

Teaching and Learning Strategies to Foster Student Engagement

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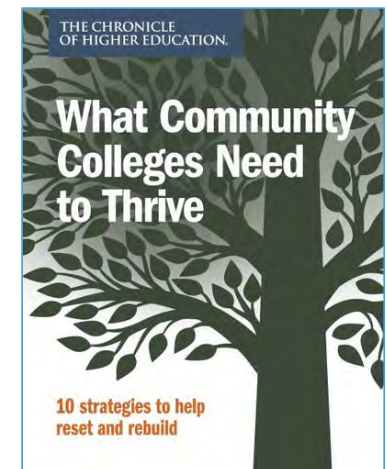
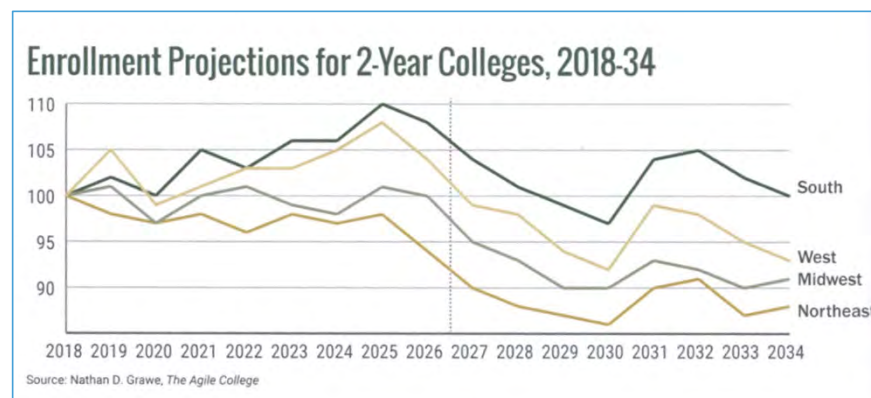


Today's Session

- The presenter will review teaching strategies and tools he has found effective in increasing student engagement in asynchronous, synchronous, and hybrid modality courses. Discussion about how these practices and resources support the Department of Education's "regular and substantive interactions" guidelines will be emphasized.
- Attendees will leave with an understanding of the practices and how they can be implemented in their own teaching environments.

The "Why" For Today's Session

- The college landscape is changing in many ways, and at a fast pace. Here are some of these dynamic forces:
 - Read the "Higher Ed Must Change or Die" article at <https://www.insidehighered.com/views/2022/08/16/higher-ed-must-change-or-die-opinion>
 - From an 04/2022 Chronicle of Higher Education special report:



The "Why" For Today's Session (cont.)

- Changing demographics (age, dependency status, etc.)
- Decreased government funding
- Growing public skepticism about the value of a degree
- Rising costs (tuition, books, transportation, etc.)
- Reduced endowments, donations, and financial aid
- Evaluation of new business models (e.g., revenue sharing, atypical semesters, "free" tuition)
- Escalating expectations of on-demand services
- Impact of technologies and learning modalities (e.g., AI, online learning, flipped learning, virtual teams, etc.)

The "Why" For Today's Session (cont.)

- Fewer students considering foreign study in the United States:
 - Increased competition from other countries
 - US visa processing
 - Strained geopolitics between the US and China



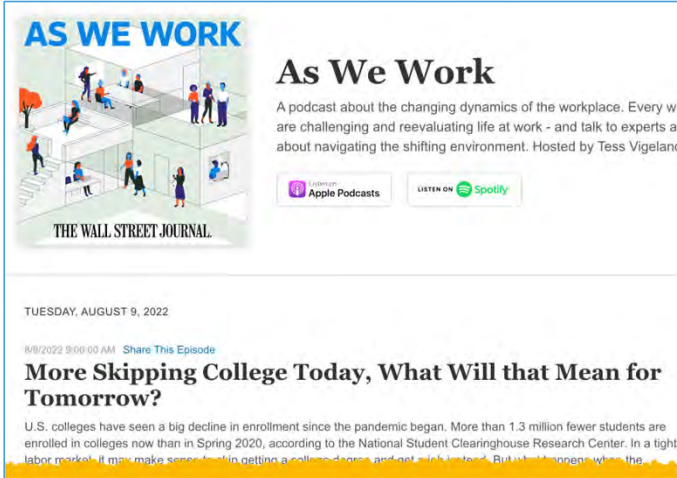
<https://www.forbes.com/sites/russellflannery/2022/08/11/american-universities-are-losing-chinese-students-to-rivals-us-china-business-forum/?sh=241685da2cec>



<https://www.wsj.com/articles/chinese-student-visas-to-u-s-tumble-from-prepandemic-levels-11660210202>

The "Why" For Today's Session (cont.)

