



Frequent, Predictable, and Scheduled Interactions

VCCS eLET Webinar





Presenters

We are glad you are
joining us today!



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Recording: This session is being recorded, and will be shared at the conclusion of today's session.

Parking Lot for Q&A:
bit.ly/eLETParkingLot

Overview

The purpose of this webinar is to convey the importance of planning out interactions with students, whether as a class, in groups, or individually, and to clearly outline that plan to students from the beginning of the course.



Agenda

- Identify frequent, predictable and scheduled interactions
- Differentiate between what is and is NOT considered frequent and scheduled interactions according to federal regulations
- Share best practices and Canvas tips for implementing and facilitating frequent, predictable and scheduled interactions

Considerations



- Distance education should be delivered through an “appropriate” form of online media.
- Distance education must use instructor(s) that meet accreditor requirements for instruction in the subject matter.
- **There should be at least two forms of substantive interaction.**
- **There must be “scheduled and predictable” opportunities for instructor/student interaction.**
- **Instructors must be responsive to students’ requests for support”.**

Source: U.S. Department of Education Issues Final Rules on Distance Education and Innovation | NC-SARA, 2020

It's about making a connection



At its core, instructor presence means **being there** for your students.



When teaching online; you must be intentional about your presence and should include **frequent, predictable, and scheduled interactions.**



Taking simple steps to show students that you are available to answer questions, provide feedback, and participate in a discussion can go a long way toward **supporting online student motivation, engagement, and success.**

Regular and Substantive



Regular and Substantive Interaction



Regular and substantive interaction (RSI) between instructors and students is a core component distinguishing distance education from correspondence education.

Correspondence course: Self paced, student initiates communication, and student and instructor are separate through mail or electronic communication

Distance education: Uses a wider variety of technologies, communication can be synchronous and asynchronous

Regular and Substantive Interaction



Including regular and substantive interaction in courses is more than a *federal requirement*.

★ It is also a hallmark of effective teaching! ★

For interactions to be considered RSI, they need to meet the following characteristics:

- Instructor-initiated
- Frequent, scheduled and predictable
- Substantive, i.e. focused on the course subject

Substantive Interaction



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—

- a. Providing direct instruction
- b. Assessing or providing feedback on a student's coursework
- c. Providing information or responding to questions about the course content
- d. Facilitating a group discussion regarding the content of a course or competency
- e. Other instructional activities approved by the institution

See also: [Set up Canvas Discussions](#) | [Leave Feedback in the Gradebook with SpeedGrader](#)

Substantive Interactions are **NOT** Due Date Reminders



Interactions should be connected to the subject of the course and contribute to the students' progress toward course, program, and college learning objectives.

Examples: Announcements previewing or reviewing difficult content, emails previewing concepts introduced in the next unit, and listing questions for students to have in mind when reading the textbook chapters.

Non-Examples



"You received a 95% on the quiz. Nice job!"

"Your grade is a C because you are missing an assignment that was due two weeks ago."

"I just wanted to take a moment to welcome you to the course!"

"Not quite! Try again!"

"Don't forget that your paper is due on Monday!"

All of these types of messages could be written by anyone with little or no knowledge of your subject area, so they DO NOT impart the benefit of your expertise to the student.

Examples

"Great point about the social components of poverty-- have you considered how those social components vary from country to country?"

"If you are still confused about cellular respiration, I suggest reviewing the explanation on pg. 136 and this article."

"You made a mistake in your calculations. Check your work on line 3."

All of these address academics specific to the teacher's discipline that a person without background in that subject might not be equipped to provide. That is the point of substantive interaction!

Pro Tip

A frequently overlooked regular interaction resource in Canvas:

Monitoring the student's academic engagement. View students interaction in Canvas and promptly and proactively engage with that student when needed.

See also: [How do I use Canvas Analytics?](#)



Instructor Initiated



Instructor-Initiated Interaction



The instructor should expect to take an active part in initiating and guiding a range of interactions with the students throughout the semester.

