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RSI FTW (For the Win!):

Actionable Approaches for Ensuring Regular and Substantive Interaction in Online and Blended Learning Courses OLC ACCELERATE 2022



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Master Class









https://bit.ly/OLCaccelerate2022-RSIworkshop

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Presentation Goals



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AGENDA

- Regular and Substantive Interaction (RSI)
 - The Regulation. Purpose, Scope & Definitions.
- 2 Brief OSCQR overview
 - What is OSCQR?
- 3 OSCQR Standards
 - That directly support RSI, or can be leveraged.
- Use Cases
 - Apply the standards. What counts?
- 5 Develop a Plan
 - How will you ensure compliance?









REGULAR & SUBSTANTIVE INTERACTION:

The Regulation, Scope & Purpose







DEFINITION: DISTANCE EDUCATION



A distance education course is one in which instruction is delivered by one or more types of technology, including the internet, various wired and wireless media, or audio conference to students who are separated from the instructor(s). These technologies support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.

Retrieved from Regular and Substantive Interaction: Regulatory & Pedagogical Implications presentation by WCET

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THE NARROW SCOPE



According to Section 102(a)(3)(B) of the HEA, an institution is not eligible to participate in the Title IV programs if 50% or more of its students were enrolled in **correspondence courses** during its latest complete award year.

Retrieved from Regular and Substantive Interaction: Regulatory & Pedagogical Implications presentation by WCET

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INSTITUTIONAL COMPLIANCE



Institutional compliance with the RSI regulations focuses on 5 areas:

- 1. Instruction is delivered via appropriate forms of media.
- 2. Instructors meet the requirements from the institution's accreditors for subject matter instruction.
- 3. Instructors engage in at least 2 forms of substantive interaction.
- 4. The institution has established **scheduled and predictable** opportunities for RSI and has expectations that instructors will monitor student engagement and **substantively engage with students based on that monitoring.**
- 5. Instructors are **responsive** to requests for instructional support from students.

Retrieved from DoE Federal Register, Distance Education and Innovation, 9/2/2020. pg. 54760.

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DEFINITION: REGULAR



- (i) 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
- (ii) 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.

Retrieved from DoE Federal Register, Distance Education and Innovation, 9/2/2020. pg. 54809.

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DEFINITION: SUBSTANTIVE



...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:

- (i) Providing direct instruction.
- (ii) Assessing or providing feedback on a student's coursework.
- (iii) Providing information or responding to questions about the content of a course, or competency.
- (iv) Facilitating a group discussion regarding the content of a course or competency
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

Retrieved from DoE Federal Register, <u>Distance Education and Innovation</u>, <u>9/2/2020</u>. pg. 54809.

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DEFINITION: SCHEDULED & PREDICTABLE



- Example Syllabus statements:
 - You can expect feedback on assignments one week from the due date.
 - If you have questions on your assignment feedback, or need extra help, I am available during specific office hours, and anytime for private online interaction.
 - Office hours: I am available every day from 3-4pm via zoom (use Calendy to set up your appointment), and online anytime in our private online discussion groups (response time: 48 hours).

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REGULAR AND SUBSTANTIVE INTERACTION

1.Be with an instructor as defined by the institution's accreditor.

- 1. Be **initiated** by the instructor.
- 1. Be **scheduled** and **predictable**.

1. Be **academic** in nature and relevant to the course.

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Turn & Talk



QUESTION

What strategies can you use/develop to support RSI...?

- At the institutional (campus) level?
- At the instructional design (ID/Course design) level?
- At the instructional (faculty) level?









OSCQR OVERVIEW: What is OSCQR?

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Online PARTNERSHIP WITH OLC



August 2021 - OSCQR 4.0 released (RSI - Regular & Substantive Interaction)

November 2018 - WCET WOW! award

October 2017 - OSCQR 3.1 and resources website is launched

November 2016 - OLC Partnership announced

OSCQR is adopted as OLC's Online Course Quality Scorecard

September 2016 - NUTN Innovation award

June 2016 - OSCQR 3.0 launched

November 2015 - OLC Effective practice award

October 2014 - OSCQR 2.0 with dashboard used Open SUNY+ Wave II

September 2014 - OSCQR 1.0 online rubric used for Open SUNY+ Wave I

June 2014 - OSCQR dashboard and rubric design begins

January 2014 - Open SUNY launched

November 2013 - COTE Core Teams are identified

August 2013 - Open SUNY Center for Online Teaching Excellence (COTE) established

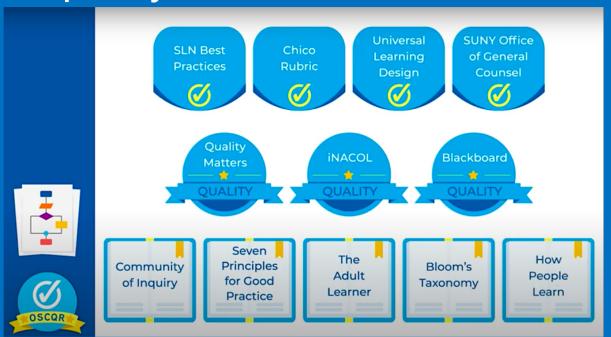








https://youtu.be/W1W-



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OSCQR Process



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10 minute Break!

