

Category C includes instructor practices that are:

- Instructor-initiated **after reviewing patterns in student learning**
- Directly tied to course content or learning outcomes
- Focused on **interpreting student understanding** and responding instructionally
- Communicated **back to the class as a whole**, rather than as individual feedback

This is not grading individual work.

It is the instructor analyzing how students are learning and responding with course-level instruction.

How Faculty Might Explain Category C at the Course Level in a Reviewer Guide

"Substantive Interaction (Category C) occurs regularly throughout the course when I review student work, discussions, quizzes, or other evidence of learning, identify patterns in student understanding, and respond with additional instruction or guidance for the class as a whole.

For a representative example, from the Course Homepage → click [Announcements/Modules/etc.] → open [specific announcement, video, or page] → review [specific item]. Here, you will see class-wide instructional feedback I provided after noticing that students [briefly describe the pattern, misconception, strength, or difficulty]. In response, I [briefly describe the additional explanation, clarification, correction, or guidance provided].

This same pattern of reviewing student learning and responding with class-wide instruction occurs regularly throughout the course."

Course-Wide Feedback on Patterns in Student Work

After reviewing a major assignment, the instructor identifies common strengths or challenges across the class and provides course-level guidance.

Why it's Substantive Interaction (C)

The instructor interprets student performance and responds with instructional explanation that applies to everyone.

Examples (student-facing)

- "Many of you summarized sources accurately but stopped short of analysis. Remember, analysis explains *why* the evidence matters to your argument."
- "A common issue in this problem set was setting up the equation correctly but making errors in unit conversion. I'll walk through that step again below."

How an instructor might explain this to a reviewer in a Reviewer Guide

"After major assignments, I review patterns in student work and provide class-wide instructional feedback addressing common strengths, misunderstandings, or areas for improvement.

For a representative example, from the Course Homepage → click [Announcements/Modules/etc.] → open [specific announcement, video, or page] → review [specific item]. Here, you will see feedback I provided after reviewing [assignment name] and noticing that several students [briefly describe the pattern or misconception]. In response, I provided additional instruction explaining [briefly describe the clarification, correction, or guidance].

This same pattern of reviewing student work and responding with class-wide instructional feedback occurs regularly throughout the course.”

Mini-Lesson Responding to Student Understanding

Midway through a module, the instructor notices a recurring difficulty based on discussion posts, quiz results, or questions, and provides a short follow-up explanation.

Why it’s Substantive Interaction (C)

The instructor responds to demonstrated learning needs with additional instruction.

Examples (student-facing)

- “Several quiz responses suggest confusion about when to apply this formula. Here’s a quick example showing how to recognize the right situation.”
- “I’m seeing some blending of correlation and causation. Let’s revisit that distinction with a new example.”

How an instructor might explain this to a reviewer in a Reviewer Guide

“I regularly provide short follow-up lessons or explanations in response to patterns I observe in student learning. These may be prompted by quiz results, discussion posts, assignments, or questions that indicate students would benefit from additional instruction.

For a representative example, from the Course Homepage → click [Announcements/Modules/etc.] → open [specific announcement, video, or page] → review [specific mini-lesson]. Here, you will see a follow-up lesson I provided after noticing that students [briefly describe the difficulty or misconception]. In response, I provided additional instruction explaining [briefly describe the concept, example, or clarification].

This same pattern of identifying student learning needs and responding with additional class-wide instruction occurs regularly throughout the course.”

Instructor-Led Discussion Synthesis

At the end of selected discussions, the instructor posts a synthesis highlighting key ideas, misconceptions, or effective approaches across student posts.

Why it’s Substantive Interaction (C)

The instructor interprets collective discussion and reinforces course concepts.

Examples (student-facing)

- “Several of you focused on economic factors, while others emphasized social context. Both matter, and here’s how they fit together.”
- “A common misconception appeared around X, which is worth clarifying before we move on.”

How an instructor might explain this to a reviewer in a Reviewer Guide

“I provide class-wide instructional syntheses after selected discussions. After reviewing student contributions, I identify important themes, connections, or misunderstandings and provide additional explanation that connects the discussion back to course concepts and learning outcomes.

For a representative example, from the Course Homepage → click Modules → open [Week/Module] → select [Discussion Name] → review [specific synthesis post, announcement, video, or page]. Here, you will see a synthesis I provided after noticing that students [briefly describe the pattern, theme, or misconception]. I then

connected their contributions to [course concept, reading, or learning outcome] and provided additional clarification or instruction.

This same pattern of reviewing student discussions and responding with class-wide instructional synthesis occurs at multiple points throughout the course.”