [Communities of practice in the higher education landscape: A literature review](#). Every Learner Everywhere.

While CoPs exist within many different types of organizations and for many variations of employee roles and types, this literature review explores the multiple dimensions of CoP, including the history, growth over time, current trends, evidence of best practices, and their significance to the field. In particular, the scope of the literature review focuses on the use and practices of CoPs within online, blended, and digital learning spaces.

Li LC, Grimshaw JM, Nielsen C, Judd M, Coyte PC, Graham ID. Evolution of Wenger's concept of community of practice. *Implement Sci*. 2009 Mar 1;4:11. doi: 10.1186/1748-5908-4-11. PMID: 19250556; PMCID: PMC2654669.

A strong learning community fosters interactions and relationships based on mutual respect and trust⁶[Links to an external site.](#),¹⁵[Links to an external site.](#). It creates a social structure for individuals to share ideas and artefacts (e.g., stories, documents, recordings) that support community activities and help individuals make sense of new knowledge. Newcomers in particular can benefit from having access to the archived material in addition to the experience of and mentoring from experts. These conditions provide a rich environment for individuals to share information and ways to apply new knowledge in practice.

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Brainstorm Discussion | Working Through RSI Challenges

Goals

Identify places where the definition and application of RSI is slippery
Share faculty's internal resistance to implementing RSI and/or documenting it
Brainstorm solutions to the RSI course challenges, where applicable

Initial Post

As you have worked through the RSI in Online Teaching Modules, you have likely experienced internal challenges such as overwhelm, frustration, and impatience. It is important to identify these areas of resistance and share them in a space where you feel comfortable. This will help with the design for the next RSI cohort experience and as you all brainstorm how we branch out to all faculty. We are looking here for ways to improve the process, knowing that for some faculty implementing an RSI policy will be a huge change yet for others they might be tweaking a few things, documenting more, and feel excited by a new tool.

Share any aspects of RSI that still feel unclear to you. Next, discuss any experiences of overwhelm, frustration or impatience in this RSI course? Were these feelings related to a tool like Hypothesi.s or Pronto? Something else? What challenges came up while building your internal communication plan or your student facing plan?

Then, brainstorm possibilities or ideas for improving the RSI course or the opening day sessions to reduce these reactions.

Replies to Peers

Reply to at least two of your colleagues, empathizing with their experience and brainstorming ways to improve the process while still meeting the goals of the course.

After posting, please select Next to go to the next page.

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Brainstorm Discussion | Supporting a Community of Practice Model

Goals

Reflect on our teaching practices, especially where RSI is concerned
Consider the benefits of a Community of Practice Model
Explore how we can support one another as we develop a meaningful RSI process

Initial Post

As you have read in the Community of Practice Playbook and the additional research provided in the module, there are a number of benefits to interacting with each other in service of a shared purpose. One of those benefits is that we are given an opportunity to reflect on our teaching practices. You may also have noticed that this RSI pilot is an example of what an early stage in the CoP lifecycle might look like. As we work to develop a meaningful RSI process, we'd like to be intentional with the changes we make and how we move forward.

How has this process enabled you to reflect on your own teaching practices? If it hasn't, what changes might we make to allow that to happen?

Now that you have completed this pilot, what do you see as the benefits of participating in a Community of Practice? Identify how you may have personally benefited from this process so far and any other potential benefits you might anticipate (as an individual and as a campus community) from continuing participation in a CoP.

What can we do to help sustain your interest and commitment to an RSI Community of Practice?

Replies to Peers

Review the posts from your colleagues and find at least one that you can start a conversation with. Please prioritize posts that don't yet have replies.

After posting, please select Next to go to the next page.

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Late Cohort: Brainstorm Discussion | Shaping Professional Learning on District and College Opening Day

Goals

In this discussion, we will brainstorm:

- ideas for presenting background material on RSI to district faculty
- topics/suggestions for discipline break out groups
- ideas for lead speakers
- ideas for leading break out groups

Initial Post

The MOU tasks this group with providing a 4-hour professional learning experience on District Opening day, and a 2-hour experience on Campus Opening day. In total, there are about 50 district employees (45 faculty, 5 instructional designers, and 2 online learning deans) supporting the professional learning. Although there is a smaller group that will complete the details for designing the opening day experiences, input from the full group (that's you!) is needed. Think big—even a far out idea can lead to the perfect approach.

The time allotted to the professional learning is roughly:

- 2 hours for a presentation/series of presentations on District Opening
- 2 hours for break out groups on District Opening
- 2 hours for break out groups on Campus Opening

Please tell us:

what background information belongs in the opening large group plenary session? who should present this information?

what should be the goal(s) of the District break out groups?
what should be the goal(s) of the Campus Opening break out groups?
what's your amazing, brilliant, or goofball idea for energizing your peers and engaging them in this important work?

Replies to Peers

Please respond to one another's ideas, and vote for your favorites!

After posting, please select Next to go to the next page.