Examples: individualized emails, instructor-facilitated discussions, scheduled virtual office hours, personalized feedback on assignments

See also: [How do I message students in Canvas?](#)

Pro Tip

Individualized Email Messages in Canvas

Compose Message

×

Course

Instructional Resources

To

Instructional Technology Resources: Students

✉

Subject

New Monthly Content - UDL & Assessments

☒ Send an individual message to each recipient

Hello! 🖐

This month's content is on Universal Design for Learning (UDL) & Assessments! Take a look at the Featured Content section on the home page for strategies and resources to support options for universally designed assessments.

Have a great day! 😊

Gannon

🔌 🙌 🍀

📎 📺

Cancel

Send

Frequent and Predictable



Frequent, Scheduled, and Predictable Interactions



Interactions with students should be frequently and consistently repeated throughout the semester.

Examples: Weekly course announcements written specifically for the course, weekly summaries or highlights of discussion posts, regularly scheduled online review or help sessions.

Pro Tip

Module Overviews

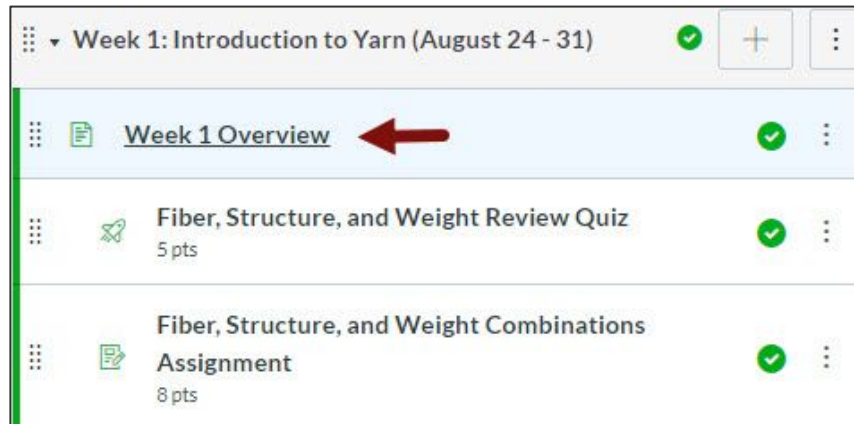
Include a page at the outset of each course module to introduce and contextualize the new material.

A brief module summary can guide students to see how the new material will build upon what they've already learned.

Module overviews can also explain how the content connects to course outcomes and directs students' attention to upcoming activities and assignments.

A short video, even one recorded from your phone, is an easy and personal way to accomplish these tasks.

See also: [How do I use Studio to record a video?](#)



10 Practical Canvas Examples



Design vs Delivery



Design

All of the elements of an online course that exist **independent of the course instructor**, such as the course content, discussion topics, and assessments. Anything that the instructor can set up before the course has even begun is a component of course design.

If you can set it up to happen **automatically** before the start of the course, then it is course **design**.

Delivery

All of the elements of an online course that **occur throughout the student's actual participation in the class**.

Answering questions, making announcements, grading assignments, participating in discussions, etc. are all course delivery.

Course delivery, by definition, cannot be automated... it **MUST be tailored to the unique needs of your students** in response to their own inputs.

Start Here Module



Office Hours



Design

Course includes the option and tools for instructors to hold optional **virtual office hours**. The tools can be hidden and used only by the instructors interested in this option.

Delivery

Instructor unhides the **virtual office hours** links and updates the syllabus to include times and days in the course schedule. Office hours are utilized to provide a forum for students to ask questions and to supplement instruction in more intentional ways.

See also: [Using the Canvas Calendar Scheduler](#)

Canvas Calendar for Office Hours

Edit Event

Event

Assignment

My To Do

Appointment Group

1

Name

Office Hours

2

Location

<https://vccs.zoom.us/j/3X1Y9Z8A>

3

Calendar

Rod Carnill Sandbox

☐ Building with Canvas: Stu...

☒ Rod Carnill Sandbox

Done

4

Date

2021-4-13

5

Time Range

12:00pm - 1:30PM

6

Divide into equal slots of

30

minutes.

Go

7

Options

☒ Limit each time slot to 1 users.

☐ Allow students to see who has signed up for time slots that are still available.

☒ Limit participants to attend 1 appointment(s).

