

Online Instruction

Regular & Substantive Interaction

For interactions to be considered regular and substantive, please use the following distance learning best practices.

Initiate Interaction

Take an active role in initiating and facilitating a wide range of interactions between yourself and students and among students throughout the semester. Design these as an integral part of the course where interactions are not wholly optional.

Examples: individualized emails, instructor-facilitated discussions, scheduled virtual office hours, personalized feedback on assignments

Schedule Regular & Predictable Interactions

Avoid long intervals of time between interactions and establish consistency throughout the semester. Design course materials that describe the expected frequency of interaction including times and dates of virtual office hours if applicable, grading feedback, announcements, and potential email communication.

Examples: weekly course announcements written specifically for the course, weekly summaries or highlights of discussion posts, regularly scheduled online review or help sessions

Align Interaction to Course Content & Learning Objectives

Accompany procedural interactions, such as reminders of upcoming deadlines or assigning grades with targeted interaction related to content mastery. Although interactions designed to welcome students or build classroom community are important, they are not sufficient by themselves.

Examples: announcements previewing or reviewing difficult content, emails previewing concepts introduced in the next unit, and listing guiding questions for students to have in mind when reading the textbook chapters

Federal regulations do not dictate what activities to use and how often to include them. The following scale is helpful in conceptualizing how to design courses incorporating regular and substantive interaction.



Image from <https://www.esc.edu/dlis/design-your-course/regular-and-substantive-interaction/>