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Brainstorm Discussion | Getting Ready for Next Iteration

Goals

Discuss course design and content that may need to be revised
Prioritize revisions that need to be made prior to the August cohort

Initial Post

You've provided some great ideas for revising this course in your module feedback, and now we're asking for specific points to help us continually and consistently improve the experience for the next cohort. Now that you've completed the course, please answer the following:

Are there any aspects of the course design that needs revision?

Are there any aspects of the content that needs revision?

Too much?

Areas that need clarification?

What was your experience with the tools used (e.g., Hypothes.is, Pronto, Padlet)?

Do instructions need clarification?

Are there other tools you feel would be useful?

Replies to Peers

Please watch for replies and/or questions about any of your suggestions, as we'll need to quickly clarify and come to consensus as we revise the course in preparation for the next group.

After posting, please select Next to go to the next page.

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Tips and Examples

1.  Canvas Course Tools At Your Service!
2.  Effective Strategies for Announcements
3.  Effective Strategies for Discussions
4.  Effective Strategies for Individualized Feedback
5.  Substantive Examples
6. Communication/Interaction Internal Plan Examples
7.  Internal Student Communication/Interaction Plan Example 1
8.  Internal Communication/Interaction Plan Example 2
9.  Internal Communication/ Interaction Plan Example 3
10.  Internal Communication /Interaction Plan Example 4
11.  Internal Communication/Interaction Plan Example 5
12. Module Feedback for Tips and Examples

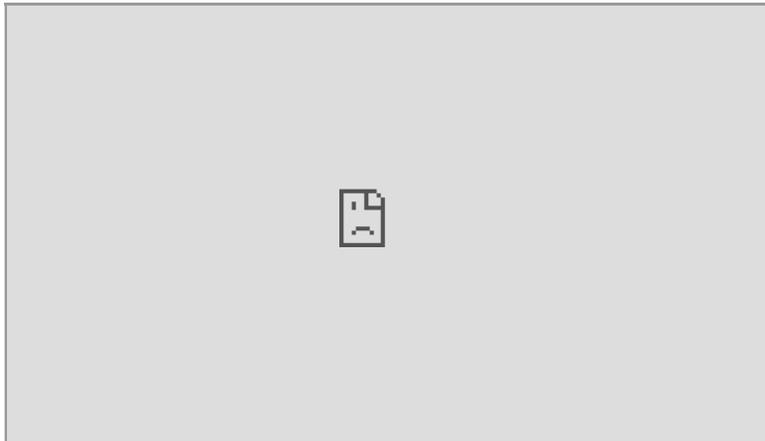
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💡 Canvas Course Tools At Your Service!

SpeedGrader

Many tools in Canvas can make providing RSI easier for you. SpeedGrader allows you to provide detailed written, audio, and/or video feedback on assignments to individual students.

Watch this **Speedgrader Overview** video for instructors to learn how you can make the most of the SpeedGrader tool.



Canvas Guides: Speedgrader

[How do I add comments to SpeedGrader in Canvas assignments as an instructor?](#)

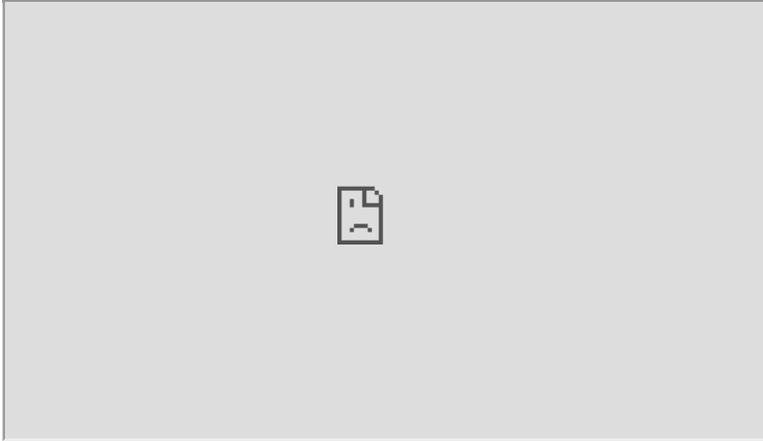
Rubrics

It is recommended that you use rubrics for assignments and graded discussions. This will give students a clear understanding of what is expected and how their work will be graded. It also makes it easier for you to grade and is a quick and easy way to provide substantive feedback to students.

This image shows an example of what it looks like in SpeedGrader when you provide annotations, rubrics, and text/video feedback.

 Rubrics in Speedgrader

Watch this **Rubrics Overview** video for instructors to learn how you can make the most of the Rubrics tool.



Canvas Guides: Rubrics

[What are Rubrics?](#)

[How do I add a rubric to a graded discussion?](#)

[How do I use a rubric to grade submissions in SpeedGrader?](#)

Messaging

"Message Students Who" in the Gradebook makes it super easy to check in to offer guidance to students who didn't submit an assignment or scored below a certain grade.