8

Details:

Add Name, Set Location (note ZOOM link), Choose Calendar, Set Date, Adjust Time Range, Adjust Time Slots, Set Options, Click Publish

Cancel

Publish

Syllabus



Design

Syllabus includes clear expectations for interactions, how frequently students can expect to hear from the instructor, and how quickly they can expect a response to questions and to work they submit.

Any synchronous meetings/requirements must be identified in the syllabus detailing the preferred method of communication.

Participation expectations for students should be included as well.

Delivery

Instructor updates the **syllabus** to identify preferred methods of communication, expected frequency of communication, and information about synchronous meetings if applicable.

Instructor refers back to the syllabus in video, writing and course links periodically throughout the semester.

[Home](#)[Announcements](#) [Syllabus](#)[Modules](#)[Grades](#)[Zoom](#)[Library Resources](#)[Assignments](#) [Discussions](#) [Files](#) 

Course Syllabus

[Jump to Today](#) [Edit](#)

Course Name:

Instructor Name:

Link to Downloadable/Printable Course Syllabus:

Faculty and students are responsible for being familiar with Academic Support Services and Student Policies as outlined in the Student Handbook and Academic Catalog.

[Academic Support Services and Student Policies](#)

Instructor Info



Design

Course includes easily accessible **instructor contact information** with instructor name, email, and preferred phone number.

Delivery

Instructor personalizes **contact information** before the course is open to students.

Welcome to Class

About Your Professor

 Name:

 Email:

 Phone:

 Office Hours:

 Zoom Meeting URL:



Gannon Nordberg

30 Minute Meeting

 30 min

Grab a quick 30-minute meeting with Gannon to ask a question, work through an issue, or just say hi! 🙌

Select a Date & Time

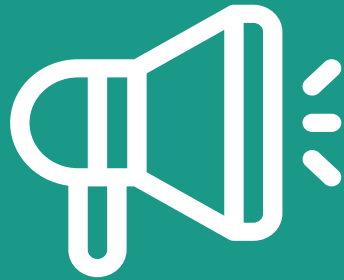
July 2021



SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

 Eastern Time - US & Canada (9:02pm) ▼

Announcements and Community Forums



Announcements

Design

Course includes **Announcements** that offer one-way, public communication from instructor to students.

Course can include recommended announcements written by the course developer to provide additional guidelines for instructors teaching the course for the first time.

Delivery

Instructor regularly posts **Announcements**.

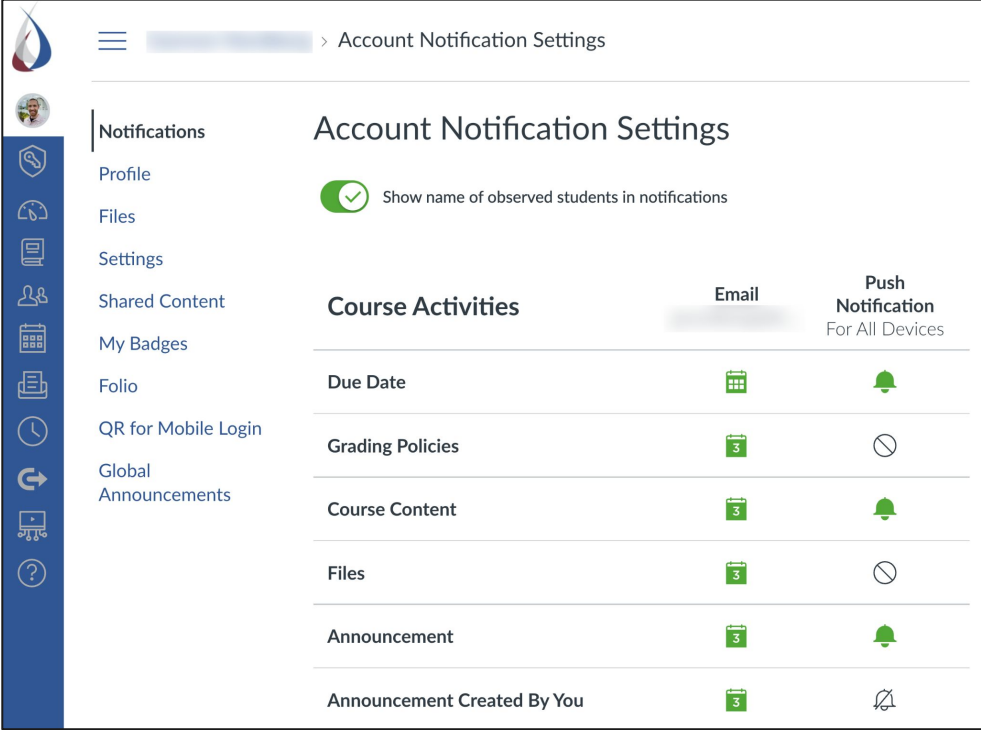
While announcements usually cover the procedural information, such as reminders of course deadlines, they should also be used to support instruction, e.g. synthesize and then comment on questions from previous week, note trends observed in assignments or quizzes.

