

Assessing or Providing Feedback

It shouldn't feel like a Where's Waldo hunt when seeking your presence in your courses.
With consistent strategic communication, it won't.

Substantive Interaction

This **Substantive Interaction** information comes from the Quality Continuum Rubric for Distance Education that peer reviewers will use when evaluating courses. While they will use an appreciative inquiry lens, they are seeking examples that are emerging or above. Anything lower will receive a recommendation for improvement or compliance. 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 (This method only applies in synchronous courses.)
- B. Assessing or providing feedback on a student's coursework.**
- C. Providing information or responding to questions about the content of a course or competency.
- D. Facilitating a group discussion regarding the content of a course or competency.

Feedback includes written comments, detailed rubrics, audio or video notes, and examples for improvement. Feedback can be given as individual feedback and whole class feedback. Where in your course do you see evidence of meaningful comments on coursework and assignments? How frequent is it? Do students know when and where to expect it? Is it prompt? Is it personalized? Does the feedback guide the student to improvements needed to increase content mastery?



★ Initial

☐ Provides grades with minimal non-automated feedback on some assignments.



★★ Emerging

☐ Periodically provides meaningful comments on some coursework and assignments.



★★★ Developed

☐ Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.



★★★★ Highly Developed

☐ Frequently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

The RSI Workgroup created materials and examples are designed to support you in strengthening your online courses and meeting RSI standards. You're welcome to adapt them to fit your course needs, while keeping the ACCJC rubric review criteria in mind. Visit the RSI tab on the Norco College Distance Education Committee page for regular updates.