You can use a Notes column in the Gradebook to keep information about your students, such as accommodations requested. The Notes column is not visible to students.

Canvas Guides: Gradebook

[How do I send a message to students from the Gradebook?](#)

[How do I use the Notes column in the Gradebook?](#)

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Effective Strategies for Announcements

Types of Announcements

The Announcement Tool is key for 'just in time' information being sent to all students at the same time. To avoid inundating your students with too much information in one post, you can label announcement types by separating the title with a colon. (i.e. Due Date Change: xxx, Week 2 Overview: xxx, or Upcoming Campus Activity: xxx). Canvas Announcements also has a "Reply" feature (similar to Discussion posts), to make announcements more of a two way conversation.

If you tend just to use announcements as a way to communicate operational information in the course consider these possibilities:

Spark Interest With Announcements

Post a current event, campus activity, additional labor/extra credit activity, or thought-provoking tidbit before a module begins. Use the "Reply" option in announcements to pose a question about the information just shared.

Summarize Discussions

Summarize the online conversation each week mentioning student's comments, new information they shared, or misconceptions that students revealed in the discussion posts.

Keep Students On Track

Using encouraging language by posting an announcement that reminds students of their capabilities while reinforcing due dates and campus resources available to them.

References

[Using Announcements to Give Narrative Shape to your Online Course](#) Nathan Pritts, Ph.d *Faculty Focus*2020.

[The Art and Science of Quality Course Announcements: How to Avoid the Information Dump](#) Karen Costa *Faculty Focus* 2019

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Effective Strategies for Individualized Feedback

Communication on Growth Mindset Can Benefit Student Achievement

Types of Feedback

Individualized feedback is extremely valuable to students as they build their understanding of the material in your course. Specific feedback that addresses what they did well in their individual work, and redirects them in areas that they need improvement is central to a course RSI plan.

Individualized feedback can also be extremely time consuming. Here are some effective strategies for providing meaningful, individualized feedback.

Grading Comment Library

You can probably predict areas where students will face challenges in their work. It can be helpful to have a grading comments library in an external document or in your unpublished Module 0 where you store feedback that addresses common challenges. These can be great starting points that you can edit slightly to customized them to the student's work, then copy and paste into SpeedGrader, Annotations or send as Inbox messages.

SpeedGrader

SpeedGrader allows you to store comments. It is helpful to have unique starting phrases at the beginning of each comment so that you can easily locate it.

Annotations

When assignments are turned in as PDF, .doc or as Google Docs you can use annotation tools to highlight, mark up, and comment directly on student work. This is very similar to the work flow you may be familiar with on a hard copy paper or lab writeup.

Providing specific annotations on their work allows students to engage with the feedback and deeply learn through revision and iteration.

Rubric Criteria

Canvas rubrics allow you to provide freeform comments associated with each rubric criteria. You can check a box in the rubric while you are grading to "save this comment for future use." This can be an effective strategy to build up a comments library similar to that discussed above, that provides targeted specific feedback that can then be edited to meet the specific issues that present themselves with that student's work.

A bonus of using the saved freeform rubric comments is that they are copied over when you copy a course between quarters.

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Substantive Examples

Teaching is at the heart of substantive feedback. To be substantive, instructor comments should support student learning, not just offer congratulations or be about class maintenance.

Type of Interaction	Substantive Feedback	Non-Substantive Feedback
Discussions	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?	Thank you everyone for all your posts, and great comments so far.
Discussions	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.	Remember to complete all your posts in this discussion by Saturday night.
Individual feedback on an assignment	Good job covering three areas of global warming and using the correct APA style. See the grading rubric for a breakdown of your grade.	Good job.
Individual feedback on an assignment	Your outline is very organized, and demonstrates you understand Monroe's Motivated Sequence, but you need more development of the "Attention" stage. This is really the part that connects the audience to the need. Without that, the audience will listen, but not see why they need to act. I'm happy to help you brainstorm ideas for the attention stage if you want to come to office hours this week!	Incomplete. See rubric.
Announcement	Remember, quiz 3 is due this Saturday. You will need to know how to compare and contrast the economic effects of the Civil War. Please review the study guide in Module 3 and my tips.	Remember, quiz 3 is due this Saturday.

Type of Interaction	Substantive Feedback	Non-Substantive Feedback
Announcement	<p>The discussion for module 3 is now closed. Thank you for your insightful posts and wonderful interactions with each other.</p> <p>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.</p> <p>I’ve also posted this summary at the end of the discussion thread.</p>	The discussion for module 3 is now closed.
Announcement	<p>Last week, we covered the musical developments of Ragtime, blues, and swing, with their characteristic rhythms and syncopation. This week you will learn how these evolved into what we now know as Jazz. As you read, keep in mind this question “In American music today, are there vestiges of Jazz still present?”</p>	This week you will be introduced to the elements of the Jazz Age in America.

Both non-substantive and substantive instructional techniques are part of a quality course. As you think about the substantive material you add to your class, be sure to think about how you make this material interactive.

