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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 Master Class

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https://bit.ly/OLCaccelerate2022-RSIworkshop

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Presentation Goals

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AGENDA

1. 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.
4. Use Cases
   - Apply the standards. What counts?
5. Develop a Plan
   - How will you ensure compliance?

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REGULAR & SUBSTANTIVE INTERACTION:

The Regulation, Scope & Purpose

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DEFINITION: DISTANCE EDUCATION

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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

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(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, Distance Education and Innovation, 9/2/2020. 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?

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OSCQR OVERVIEW:

What is OSCQR?

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PARTNERSHIP WITH OLC

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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

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https://youtu.be/W1W-

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OSCQR Process

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ITERATION

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10 minute Break!

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OVERVIEW & DISCUSSION:

Selected OSCQR RSI Standards

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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 problem-solving 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

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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?

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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 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.***

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., ice-breaking 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?

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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/

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OSCQR TOOLS & RESOURCES

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

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

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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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WORKSHOP

Wrap-up

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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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Learn More

ACTION ITEMS

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
http://gazette.sunyonline.edu/

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  - Create account
- https://bit.ly/OSCQRworkshopBadge
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THANK YOU!

Questions?

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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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