

Providing Direct Instruction

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.

Hold live, synchronous sessions for direct instruction, where both the instructor and students are online and communicating in real time. Clearly document regular meetings. If you provide pre-recorded lectures or videos to explain content, follow them up with an instructor-moderated Q&A forum to clarify concepts and address student questions. Direct instruction on its own is not enough for RSI; it must be combined with other instructor-initiated, regular, and substantive interactions. It will not be evaluated in asynchronous courses.



★ Initial

- ☐ Synchronous engagement providing lectures or presentations that cover course content.



★★ Emerging

- ☐ Synchronous engagement providing lectures or presentations to cover course content.
- ☐ Synchronous facilitation of class discussions, encouraging student participation.



★★★ Developed

- ☐ Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.



★★★★ Highly Developed

- ☐ Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

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.