Non-Substantive	Substantive
Lecture material from a textbook publisher or OER source	Instructor introductions or explanations (video, audio or written) of OER or publisher material that explicitly connect the material to the course and unit objectives, related lecture material, and assessments.
An auto-graded quiz score	An auto-graded quiz <i>with associated individualized comments added by the instructor</i>

	providing support for concepts mastered and guidance on gaining competency on material that is not yet mastered.
Filling out a grading rubric	Filling out a grading rubric and including specific, individualized comments either in each rubric element, or overall summative feedback comments.
An identical email message sent to each student in the class providing general supportive comments and encouraging the student to come to office hours	An individualized email message sent to each student in the class that is specific to the student's performance so far in the class with individualized suggestions for how the student can improve and compliments their successes.
An announcement with a link to a news article and instructions to read the article.	An announcement with a link to a new article and a short paragraph describing how the material in the article is related to the current content introduced in class.
An instructor response to a discussion posting: "Great point, Maura! Thank you for sharing."	An instructor response to a discussion posting: "Great point, Maura! Thank you for sharing. Consider also how the actions of government policymakers can be affected by current events such as wildfires or civil unrest. Can anyone take this a step further and apply these ideas to Maura's posting?"

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Communication/Interaction Internal Plan Examples is not currently supported

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Internal Student Communication/Interaction Plan Example1

Purpose

Outline for how I will engage with Regular and Substantive Interaction with my students.

This outline is for a 12 week quarter in a 4 unit class: 4 hours lecture

Interaction Tools

The tools are listed below on the day that I will use them to complete a task. Speed Grader Feedback will take place over several days as this involves time consuming assessment of student work.

 **Announcement**- Summary of topics covered; Connections to current events

 **Message Students Who** (Gradebook - pushes messages directly to student's Inbox) - Targeted grouped messages based on individual progress, assignments not submitted or range of proficiency on assignments (kudos or offers of support)

 **Direct Inbox messages** - Individualized messages using student's preferred name addressing the student's course progress

 **Speed Grader Feedback** - Individualized feedback on student work coupled with rubric feedback

 **Discussions** - Public postings in class discussions summarizing, redirecting, extending discussions or answering questions

 **Drop in student hours** - Optional drop in hours for students to discuss course material

Course Pacing

New lecture material is released every Monday. One lecture per week is released in a 12 week quarter. Lectures consist of 4 to 6 Canvas pages of written material and videos with formative assignments or discussions.

Communication

I ask students to use the Canvas Inbox as a primary mode of asynchronous communication. This is communicated in the syllabus, course orientation and through inbox messages redirecting students who have reached out via email.

I will do my best to respond to Inbox messages sent between 8AM Monday and 4PM Friday within 24 hours. Messages sent over the weekend may take up to 72 hours for a response.

When I reach out to students I encourage them to respond in kind, but it is not required. Students are encouraged to stop by Drop in student hours.

Students can expect feedback on their work through:

comments in Speed Grader

comments (annotations) directly on their submitted work

Canvas Inbox messages

Student Progress Monitoring

I will monitor student progress and directly communicate with students about their progress in the following ways:

Direct message through the Canvas Inbox: Students who have not logged in by Wednesday of Week 1; Students who have not completed Lecture 1 by the beginning of Week 2; Week 4 messages with support or kudos based on student progress; Week 10 supportive kudos and progress check to all

Use of Message Students Who feature to students who have not yet turned in each assignment
Speed grader feedback on Self Check 1, 2, 3, 4

Pre Course

Thursday

 **Announcement** - Welcome message

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

Week 2

 **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** - Week 2 overview

 **Message Students Who** -Did not complete course goal setting

 **Direct Inbox messages** -Students who did not complete Lecture 1

 **Discussions** - Welcome discussion; post and respond

 **Speed Grader Feedback**- Identify Describe Spatial Patterns Discussion

Wednesday

 **Speed Grader Feedback**- Welcome Discussion

 **Discussions** - GIS Ethics Case Study - Summarize and extend

Friday

 **Announcement** - Week 2 wrap up

Week 3

 **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** - Week 3 overview

 **Speed Grader Feedback**- GIST Ethics Case Study Discussion

Wednesday

 **Discussions** - Representing Quantitative Data - Summarize and extend

Friday

 **Announcement** - Week 3 wrap up

 **Speed Grader Feedback**- Self Check #1

Week 4

 **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** - Week 4 overview

 **Speed Grader Feedback**- GIST Ethics Case Study Discussion

 **Direct Inbox messages** - Kudos and Goals messages to each student

Wednesday

 **Discussions** - Shifting messages with scale - Summarize and extend

Friday

 **Announcement** - Week 4 wrap up

Week 5

 **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** - Week 5 overview

 **Speed Grader Feedback**- Shifting messages with scale Discussion

Wednesday

Friday

-  **Announcement** - Week 5 wrap up
-  **Speed Grader Feedback**- Plan a data collection session

