Regular and Effective Student Contact in Online Courses

Presentation topics:

► Why regular and effective student contact matters.
► Definition of regular and effective student contact.
► How to achieve regular and effective student contact.
► Where to find resources for regular and effective student contact.

Why regular and effective student contact matters

► It is the law (Title 5).
► It is a criteria for Accreditation (Guide to Evaluating DE and Correspondence Education - ACCJC/WASC).
► It will eventually be included in instructor evaluations.
► It guarantees that students receive the benefit of the instructor’s presence.
What is regular and effective student contact?
Consistent student engagement in three types of communication: instructor-student, student-student, and student-content.

Regular and effective student contact in an online course
The cumulative contact time should be the same amount of time as required for face-to-face instruction.
- 3 unit F2F course = 3 hours of class meetings per week.
- 3 unit online course = 3 hours of regular and effective student contact.

Two parts to regular and effective student contact
- Instructor presence
- Class meeting activities
Instructor presence

► Inform students of your time-frame for answering questions and grading assignments.

► Include a photo of yourself and/or a welcome video so students know what you look like.

► Require at least one assignment every week that must be submitted from within ANGEL.

► Provide meaningful individualized feedback on assignments, quizzes, and exams.

Instructor presence

► Send a welcome email a few days before the first day of class.

► Create an “Introduction” forum for students to “meet” one another and start it off by introducing yourself.

Regular weekly instructor participation

► Post weekly class announcements.

► Set up a general course discussion forum, available throughout the course, for you to communicate with your students and for your students to ask questions of you and/or their classmates.

► Monitor (subscribe to) the Course Discussion forum and post at least once a week.
Guideline reminders

► Should equal the weekly amount of “class time” required for the course.
► Homework cannot be counted.
► Office hours cannot be counted.
► Activities must be part of the evaluation methodology.

Class meeting activities

Think about what your student would do in the classroom if this course met face to face,

- Listen to a lecture
- Watch a film or video clip
- Participate in a discussion
- Complete a worksheet or assignment
- Participate in group work
- Make a presentation to the class

Think about how you will mimic them in your online course.

In class: Listen to a lecture

Online:
► Watch an instructor created lecture
► Participate in a synchronous “lecture” via CCC Confer
► Watch an online video or video clips
► Participate in a discussion forum
In class: Watch a film or video clip

Online:
► Watch an online film or video clip

In class: Participate in a discussion

Online: Participate in a discussion
► An effective discussion forum:
  ◦ Asks open ended question
  ◦ Includes a grading rubric
  ◦ Requires a word minimum
  ◦ Requires students to post a reply to other students
  ◦ Includes responses from the instructor
  ◦ Is wrapped up by the instructor

In class: Complete a worksheet or assignment

Online:
► Complete an assessment
► Post an assignment to a drop box
► Play an online game
In class: Participate in group work

Online:
▶ Participate in group work via in-person, Skype, Google hangout, a wiki, Google docs, etc.

In class: Make a presentation

Online:
▶ Make a presentation to the class via CCC Confer, Skype, Google hangout, etc.

Regular and effective student contact

▶ is consistent student engagement in three types of communication: student-instructor, student-student, and student-content,

▶ and, should equal the cumulative contact time spent in class if the class met face-to-face.
Handouts

► MC Guidelines for Distance Learning Instructors
► MC Instructor Online Course Checklist

Faculty Resources

MC Online Learning Faculty Webpage
The End