- Some students are opting to seek employment and consider college later in their career or find alternative learning options:
 - Higher ed costs (tuition, fees, textbooks, transportation, childcare, eldercare, etc.)
 - Coping with mental health concerns, especially due to COVID-19 (especially for community college students)



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TUESDAY, AUGUST 9, 2022

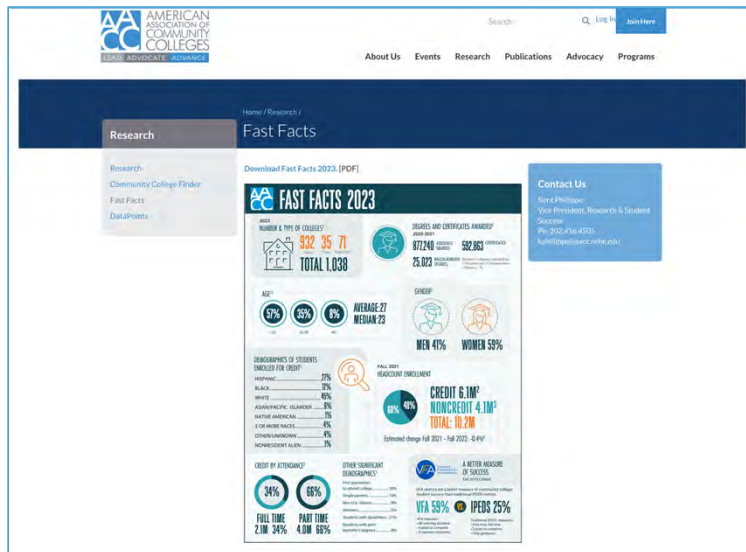
8/9/2022 9:00:00 AM [Share This Episode](#)

More Skipping College Today, What Will that Mean for Tomorrow?

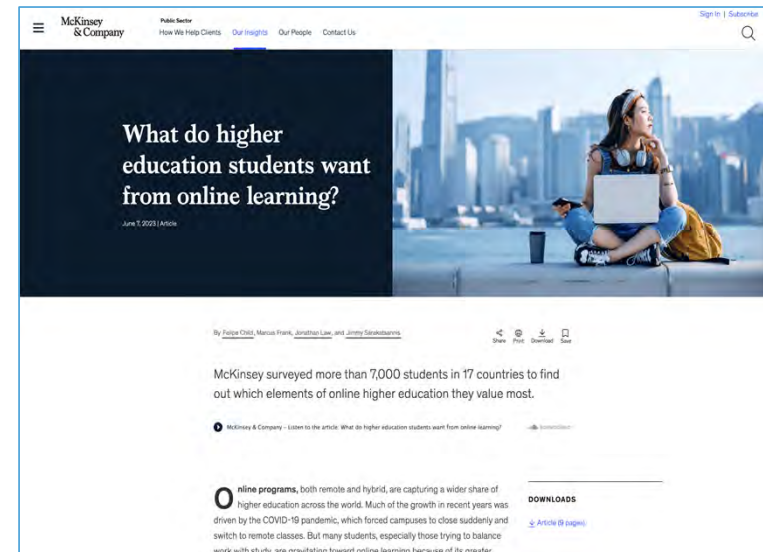
U.S. colleges have seen a big decline in enrollment since the pandemic began. More than 1.3 million fewer students are enrolled in colleges now than in Spring 2020, according to the National Student Clearinghouse Research Center. In a tight labor market, it may make sense to skip getting a college degree and get a job instead. But what happens when the...

<https://www.wsj.com/podcasts/as-we-work/more-skipping-college-today-what-will-that-mean-for-tomorrow/7a8bfe02-e82e-4595-9e35-4e1c8b45087d>

"Know Thy Customer"



<https://www.aacc.nche.edu/research-trends/fast-facts>



<https://www.mckinsey.com/industries/public-sector/our-insights/what-do-higher-education-students-want-from-online-learning>

Adult Learners ("Andragogy")

- "They have specific needs that the younger students might not share. For example, adult learners need to be emotionally connected to their learning so they can remember it and find value in it. They also need to see how it's going to be relevant to their current situation right now and how it's going to help them in the future when they're done with their degree."

<https://apuedge.com/podcast-strategies-for-teaching-adult-learners>

"Regular and Substantive Interactions"

- "On July 1, 2021, the Department of Education released the final set of proposed regulations stemming from the 2019 Negotiated Rulemaking process (the Distance Education and Innovation Regulations). As part of these regulations, the definition of 'distance education' in Chapter 34, §600.2 was updated, including specifically defining the critical terms: **instructor, regular, and substantive**.

This was an important update, as 'regular and substantive interaction' is what distinguishes 'distance education' from correspondence, which has important implications for federal financial aid eligibility."

<https://wcet.wiche.edu/frontiers/2021/08/26/rsi-refresh-sharing-our-best-interpretation-guidance-requirements>

What Does RSI Look Like?