Week 6

 **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** - Week 6 overview

Wednesday

-  **Discussions** - Fun with symbology - Summarize and extend

Friday

-  **Announcement** - Week 6 wrap up
-  **Speed Grader Feedback**- Fun with Symbology Discussion
-  **Speed Grader Feedback**- Map Interpretation
-  **Speed Grader Feedback**- Self Check #2

Week 7

 **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** - Week 7 overview

Wednesday

-  **Discussions** - Your Turn: Tell Us A Story

Friday

-  **Announcement** - Week 7 wrap up
-  **Speed Grader Feedback**- Your Turn Tell Us a Story

Week 8

 **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** - Week 8 overview

 **Direct Inbox messages** -Progress check individual messages with areas of growth and kudos

Wednesday

Friday

 **Announcement** - Week 8 wrap up
 **Speed Grader Feedback**- Map scale

Week 9

 **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** - Week 9 overview

Wednesday

 **Discussions** - Create an Effective Small Scale Map - Feedback and extensions

Friday

 **Announcement** - Week 9 wrap up
 **Speed Grader Feedback**- Create an Effective Small Scale Map
 **Speed Grader Feedback**- Self Check #3

Week 10

 **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** - Week 10 overview
 **Direct Inbox messages** -2 weeks left supportive message

Wednesday

 **Discussions** - Your Turn: Try Spatial Analysis - Feedback and extensions

Friday

 **Announcement** - Week 10 wrap up
 **Speed Grader Feedback**- Explore Story Maps Plan Your Story

Week 11

 **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** - Week 11 overview
-  **Speed Grader Feedback**- Explore Story Maps Create Your Story

Wednesday

-  **Message Students Who** -Explore Story Maps Do you need support?

Friday

-  **Announcement** - Week 11 wrap up
-  **Speed Grader Feedback**- Final Project Rough Draft and Peer Review
-  **Speed Grader Feedback**- Self Check #4

Week 12

 **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** - Week 12 overview

Wednesday

-  **Speed Grader Feedback**- Final Project

Friday

-  **Announcement** - Thank you for a great quarter message
-

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Internal Communication/Interaction Plan Example 2

Communication Plan: Contemporary Health Concerns

Content is divided into modules

Modules are available two weeks in advance of module start date

Content videos are included in module overviews

Course announcements explaining content/upcoming expectations are sent Thursday at 9:00 a.m. each week

Course announcements regarding Health in the News are sent three times a week

Written feedback is provided on all assignments, with more detailed feedback provided on reflections, share assignments, and health report cards. Feedback provided via Speedgrader within 48 hours of due date.

Reflections are formative assessments that are used in the Health Report Cards (midterm and final)

Student progress is monitored and emails are sent out to learners who stop participating in Weeks 2, 3, and 6.

I can be reached via text / call 707.xxx.xxxx, email, Canvas inbox, Pronto. I respond within 24 hours, 7 days/week.

My office hours (Friday, 9-11:00 a.m.) or at a time that is convenient for learner.

10 days out

Welcome email via MyPortal- class is open!—includes video

Video on homepage with expectations

Respond to emails throughout quarter

Week 1

Day 1

Class is starting email via MyPortal

Respond to emails throughout quarter

Day 2

Send announcement with news about health (e.g., Health in the News: Mental Health)

Day 3

Send reminder announcement: what's expected? How to do work?

Reach out to students who have not signed into class yet

Day 4

Send "Message Students Who" to those who have not submitted reminding them of due dates

Send "Message Students Who" to submitters thanking them for getting work done

Provide welcoming feedback to introductions; encourage learners to ask questions

Day 5

Grade work, Provide welcoming feedback to introductions

Hold office hours 9-11 via Zoom

Send announcement: Moving into content, Discussion 1 due next and how work is graded, where to find grading feedback

Week 2

Day 1

Send announcement with news about Foothill Support Services

Day 3:

Send announcement re: health in the news

Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on Reflection

Grade and provide feedback on Share

Grade and provide feedback on video discussion

Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 3

Day 1

Send announcement with news about

Day 3:

Send announcement re: health in the news

Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on Reflection

Grade and provide feedback on Share

Grade and provide feedback on How Can I Help You

Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 4

Day 1

Send announcement with news about health

Day 3:

Send announcement re: health in the news
Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on discussion
Grade and provide feedback on Share
Grade and provide feedback on How Can I Help You
Send announcement re: Midterm Health Report Card + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 5

Day 1

Send announcement with news about health

Day 2

Provide feedback on early submissions of Midterm Health Report Card
Send announcement with news about health

Day 3

Send announcement with news about health
Reach out with Message Students Who about deadline for midterm

Day 4

Grade and provide feedback on Midterm Health Report Card
Send announcement with information about Nutrition Fitness Module, upcoming assignments

Day 5

Hold office hours 9-11 via Zoom

Week 6

Day 1

Send announcement with news about nutrition

Day 3:

Send announcement re: health in the news

Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on video discussions

Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 7

Day 1

Send announcement with news about nutrition

Day 3:

