

RSI Review & Support Packet

Spring Summit 2025

Session Agenda

1. RSI Review
2. Self-Evaluation
3. Gallery Walk
4. Small Group Discussion
5. Large Group Share
6. Exit Ticket

Q+A Café

[Q+A Café Form](#)

Feel welcome to leave a comment or post a question throughout the session. If you'd like a follow up, kindly include your name and email.

Part 1: RSI Review

RSI Key Words

- **Regular:** means “weekly.”
- **Substantive:** means activities facilitate “teaching, learning, and assessing.”
- **Interaction:** means personalized “instructor initiated” communication with students, to support their academic needs.

RSI Objective

Every week, faculty should initiate a substantive action that engages in at least one area for that week, and a combination of at least two areas in the semester.

Keep in mind...

- One action may incorporate multiple areas.
- All RSI strategies **do not** need to happen simultaneously every week.
- Only three of the five areas apply to asynchronous courses.
 - When planning for asynchronous classes, focus on areas B, C, and D.

Substantive Area Descriptions

Per these definitions, areas A and E don't apply to asynchronous classes.

When planning for fully online courses, focus on areas B, C, and D for RSI actions.

Area A: Direct Instruction

This action is live, synchronous contact between the instructor and students.

Examples:

- in-person,
- hybrid,
- live online, and
- hyflex lecture modalities.

Does not include

- asynchronous courses,
- video lectures, nor
- office hour interactions.

These activities fall in another area, because asynchronous courses cannot require live instruction, and video lectures are one-way instruction that's more effective when initiating interaction with students.

Area B: Assessing or Providing Feedback

These actions include both grading and non-grading types of assessments and feedback.

Examples:

- Comments and highlighted annotations in Speedgrader.
- Detailed rubrics that may also offer additional personalized tips in the comment areas.
- Offering specific feedback during office hours.
- Providing universal feedback and student spotlights in announcements.
- Replying with individual feedback in discussion threads.

Area C: Providing Information or Answering Questions

These actions offer supplemental information, examples, and clarification; may be in response to student questions or challenges.

Examples:

- **Office Hours** — live interactions with students via Zoom; office hours count towards RSI regardless if students attend.
- **Announcements** — instructor posts that offer additional explanations of course content that's instructive in nature.
- **Study Sessions** — instructor facilitated sessions that support students in reviewing and studying course content.

Area D: Facilitating Discussion

These actions encourage additional discussion outside of assessment/grading activities, and also include student-to-student interactions.

Examples:

Discussion threads where students can

- respond to the instructor's discussion prompt, with opportunities to reply to each other;
- present a group project and encourage further discussion;

- submit assignments and complete a peer review that offers feedback to a classmate; or
- ask questions for clarification and advance the conversation.

Additionally, threaded announcements can also accomplish this goal.

Area E: Other Approved Instructional Activities

Apart from some technical field activities, there are currently no approved additional instructional activities at this time.

Area E does not likely apply to asynchronous courses at GWC.

RSI Actions with Multiple Areas Covered

Examples:

Announcements that include

- feedback and a tip for something students struggled with on prior submitted work (B);
- a short video that provides a new explanation for added clarity (C); and
- a threaded option for additional discussion opportunities between students, as well as the instructor (D).

Discussion replies that

- offer universal feedback and a resource recommendation for improvement (B);
- student spotlights that promote a job well done (C); and
- encouragement to check out and reply to each others' posts (D).

Speedgrader comments that

- highlight areas of student work and provide annotated feedback (B);
- contain written or audio recorded comments to complement or elaborate on how the student can improve (C); and
- remind students of office hour availability for further discussion or assistance (D).

Notes:

Part 2: Self-Evaluation Checklist

Yes	No		
		Regular Interaction	Every week, do you initiate at least one action that engages in at least one area?
		Substantive Interaction	For the semester, do you check at least two areas for substantive interactions?

If you answered yes to both questions, then you are RSI compliant!

Part 3: Post-It Gallery Walk

First:

- Write an RSI action on a post-it.
- Use one post-it per action.

Second:

- Place your post-it on the gallery wall under the area your RSI action represents.
- When determining where to place your post-it, think about whether the action
 - assesses or provides feedback (area B),
 - provides information or answers questions (area C), or
 - facilitates discussion (area D).

It's ok if you are unsure of which area!

Ask each other, me, or refer to the packet for examples.

Third:

- Observe the final product!

Feel welcome to snap pictures of RSI actions you want to remember.

Fourth:

- Debrief as a large group.

Please share what action you liked or what you still have questions about.

Part 4: Small Group Discussion

Pick one or more topics of interest to discuss:

- Is there an idea or a specific action you're currently doing that you want feedback on?
- Is there a new RSI strategy from the gallery walk that you want to discuss or implement?
- What technology tools help you in facilitating RSI?
- What questions do you still have about RSI?

Part 5: Large Group Share

Share what you discussed!

Part 6: Exit Ticket

[Exit Ticket Form](#)

Kindly complete the exit ticket form at the end of the session.

Contact Information + Resources



Michelle Veyette

English Instructor

Distance Education Coordinator

mveyette@ccd.edu

Additional Resources:

- [ACCJC RSI Rubric](#)
- [ACCJC Policy on Distance Education](#)
- [GWC Canvas Help for Faculty](#)
- [GWC Canvas Success Center](#)
- [San Diego Community College District RSI Resources](#)