See also: [How do I post a Canvas Announcement?](#)

Did You Get My Message?!

If you want to help ensure that your students receive Announcements immediately rather than the next time they log into canvas, have them set their **Notifications** to receive an email or text message whenever you post one.

Going over this type of expectation early in the semester can help to prevent students from missing important or time-sensitive information.



The screenshot shows the 'Account Notification Settings' page in Canvas. On the left is a blue sidebar with navigation icons. The main content area has a header 'Account Notification Settings' and a toggle for 'Show name of observed students in notifications' which is turned on. Below this is a table with notification settings for various course activities.

Course Activities	Email	Push Notification For All Devices
Due Date		
Grading Policies		
Course Content		
Files		
Announcement		
Announcement Created By You		

Ask a Question



Design

“**Ask a Question**” discussion forum is included in the course for students to openly ask questions about the weekly course material to be answered by the instructor and/or other students.

Delivery

Instructor encourages students to use the “**Ask a Question**” discussion forum, regularly checks for questions, and provides summary comments.

Ask a Question



Have a question about the course materials? Post it to this discussion.

Know the answer? Feel free to reply to your classmates.

Use the Canvas **Inbox** (in the global navigation all the way to the left in Canvas) to send a private message to the instructor. [How do I use the Inbox?](#) 

Have a technical problem with Canvas?

- Look for the answer you need in the [Canvas Guides](#) .
- Click on the **Help** icon to the far left and select "Chat with Canvas Support", call the "Canvas Support Hotline", or "Report a Problem".
 - [Canvas Help & Support](#) 

Search entries or author

Unread



✓ Subscribe

↩ Reply

Assignments and Discussions



Engagement Activity



Design

Course includes at least one **high-engagement activity** within the first two weeks of class allowing students to get to know one another and begin to build community

(I.e., Icebreaker discussion area where students introduce themselves, the first synchronous session where students introduce themselves, etc.).

Delivery

Instructor posts her/his introduction in this **high-engagement activity** and actively participates in it.

Discussions



Design

Instructor-facilitated discussion forums are included throughout the course if applicable to the course context and outcomes. The discussions are designed to allow for the instructor to engage with students and students to engage with each other.

Delivery

Instructor regularly posts to course **discussion forums** to pose guiding questions related to the course subject, propose counter points of view students may not be considering, establish connections among student's ideas, and provide encouragement.

Consider different discussion response techniques such as individual responses, summary responses or posting an announcement with the favorite ideas, most common misconceptions, counter points.

Hello My Name Is: "Wild Thing"... You make everything groovy! (AKA Introductions) 4 9

[All Sections](#)

Welcome to class... Where we'll explore "wild things" for teaching and learning!

Before we get started on the course itself, let's take some time to get to know each other.

First: Does anyone remember **Wild Thing** by the Troggs? The year was 1966. Classic... Gotta respect the Founders of Rock - n - Roll!!

Click the play button on the YouTube clip below and briefly listen to a few bars of the hit song for inspiration - I bet you can't resist the urge to sing along! 🎵



Next: Introduce yourself to the class using Studio Video.