Send announcement re: health in the news

Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on Reflection

Grade and provide feedback on Share

Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 8

Day 1

Send announcement with news about fitness

Day 3:

Send announcement re: health in the news

Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on Reflection

Grade and provide feedback on How Can I Help You

Send announcement re: Preventing Disease + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 9

Day 1

Send announcement with news about healthcare

Day 3:

Send announcement re: health in the news
Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on discussions
Send announcement re: What's Next + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 10

Day 1

Send announcement with news about healthcare

Day 3:

Send announcement re: health in the news
Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on discussion
Send announcement re: Living Your Best Life + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 11

Day 1

Send announcement with news about health

Day 3:

Send announcement re: health in the news
Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on Reflection

Send announcement re: Health Report Card + current info from news regarding health

Day 5

Hold office hours 9-11 via Zoom

Week 12

Day 1

Send announcement with news about health

Day 3:

Send announcement re: health in the news

Send "Message Students Who" to laggards reminding them

Day 4

Grade and provide feedback on Health Report Card

Send announcement re: Congratulations + living a healthy life

Day 5

Hold office hours 9-11 via Zoom

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Internal Communication/ Interaction Plan Example 3

Communication Details

Primary Mode of Communication:Canvas Inbox

Response Time:Within 24 hours (7 days a week)

Secondary Modes of Communication: text/phone. Response time with 12 hours 7 days/week

Feedback Methods:Speed Grader comments, annotations on submitted work, Canvas Inbox messages.

Student Progress Monitoring

Canvas Inbox

Week 1 Wednesday: Students who haven't logged in.

Week 2: Students who haven't completed assignments and/or logged in during Week 2

Message Students Who:For each assignment prior to deadline

Speedgrader Feedback:On all assignments within 48 hours of due date

Foothill Connect: Review all learner's progress and offer kudo's/suggestions/refer to Foothill Connect during Weeks 2, 6

Internal Communication/Interaction Plan by Week

Week	Task	Method	Mode	Timing
Pre-Course	Send a welcome letter with the syllabus and a welcome video	Email	Text and Video	10 days before start
Pre-Course	Add my introduction in the Padlet	Padlet	Text	Before course starts
Week 1	Send an initial email to help students navigate the course	Email	Text	First day of class
Week 1	Post Week 1 announcements, including a welcome video	Canvas Announcements	Text and Video	Throughout week
Week 1	Respond to introductions and discussion posts	Canvas Discussions	Text	Throughout week
Week 1	Email students who haven't participated yet	Email	Text	Midweek
Week 1	Post in Pronto to get students posting and checking tech issues	Pronto	Text	End of week

Week	Task	Method	Mode	Timing
Week 1	Respond to Week 1 assignments with text or video comments and make a wrap-up video	Canvas Comments Video	Text and Video	End of week
Week 1	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 2	Refresh home page and post a weekly video previewing objectives and reviewing content	Canvas Announcements	Video	Early week
Week 2	Send a note in Pronto before office hours	Pronto	Text	Midweek
Week 2	Email any students who are not completing assignments	Email	Text	Throughout week
Week 2	Fill out Foothill Connect progress survey and write personalized notes	Foothill Connect	Text	Throughout week
Week 2	Give video feedback for all diagnostics and "Message Students Who" haven't submitted	Canvas Comments Video	Text and Video	End of week
Week 2	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 3	Weekly announcements, lecture video with discussion, and participate in discussion posts	Canvas Announcements	Text and Video	Throughout week
Week 3	Screenpal video feedback on assignments	Screenpal	Video	Throughout week
Week 3	"Message Students Who" for missing assignments	Canvas "Message Students Who"	Text	End of week
Week 3	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 4	Weekly announcements with supports for writing assignment. Office hours	Canvas Announcements	Text and	Throughout week

Week	Task	Method	Mode	Timing
			Video	
Week 4	Post in Canvas/Pronto groups about peer review and model the process	Canvas/Pronto	Text	Throughout week
Week 4	Give video feedback on final drafts	Screenpal	Video	Throughout week
Week 4	Send follow-up notes and supports for any students who are missing drafts	Email	Text	Throughout week
Week 4	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 5	Weekly announcements, lecture video with discussion. Resend links regarding making Studio videos	Canvas Announcements	Text and Video	Throughout week
Week 5	Participate in discussion posts	Canvas Discussions	Text	Throughout week
Week 5	Wrap up video or announcement on the lecture content/reading	Canvas Announcements Video	Text and Video	End of week
Week 5	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 6	Weekly announcements, lecture video with discussion. Support regarding Hypothesis assignment	Canvas Announcements	Text and Video	Throughout week
Week 6	Fill out Foothill Connect Progress Survey with personalized notes	Foothill Connect	Text	Throughout week
Week 6	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 7	Weekly announcements, lecture video with discussion to support text lectures	Canvas Announcements	Text and Video	Throughout week