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OVERVIEW & DISCUSSION: Selected OSCQR RSI Standards

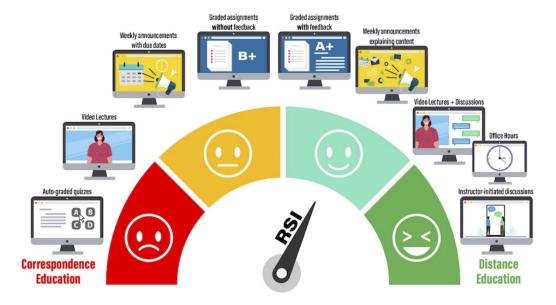






REGULAR AND SUBSTANTIVE INTERACTION

https://oscqr.suny.edu/rsi/rsi-standards/



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COURSE OVERVIEW & INFORMATION

- 1. Course includes Welcome and Getting Started content.
- 2. Course provides an overall orientation or overview, as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments, *predictable* and easy to navigate/find.
- 3. Course includes a course information area and syllabus that make course expectations clear and findable.
- 6. Course provides access to online learner success resources (technical help, support services, orientation, academic honesty, tutoring).
- 9. Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments.
- 10. Course provides contact information for instructor, department, and program.

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DESIGN & LAYOUT

19. Instructions are provided and well written.

CONTENT & ACTIVITIES

- 29. Course offers access to a variety of engaging resources to present content, support learning and collaboration, and *facilitate regular and substantive interaction with the instructor.*
- 30. Course provides activities for students to develop higher-order thinking and problemsolving skills, such as critical reflection and analysis.
- 31. Course provides activities that simulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.

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APPLY RSI: Use Cases







Turn & Talk



QUESTION

How can you address RSI with OSCQR INTERACTION standards?

Select one of the INTERACTION standards:

- How would you apply it?
- What are some use cases you have encountered, or can you envision to meet RSI with this standard?
- Questions?







INTERACTION

- 38. Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback, are present, appropriate for the course length and structure, and are easy to find.
- 39. Expectations for all course interactions (instructor to student, student to instructor) are clearly stated and modeled in all course interaction/ communication channels.
- 40. Learners have an opportunity to get to know the instructor.

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- 41. Course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust (e.g., icebreaking activities, Course Bulletin Board, planned Office Hours, and dedicated discussion forums).
- 43. Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with *guidance and/or standards from the instructor*.

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Turn & Talk



QUESTION

How can you address RSI with OSCQR ASSESSMENT standards?

Select one of the ASSESSMENT standards:

- How would you apply it?
- What are some use cases you have encountered, or can you envision to meet RSI with this standard?
- Questions?







ASSESSMENT & FEEDBACK

- 44. Course grading policies, including consequences of late submissions, are clearly stated in the Course Information/ Syllabus materials.
- 45. Course includes frequent, appropriate, and authentic methods to assess the learners' mastery of content.
- 46. Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).
- 47. Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, etc.).

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Turn & Talk



QUESTION

How is RSI implemented in varied instructional modalities?

For example, how would RSI differ in:

- Asynchronous (primarily online and not live/at the same time).
- Synchronous (primarily live online web conferencing).
- Hybrid (a blend of online and face-to-face).
- Hyflex (a choice of asynchronous, synchronous, face-to-face, or any combination).
- MOOC.

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GET YOUR RUBRIC!

https://oscqr.suny.edu/get-oscqr/







OSCQR TOOLS & RESOURCES

- Go to: https://oscqr.suny.edu/get-oscqr
- Download OLC .pdf self-assessment
- How to Generate Interactive Rubric & Dashboard

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OSCQR TOOLS & RESOURCES

Online interactive rubric and dashboard:

- Demo of Interactive Rubric:
 - For multiple reviewers and action plans
- Demo: Dashboard & Rubric management
 - For larger-scale initiatives
 - Chrome is best!

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BRAINSTORM: Develop a Plan







Brain Storm



QUESTIONS

- 1. Who are your **stakeholders**? What do you need for their **buy-in?**
- 2. What **model of course review** will work best for the scope, scale, and context of your initiative?
- 3. What is your timeline?
- 4. What policies and institutional organizational structures or procedures have to be taken into account or leveraged for any aspect of your initiative?

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GET YOUR:Implementation Plan

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IMPLEMENTATION PLAN

Go to:

https://bit.ly/OSCQRimplementationPlan

Opens TEMPLATE: Online Course Quality Implementation Plan

https://bit.ly/RSIplan

Opens TEMPLATE: Documenting RSI Form

• Make COPIES in your own drive! - File/make copy

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IMPLEMENTATION PLAN

- How to use the Implementation Template
 - cc-by, italics, make it your own!
 - Overview of Template Sections
- How to use the RSI Planning/Documentation Template
 - Overview of Template Sections
- Begin to draft your plan! Questions?

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Next Steps



ACTION ITEMS

Join our community to continue the conversation:

http://bit.ly/friendofSUNY

- become a Fellow/Friend of SUNY!

https://bit.ly/SOTnetworking

– community & networking – NEW!

https://bit.ly/OSCQRusers - NEW!

- OSCQR community

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ACTION ITEMS

Learn More



About OSCQR:

http://OSCQR.suny.edu

Access Materials:

https://bit.ly/OLCaccelerate2022-RSIworkshop

SUNY Online

https://online.suny.edu/

SUNY Online Teaching

https://online.suny.edu/onlineteaching/

Subscribe

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THANK YOU! Questions?







LEARN MORE ABOUT SUNY ONLINE

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Contact: Rob Piorkowski – to set up your OSCQR dashboard, or if you have any problems w/the rubric: Robert.Piorkowski@suny.edu

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