Rubric

Points	10	7	3	0
Quality of Post	Appropriate comments: thoughtful, reflective, and respectful of other's postings.	Appropriate comments and responds respectfully to other's postings	Responds, but with minimum effort. (e.g. "I agree with Bill")	No posting.
Relevance of Post	Posts topics related to discussion topic; prompts further discussion of topic	Posts topics that are related to discussion content	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	No posting.
Contribution to the Learning Community	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Does not make effort to participate in learning community as it develops	No feedback provided to fellow student.

Assignments



Design

Assignments/assessments that require timely instructor feedback via detailed rubrics and written comments.

Delivery

Instructor utilizes course rubrics and gradebook written comment areas to provide timely feedback on **Assignments/assessments**.

Feedback should communicate to students both their accomplishments and areas to improve, as well as concrete suggestions for actions to take in the future for progress in learning.

Assessment Instructions: Using the 5 Principles of Civilization as subheadings, write an essay in MLA format comprised of 8-10 paragraphs (approximately 3 pages double spaced before references) comparing and contrasting 2 of the following civilizations/areas:

- Japan
- Mesopotamia and/or Egypt(Middle East)
- China
- Mediterranean (Greece and/or Rome)
- India
- Medieval Europe
- Africa (West and/or East)

Single-Row Rubric with Feedback:

Areas for improvement	Grading Criteria	Noteworthy Criteria
	The essay compares and contrasts items clearly. The essay breaks the information into appropriate sections and paragraphs. The essay moves smoothly from one idea to the next. MLA format, correct grammar, spelling and punctuation are evidenced throughout the essay.	

Feedback and Surveys



Feedback



High-quality feedback is:

- **Frequent:** To maintain instructor presence and keep students connected, give them some sort of meaningful feedback at least once a week, whether it's feedback on an assignment or simply a thoughtful response to a discussion post.
- **Immediate:** Deliver feedback as soon as possible after a student submits work. For the purposes of maintaining ongoing connection, best practices for online teaching recommend turning around assignment feedback within a week.
- **Discriminating** (based on criteria and standards): Provide specific feedback about a student's performance based on predefined criteria, such as by [using a Rubric](#) and [Speedgrader](#). Offer corrective advice instead of identifying strengths and weaknesses.
- **Delivered Warmly** (supportively, personally): Use feedback as an opportunity to encourage students, even if the feedback isn't all positive. Write personalized feedback whenever possible.

Surveys

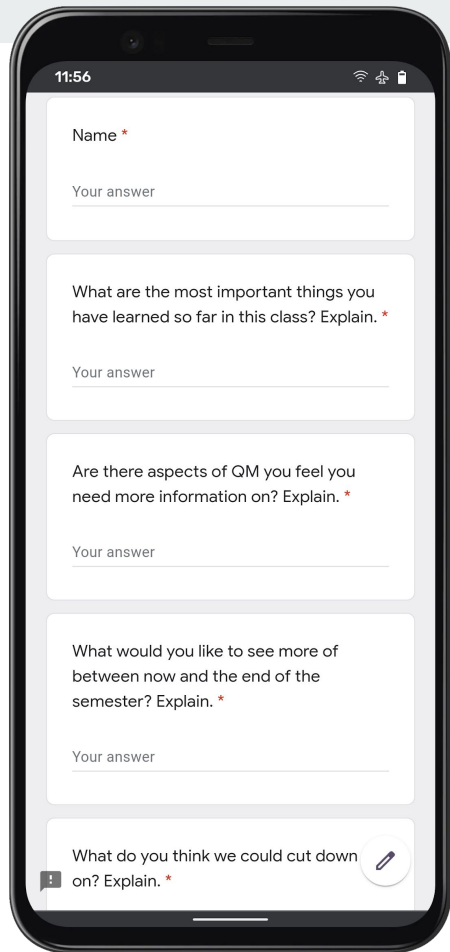


Design

Course includes a **survey** midway through the course that provides instructor with feedback as to the content of the course, issues with concepts or assignments, need for additional resources, etc.

Delivery

Instructor reviews midterm student **surveys** to make adjustments to the instruction and conduct edits as deemed necessary.



11:56

Name *

Your answer

What are the most important things you have learned so far in this class? Explain. *

Your answer

Are there aspects of QM you feel you need more information on? Explain. *

Your answer

What would you like to see more of between now and the end of the semester? Explain. *

Your answer

What do you think we could cut down on? Explain. *

Submit

Muddiest Point - Mid Semester Check In

Today, I'd like you to fill out a short mid-semester survey.