Week	Task	Method	Mode	Timing
Week 7	Video feedback on assignment	Screenpal	Video	Throughout week
Week 7	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 8	Weekly announcements with lecture video, message students who and give feedback/outreach	Canvas Announcements	Text and Video	Throughout week
Week 8	Participate in all discussion posts	Canvas Discussions	Text	Throughout week
Week 8	Wrap up the week video with supports for peer review and final draft	Canvas Announcements Video	Text and Video	End of week
Week 8	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 9	Weekly announcements, introduce final unit, lecture video with discussion	Canvas Announcements	Text and Video	Throughout week
Week 9	Live research session in Pronto	Pronto	Text	Throughout week
Week 9	Wrap up the week video with discussion connecting student responses to research	Canvas Announcements Video	Text and Video	End of week
Week 9	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 10	Weekly announcements, lecture video with discussion to support text lectures	Canvas Announcements	Text and Video	Throughout week
Week 10	Video feedback on assignment	Screenpal	Video	Throughout week

Week	Task	Method	Mode	Timing
Week 10	Live Pronto peer review sessions--drop in	Pronto	Text	Throughout week
Week 10	Wrap up the week video, send out additional resource links	Canvas Announcements Video	Text and Video	End of week
Week 10	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 11	Weekly announcements and video update with reminders about office hours, and peer review opportunities	Canvas Announcements Video	Text and Video	Throughout week
Week 11	Post video responses to assignments and participate in discussion posts	Canvas Announcements Discussions	Text and Video	Throughout week
Week 11	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.
Week 12	Weekly video update with reminders about final assignments, finals schedule, study sessions and extended library hours	Canvas Announcements Video	Text and Video	Throughout week
Week 12	Feedback on final assessments and discussion of grades.	Canvas Comments Video	Text and Video	End of week
Week 12	Hold office hours via Zoom	Zoom	Video	Fridays, 9-11 a.m.

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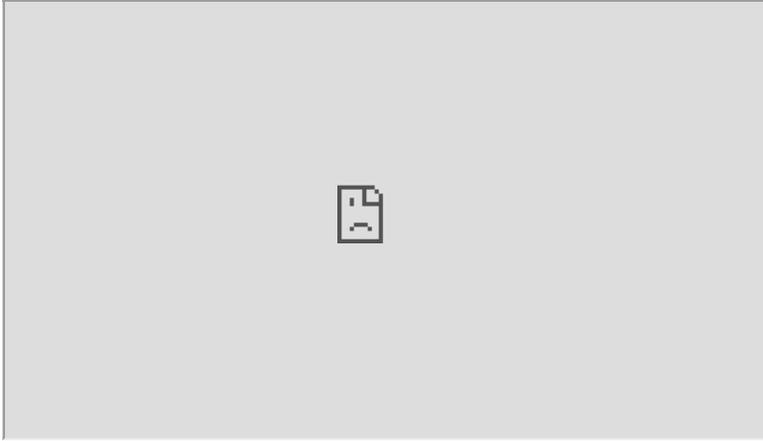
Internal Communication /Interaction Plan Example 4



Template

If you would like, you may [copy the template](#) for your own use. Or [download the template](#).

Here is a video describing how to use or modify the internal communication/interaction plan template.



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Internal Communication/Interaction Plan Example 5

Pre-Course

Announcements: Send a welcome announcement with course basics and contact information.

Office Hours: Review/update office hours and orientation times in course modules.

Survey: Conduct a student survey to understand their needs and preferences.

Introduction: Add your introduction in the course Padlet.

Course Pacing: Set modules to open up every Thursday at 12:01 am (assignment due dates are Wednesday at midnight). Modules remain open throughout course.

Week 1

Announcements: Post 3 announcements: one for orientation, one mid-week reminder, and one at the end of the week.

Pronto: Encourage students to post to create community and check tech issues. Remind them of the purpose of Pronto.

Emails: Use "Message Students Who" on Canvas to email students who haven't participated by Wednesday.

Office Hours: Hold online office hours on Friday from 10-11 a.m.

Feedback: Respond to introductions and discussion posts, providing individual text-based feedback on assignments.

Week 2

Announcements: Post weekly announcements previewing objectives and reviewing content. Highlight the past week's accomplishments and questions. Remind them of resources.

Pronto: Send a note before hopping on online office hours. Clarify any content-related questions via Pronto.

Emails: Email students who are not completing assignments to start a conversation.

Feedback: Provide individual text-based feedback on assignments and use "Message Students Who" for those who haven't submitted.

Office Hours: Continue holding office hours and send reminders via Pronto.

Week 3

Announcements: Post weekly announcements, including a lecture overview and participate in discussion posts.

Pronto: Use Pronto to clarify content and remind students of upcoming deadlines.

Feedback: Provide individual text-based feedback on assignments and summarize the week in a text-based wrap-up announcement.

Emails: Use "Message Students Who" for missing assignments.

Office Hours: Continue holding office hours.

Week 4

Announcements: Weekly announcements with content support and lots of encouragement.

