Guidelines for Ensuring Regular Effective Contact in Online and Hybrid Courses

Regular Effective Contact – *Instructor-to-Student*

EXEMPLARY	ALIGNED	INCOMPLETE
1: Regular Effective Contact (Instructor-to-Student)		
☐ The course design includes ample opportunities for Regular Effective Contact using a wide variety of communication tools (see examples, below).	☐ The course design includes regular instructor-initiated contact with students using Canvas communication tools (see examples, below).	☐ The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.

🎯 *Examples of Instructor-to-Student Contact by Tool:*

Syllabus	Announcements	Discussions	Feedback / Grades	Other
☐ **Include a section for instructor's Expected Response Times** to student inquiries, including: • Canvas private messages • Questions in Discussion forums and Chat tool • Assignment feedback ☐ **Clearly describe and quantify Regular Effective Contact outside the course shell:** • On-campus office hours • Phone • Other ☐ **Notify students of expected delays in response times,** when possible. *"There may be a delay in my responsiveness from June 18-20, as I will be attending the Online Teaching Conference."*	☐ **Front and center.** Show 3 most recent announcements on the class Home page. ☐ **Keep it fresh** with *contextual* announcements at least weekly (2-3 times per week is better!) • *"I've just graded this week's assignment and here's what I saw happening…"* • *"I've just updated…"* • Weekly tasks; wrapping up the week; coming up next... • Next online office hour ☐ **Re-teach.** Draw out main ideas and remind students of overarching themes. ☐ **Offer kudos and encouragement.** *"Great job on last week's discussion. This week, let's dig deeper by…"* ☐ **Video announcements.** 1-3 minutes, introducing the next unit or just checking in.	☐ **Craft thoughtful questions** encouraging students to apply course material to their own lives and experiences. ☐ **Set an example.** *"For example, I would respond to this question by saying…"* ☐ **Encourage discussion early in the week** (3 points for posting by Tues, 2 points for posting by Wed, etc.) ☐ **Engage regularly** by posting reactions, comments, and questions. ☐ **Summarize** the main ideas and standout points for each discussion in a "capstone" post. ☐ **Seek input.** Periodically ask, *"what's working for you? What isn't? What surprised you about this week's lesson?"* ☐ **Give students a clear and visible place to ask questions** like a Q&A forum pinned to the top of Discussions.	☐ **Share meaningful comments** using SpeedGrader and DocViewer. ☐ **Allow back & forth exchange** with students using "chat" comments in SpeedGrader. ☐ **Use rubrics** to offer detailed feedback on both assignments and discussions. ☐ **Audio feedback** ☐ **Video feedback**	☐ **Humanize your course with Video** (using Canvas media tools or ConferZoom) • Welcome video on the Home page • 1-2 min Announcements introducing each unit • Personalized feedback in SpeedGrader • Online office hours *ConferZoom offers cloud storage and captioning! Training @ PDC* ☐ **Online office hours or study groups** using video or Chat; post a link to recording/archive in Announcements. ☐ **Anonymous surveys** offered throughout the semester. ☐ **Narrated PowerPoint lectures.**

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Regular Effective Contact – *Instructor-to-Student (cont.)*

EXEMPLARY	ALIGNED	INCOMPLETE
2: Pre-Course Contact		
☐ Instructor provides multiple resources to help students successfully start the course. ***Examples:*** Welcome letter including course start date, Canvas login instructions, help desk info, instructor contact info, welcome video, and/or links to student services.	☐ Instructor initiates contact prior to or at the beginning of course. ***Examples:*** A welcome letter, announcement, or "Getting Started" module guiding students on how to begin in the course. May include due date for first assignment, and where to go for technology support.	☐ Instructor does not initiate contact prior to or at the beginning of the course.
3: Student-Initiated Contact with Instructor		
☐ Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course. ***Examples:*** Syllabus or "Getting Started" module encourages multiple methods of contact, including Canvas mail, class Q&A forum, office hours, video conferencing opportunities, etc. Instructor notifies students, when possible, if there will be an expected delay in response time. Methods of contact should take place primarily within Canvas.	☐ Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times. ***Examples:*** Instructor's preferred method of contact is easily found. Syllabus or "Getting Started" module clearly state expected response times for: inquiries in both discussions and Canvas mail, as well as for grades and feedback on student work.	☐ Instructor contact information, including expected response times, is missing or not easy to find.

SJDC Administrative Procedure 4110, 2(b):
All distance education courses are required to maintain regular effective substantive contact between the professor and students, in accordance with Title V. Regular effective substantive contact is defined as **professor-initiated** interaction and **responsive** interaction by the professor.

SJDC DE Committee Recommendations:
"Professor-initiated" interaction shall occur **at least weekly.** Best practice is **2-3 times/week.**
"Responsive" interaction [to student inquiries] shall occur **within 48 hours**, excluding weekends and holidays.

The above guidelines include "Hybrid" instruction. Per Title 5, <u>any</u> portion of instruction provided through Distance Education in lieu of face-to-face is required to have Curriculum Committee approval <u>and</u> documentation of Regular Effective Contact. (5 CCR § 55206, 55204)

– See page 3 for Student-to-Student contact (Required) –

Guidelines for Ensuring Regular Effective Contact in Online and Hybrid Courses

Regular Effective Contact – *Student-to-Student*

EXEMPLARY	ALIGNED	INCOMPLETE
4: Regular Effective Contact (Student-to-Student)		
☐ The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community. ***Examples:*** Well-crafted discussion prompts and small groups to encourage meaningful exchange. Host a voluntary "virtual study group" with ConferZoom in which students with webcams and microphones can participate (record and post in a class Discussion for students who couldn't attend to view and comment on later).	☐ Regular Effective Contact among students is designed and facilitated to build a sense of community among learners. ***Examples:*** Group work, peer reviews, "get to know each other" activities throughout the semester instead of at the beginning only.	☐ Students have no or limited opportunities to engage in Regular Effective Contact with other students (e.g. limited to a single Q&A discussion forum only).
5: Participation Levels		
☐ A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated. ***Examples:*** Use Rubrics tool in Canvas to create and attach your expectations to assignments and discussions. Use rubrics for grading in SpeedGrader so students can see where they earned points. Share an "exemplary assignment" to show students a sample of quality work. Open a Q&A discussion for guidance on a specific assignment ("Midterm Project Q&A").	☐ Guidelines explaining required levels of student participation (i.e. quantity and quality of interactions) are consistently provided. ***Examples:*** Use Syllabus or "Getting Started" module to clearly state class participation expectations. Consistent reminders of required number of posts in class Discussion assignments.	☐ Guidelines explaining required levels of participation are not provided.
6: Student-Initiated Contact with Other Students		
☐ The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles. ***Examples:*** Encourage voluntary study groups, a class hashtag for Twitter posts, or a discussion forum where experienced online students share their tips for success in online learning.	☐ Opportunities for student-initiated interaction with other students are available and encouraged. ***Examples:*** Discussion forums for Class Introductions and ongoing student-to-student Q&A ("Student Lounge"). Open the Chat tool for real-time student exchange.	☐ Students are not given opportunities to initiate interaction with other students in the course.