Describe areas within the course that you would like to see adjusted before the class ends, or content that you would like clarified before your final checkpoint is due.

Feel free to mention topics that you feel you need more information on, or any questions that you have regarding Units 1 and 2.

The intent of this form is to make incremental adjustments within the course where possible, and provide a means of communicating about course content that may need enhanced. A total course redesign at this point in the semester is not feasible - but small enhancements are and your candid feedback is welcome!

Responses will help me plan for the second half of the semester.

Instructor Created Materials



Lectures



Design

Course includes **recorded lectures** that are accompanied by the discussion forums or wikis or other activities allowing students to engage with the instructor about the content of the videos.

Delivery

Instructor participates in the learning activities that accompany **recorded lectures** to provide additional instruction and clear up misconceptions.

See also: [Studio Quick Reference Guide](#) and [Clean Up Zoom Cloud Recordings](#)

Beyond Recorded Lectures

Instructor Authored Material Pro Tip: Screencasts or video lectures, podcasts, expert interviews conducted by you, and interactive lessons can be great ways to impart didactic information in a personable and relatable manner.

Enabling your camera during a video lecture or posting pictures of yourself in the course helps students feel more connected to you.

See also: [How do I create a Studio Quiz?](#)

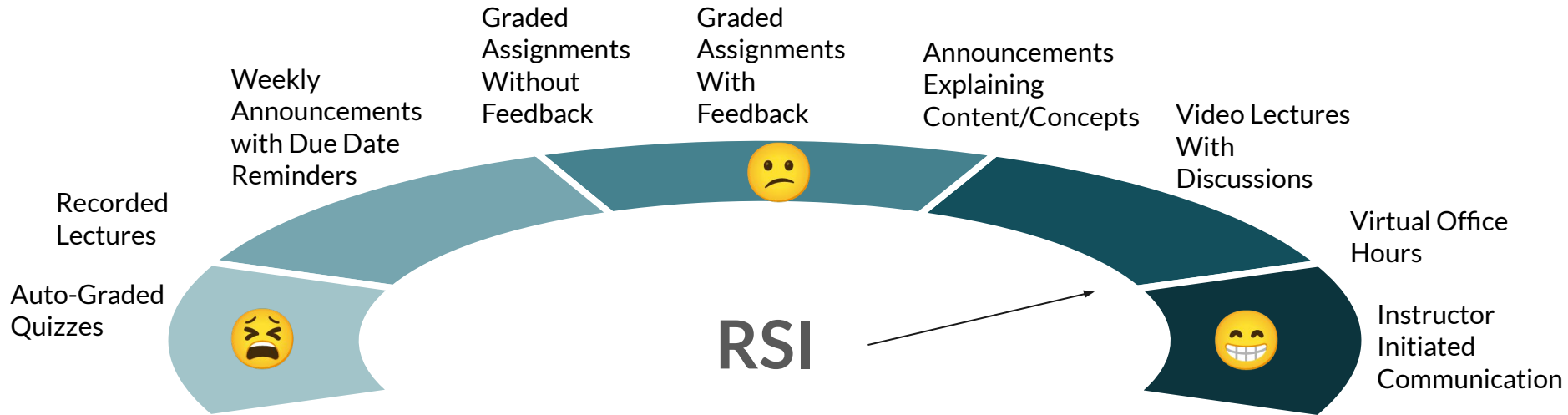


Instructor Communication Plan

	Method	Frequency
Weekly Check-Ins	Text, Video, Announcements	At least once a week
Q&A	Email, Phone, Discussions	Within 24 hours
Office Hours	Phone, Zoom	At least once a week
Grades/Feedback	Gradebook and Speedgrader	Within 7 Days
Class Discussions	Summary Discussion Posts	Twice a Week

Next Level: Canvas Chat, Audio/Video in Speedgrader, Message Students Who, Google Docs

Illustration





Shared Resources

Slide Deck
Resource Guide



bit.ly/eLETWebinarRSI-202107



Thank you.

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