Pronto: Post in Canvas/Pronto groups to engage students.

Feedback: Provide individual text-based feedback on assignments.

Emails: Send follow-up notes and supports for any students who are missing assignments.

Office Hours: Continue holding office hours.

Weeks 5-12

Announcements: Post weekly announcements, including lecture overviews and participate in discussion posts. Resend relevant links and reminders.

Pronto: Continue using Pronto to clarify content, remind students of deadlines, and offer support.

Emails: Use "Message Students Who" for students to remind of due dates for assignments.

Feedback: Provide individual text-based feedback on assignments (within 48 hours) in gradebook and summarize each week in a text-based wrap-up announcement.

Office Hours: Continue holding office hours and send reminders via Pronto.

Student Progress Monitoring Special Tasks:

Weeks 6-10: Fill out Foothill Connect Progress Survey with personalized notes.

Week 12: Provide feedback on final assessments, discuss grades, and conduct course evaluations. Follow up with students who have concerns.

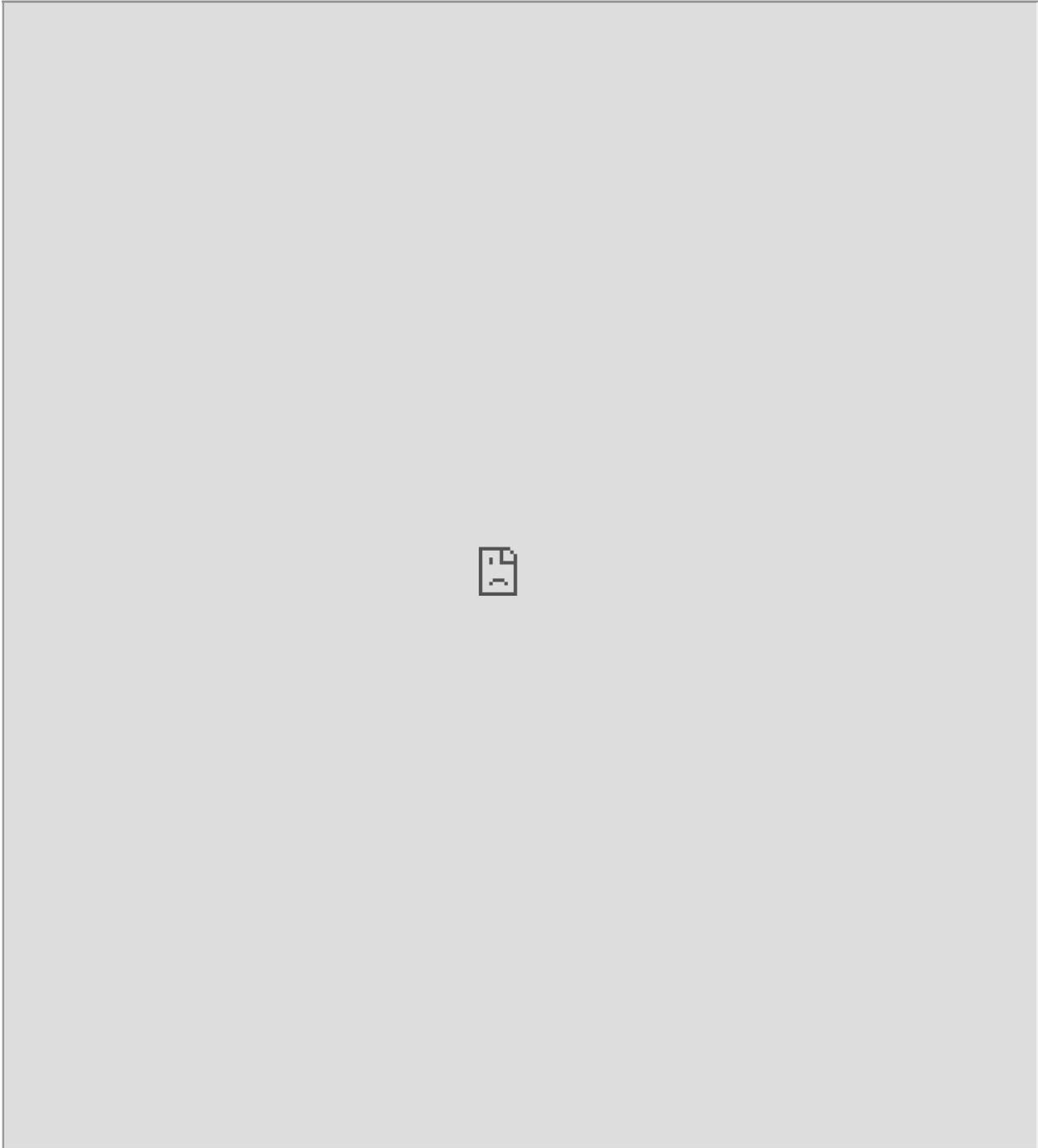
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Module Feedback for Tips and Examples

Module Feedback

Please provide your feedback on the Tips and Examples module:



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