OSCQR – SUNY ONLINE COURSE QUALITY REVIEW RUBRIC

About ▾ Explanations, Evidence, & Examples ▾ Get OSCQR ▾ Regular & Substantive Interaction ▾ Awards ▾ Research Community Training ▾


Search ▾

New federal US Department of Education (DoE) regulatory definitions of distance education *require* that institutions ensure *regular and substantive interaction (RSI)* between a student and an instructor(s).*





<https://oscqr.suny.edu/rsi>

Our RSI Checklist



**Staff
Intranet**






LUZERNE
County Community College


MENU SELECTIONS

- Home
- Main Campus Address Changes
- **Staff O365 Email**
- **Staff O365 Email Help**
- Academic Calendar
- Accessibility Services
- Building Events
- Bulletin Board (6)
- Campus News
- Campus Safety & Security
- Classifieds(3)
- Search for **Classes**
- College Forms/Rsrcs.
- College Senate
- Compressed Schedules
- Counselors
- Dept Chairs/Coordinators
- Directory - Staff
- Directory - Instructor
- Discount Tickets
- Document Space
- **Emer. Response Plan**
- Faculty Tools
- Faculty Tools - Adjunct Faculty
- Final Exam Schedule
- Foundation Pledge Form
- Institutional/General Ed

DISTANCE EDUCATION RESOURCES

Course RSI Checklist - Directions 

Faculty can use this checklist as a guideline to ensure that their online courses meet US Department of Education Guidelines for attendance and regular and substantive interactions. The form should be completed for each distance education course taught each semester. Once completed, faculty can forward the form to their Department Chair and/or Georgia Egan or Joseph Nester for review and inclusion in the appropriate Academic Affairs folder.

Instructional Equivalencies/DE Tracking Form - Definitions 

Faculty teaching Distance Education sections should complete this Form for each section, each semester, to indicate the equivalent instructional methods being utilized in the online/hybrid/virtual classroom. Once completed, these forms can be sent to the corresponding academic Department Chair or directly to Georgia Egan or Joseph Nester for inclusion in the appropriate Academic Affairs folder.

Online Quality Course Design

Resources for Verification, Compliance and Best Practices in Online Learning

- Online Scorecard Quality Rubric
- LCCC Course Compliance Guidelines
- Compliance Verification Best Practices
- OLC Institutional Membership Quick Reference Guide 2020

Integration Of RSI

- Include Welcome & Getting Started Content
 - ...review contact details, "next steps to take", emphasize instructor presence
 - **Example(s):** Course Welcome Letter, "Initial Reminders" Announcement
- Provide overall Orientation to the Course
 - ...explain activities / assignments, due dates, assessments, suggested workflows, etc.
 - **Example(s):** Course Introduction Video (live, but also recorded), Course Setup video, Interactive Syllabus
 - **Tool(s):** ScreenFlow, TechSmith Camtasia, ScreenPal, WeVideo PlayPosit, Adobe Rush, Microsoft Teams, Zoom, QR Code Generator, URL Shortener

Integration Of RSI (cont.)

- Provide links to Student Success Resources
 - ...return to these as needed (not "once and done")
 - **Example(s):** CMS Links, course confirmation reply
- Ensure Instructor contact info and communications preferences are clear (can also include Department Chair / Academic Affairs contacts)
 - ...emphasize this in the first few weeks, but not once and done
 - **Example(s):** CMS banner image, set communications alerts in CMS and app
 - **Tool(s):** Adobe Photoshop, Adobe Express, Canva, Remind, Google Voice

Integration Of RSI (cont.)

- Include activities such as Case Studies, Project-Based Learning, and / or Experiential Learning that emulates real-world situations specific to course
- Include activities such as Critical Reflection & Analysis to develop Higher Order Thinking Skills (think "Bloom's taxonomy")
 - ...give students agency to explore content and work with others
 - **Example(s):** "Toolbox" tool not covered yet, current topic of interest to discern further, additional chapter, deep dive into a YouTube channel
 - **Tool(s):** TechSmith Capture, following and reporting on an author of interest (podcast, Twitter, LinkedIn)

Integration Of RSI (cont.)

- Develop Communication Plan, with expectations (for both Instructor and Student) for each type of interaction / assignment
 - ...explain the format and timeline for feedback on assessments
 - **Example(s):** "Exit ticket" reflections, "temperature check" emails
- Include interactive (synchronous or asynchronous) exchanges to foster learning exchanges
 - ...this fosters course community and promotes engagement
 - **Tool(s):** VoiceThread, Kahoot, Padlet, Google Jamboard

Integration Of RSI (cont.)

- Strive to present content in suitable formats:
 - mobile-friendly
 - accessible (close-captioned, multiple modalities)
 - Google Chrome includes a Live Caption feature
 - downloadable videos
 - multiple layouts of presentations
 - Include slide numbers, page numbers, frames, color / grayscale
 - copy & paste-ready text instead of images

Additional Resources

- Ongoing research about community colleges:
 - <https://ccrc.tc.columbia.edu/community-college-faqs.html>
- More about RSI:
 - <https://nc-sara.org/news-events/us-department-education-issues-final-rules-distance-education-and-innovation>
- Teaching techniques / practices:
 - <https://kpcrossacademy.org>

Thanks For Attending!

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