



Distance Education

Document Title: **Distance Education Regular and Effective/Substantive**

Contact

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Distance Education Regular and Effective Contact

Title 5, Section 55204

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Regular and Effective/Substantive Guidelines

Establishing and maintaining regular, effective and substantive contact is not only a Title 5 requirement but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at Compton College will implement regular and effective/substantive contact using methods from each of the categories below.

Types of Regular Effective/Substantive Contact

It is a best practice for faculty to have contact with the online/hybrid instructor at least once per week in at least one of the following four ways in order to established regular and effective/substantive contact:

1. Instructor-Student
2. Student-Student
3. Student-Content
4. Student-Interface

Instructor-Student Examples:

- Course announcements
- Messaging via the LMS

- Personalized feedback
- Discussion boards
- Phone/voicemail
- Personalized feedback (within 7-10 days)
- Synchronous contact in a chat/instant messenger
- Instructor response to student work in progress
- Synchronous video-conferencing
- Regular, weekly, virtual office hours
- Flipped Classroom Content Instruction
- Face-to-face informal meetings on-campus
- Twitter feeds/social media interaction
- Graded discussion boards within Canvas
- Email contact (24-48 hours, M-F, response)
- Orientation materials/welcome letter/welcome video
- Weekly announcements in Canvas/written or video
- Instructor created Podcasts/webinars/screencasts
- Telephone/texting/voicemail/USPS mail/Q&A board
- Peer review group collaboration grading/evaluating

Student-Student Examples:

- Messaging via the LMS
- Chat/IM
- Collaborative projects: group blogs, wikis
- Discussion boards with content/videos/media
- Synchronous contact in a chat room/instant messenger
- Synchronous contact through web-conferencing
- Synchronous or Asynchronous document editing
- Participation in online group collaboration projects
- Participation in online collaboration with wikis/blogs

Student-Content Examples:

- Modules on the LMS
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Videoconferencing/CCCConfer/zoom
- Discussion boards with content/videos/media
- PowerPoint/Prezi type presentations
- Online quizzes/exams/tests/midterm/final

Student-Interface Examples:

- Computer hardware

- Internet browsers
- Software applications
- Modules on the LMS
- Discussion boards
- Website access

Types of Regular Effective/Substantive Contact Related to Student-Centered Pedagogy

Creating courses with the needs of the online student in mind is a best practice of distance education.

1. Begin class with a Welcome Letter introducing yourself as the instructor and giving important informational links to your students. The standard template can be personalized to fit the faculty's needs for their course.
2. Begin class with the Distance Education orientation video provided by DE in the first module of your class.
3. Begin class with instructor-guided introductions, Canvas tutorial and Online Readiness Assessment.
4. Design assignments and projects that promote collaboration among students.
5. Pose questions in the discussion boards which encourage critical thinking skills, promote interaction among all participants and engage students with course content material.
6. Participate regularly in discussion activities with students to ensure that the discussion remains on topic and monitor student activity to ensure that students participate fully.
7. Create a specific method or forum for questions regarding course assignments.
8. Ask students for feedback about the course and revise content as needed.
9. Include means for varied types of interaction in the course design with formative and summative assessments.
10. Establish guidelines of contact that are the same as in a face-to-face classroom. For example, if the f2f class meets for three hours a week as a 3 unit class, then the online class should have three hours of synchronous or asynchronous instructor content and contact on a weekly basis.
11. Declare response time for students questions and assignment feedback in hour form. (i.e. 24 hours, 48 hours etc.)
12. Maintain an active presence, participating during the beginning weeks of the course.
13. Give frequent and substantive feedback throughout the class which helps students engage with class material.
14. Give clear expectations for interactions specified in the syllabus regarding the frequency of all contact initiated by the instructor.
15. Explain course policy regarding student-initiated contact and where to post questions and assignments in the LMS.
16. Clarify important dates such as assignments and assessment deadlines at the beginning of the class as well as continually throughout the class.