RSI Guidelines - 2022-23

The information below identifies common evidence of RSI that is expected in online sections. It is not an exhaustive list. If you do something different that supports interaction with students, the EdTech team will happily review it with you.

As a reminder, the federal regulations (and Highline's definition) require a weekly interaction with at least two of the four types of RSI listed in the Weekly Analysis below, plus an answer to the syllabus question and the question about evidence of monitoring and engaging students.

Recommended Practices

The following practices establish a good foundation for regular and substantive interaction in a course. They are designed to begin building a relationship with your students.

- A "warm" welcome message from the instructor, including a brief self introduction.
- A video introduction to the academic content for the first week of class.
- An activity for the instructor to learn more about the students (e.g. class survey, introduction discussion).
- A clear statement of expectations for communication in the class, including instructor response time, student participation expectations, and community guidelines/etiquette.

Course Review

Syllabus Information

Syllabus includes a statement about how quickly assignments will receive feedback.

- A statement in the "Start Here" or similar module of the Canvas course, or in each assignment is acceptable, but it should also be in the syllabus.

Monitoring Student Progress

The instructor monitors overall student progress in the course, and communicates with students as needed regarding their progress.

There is evidence that the instructor is proactively and regularly monitoring overall student performance in the course, ***and*** determining when students need assistance, ***and*** offering that assistance. The student doesn't have to take up the instructor on that assistance, but the instructor does have to offer it. For instance:
- Reviewing the gradebook weekly, and using "Message students who…" functionality to reach out to students with low grades;
- Contacting students who are doing well with encouragement and support;
- Reaching out to students who miss assignments to check on them.

Notes:
- The minimum standard for students who need assistance is defined as that student's course grade is below a 2.0.
- If a student is contacted three weeks in a row, and there is no response, it is not necessary to continue reaching out to that student.
- Messages sent to the entire class, instead of specific students, are acceptable if they:
  - Are specifically related to performance in the class, and
  - Include a message of encouragement and support, and
  - Include an offer to provide assistance if the student would like, with specific instructions for contacting the instructor;

First Week Assignment

The course includes a substantive (related to academic content of the course) assignment due by the third day of the class, with substantive feedback from the instructor.

Weekly Analysis

The course must show evidence for **at least two** of the columns below **for each week of the quarter**. A column is satisfied either by one or more items from the Accepted Evidence row. The same columns can be used throughout the quarter, or different columns can be used each week.

Types of RSI	Proactively inviting students to connect outside of class.	Assessing or providing feedback on coursework submitted by students within a reasonable amount of time (as defined in the syllabus).	Providing information or responding to questions about the content of a course.	Facilitating a group discussion regarding the content of a course.
Accepted Evidence	Direct instruction; Live sessions with students; Regularly scheduled office hours for which students receive multiple invitations; Available time for one-on-one meetings that predictable, scheduled, and for which students receive multiple invitations to participate; Video lectures paired with discussions in which the instructor participates;	Use of a detailed rubric to provide feedback; Written, recorded, or annotated feedback in Speedgrader or equivalent tool; **Note:** Feedback must discuss the work, and indicate how the student can improve on future assignments. "Nice work" is not considered substantive. **Note:** This does not require that every assignment has substantive feedback. At least one assignment during the week needs to have substantive feedback.	Providing supplemental information in response to questions or assessment that students are struggling with a topic, for instance via short video; Course announcements that include information about course content such as key points or common trouble spots; Proactive email correspondence with most students about course content. **Note:** Although the definition indicates responses to questions are	Instructor participation in Zoom breakout rooms, Canvas discussion boards, collaborative editing of a Google document, etc.; An introduction/ biography discussion, only if students are asked to talk about course-related knowledge, e.g. "tell us what you're excited to learn about". **Note:** RSI can be comments & participation either in the flow of the discussion, or in Speedgrader. The

	Note: Students aren't required to participate. The instructor has to offer the opportunity to interact.	**Note:** Automated feedback does not meet the standard. **Note:** Feedback not delivered within the timeline described on the syllabus should be noted.	acceptable, proactive outreach is required for this to 'count.' **Note:** Interactions regarding the mechanics of the course, such as clarifying deadlines, requests for extensions, and grade requests, are not considered academically substantive.	comment should be substantive, e.g. clarifications, responses, or extensions of the topic in the discussion. **Note:** Feedback on how to improve discussion grades falls under column 2, "providing feedback."