Regular and Substantive Interaction (RSI) Self-Assessment

Regularly reviewing your course for RSI ensures compliance with federal regulations while strengthening instructor presence that is essential to online learning.

## Completing the Self-Assessment

Use the chart below to reflect on RSI in your course:

* Review the example strategies for each of the five methods of substantive interaction.
* Identify if any of the strategies are present in your course or if you have included others of your own.
* For any strategy that is present in your course, indicate if it occurs regularly.
* Include a brief explanation or evidence from your course when possible.

## Important Note!

The list of example strategies below is not exhaustive, and individual instructors might choose other options as applicable to their own course. As a reminder, when planning for RSI, consider incorporating at least one strategy from two of the five methods of substantive interaction.

## What’s Next?

After reviewing your course, consider the following:

* Do I include at least one strategy from two of the five methods of substantive interaction?
* Are the strategies that I use incorporated regularly?
* If I find that RSI is lacking, how can I incorporate additional strategies and/or increase regularity?

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| **Substantive Method 1: Providing Direct Instruction** |
| **Example Strategies** | **Is one or more of these strategies present in my course? If yes, is it regular?** | **Share a brief explanation or evidence from your course.** |
| * I hold regularly scheduled office/student hours.
* I offer optional live study sessions.
* I monitor student performance and offer 1:1 or group review sessions about course content as needed.
* Pre-recorded lectures are accompanied by a discussion forum or other interactive activity that allows me to interact with students about the lecture content.
* Other strategies as applicable to my course.
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| **Substantive Method 2: Assessing or Providing Feedback on Students’ Coursework** |
| **Example Strategies** | **Is one or more of these strategies present in my course? If yes, is it regular?** | **Share a brief explanation or evidence from your course.** |
| * My syllabus includes a plan for feedback, including methods and expected turn-around time.
* My course schedule considers the pace of assignments so that there is sufficient time for me to provide feedback and for students to incorporate it into future assessments.
* I provide prompt, personalized, and detailed feedback on student work.
* I include written, audio, or video comments along with auto-graded assessments, such as quizzes, and assessments that are graded on a standard rubric.
* I review individual and whole class participation at regular intervals and contact students to offer support and/or celebrate achievement.
* I make announcements that provide whole class feedback, including helpful guidance around topics that may need re-visited.
* Other strategies as applicable to my course.
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| **Substantive Method 3: Providing Information or Responding to Questions About the Content of a Course or Competency** |
| **Example Strategies** | **Is one or more of these strategies present in my course? If yes, is it regular?** | **Share a brief explanation or evidence from your course.** |
| * My syllabus includes a plan for communication, including preferred contact information, set response times, and an explanation of how I will initiate interaction through individual and group communication.
* I send announcements at regular intervals that are substantive in nature and support instruction.
* My course includes an FAQ and/or Open Question Forum that I review at regular intervals and respond to as needed.
* I invite students to ask questions and respond to individual emails in a prompt and substantive way.
* I attend to communication response times that are set in the syllabus.
* I review module or course feedback surveys and/or reflections and incorporate student feedback in a timely manner.
* Other strategies as applicable to my course.
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| **Substantive Method 4: Facilitating a Group Discussion Regarding the Content of a Course or Competency** |
| **Example Strategies** | **Is one or more of these strategies present in my course? If yes, is it regular?** | **Share a brief explanation or evidence from your course.** |
| * I actively guide course discussions to provide direction, answer questions, make connections, and clarify content.
* I utilize various discussion response techniques such as individual responses, counter points, summary responses, or posting an announcement with the main ideas or common misconceptions.
* I connect with groups at regular intervals during projects, providing guidance, feedback, and allowing students the opportunity to ask questions.
* I initiate engagement during collaborative activities by maintaining presence, regularly reviewing students work, and adding comments or guidance as needed.
* Other strategies as applicable to my course.
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| **Substantive Method 5: Other Instructional Activities Approved by the Institution’s or Program’s accrediting agency.** |
| **Example Strategies** | **Is one or more of these strategies present in my course? If yes, is it regular?** | **Share a brief explanation or evidence from your course.** |
| * I facilitate additional course activities that contribute to RSI as applicable.
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