



#8: Make it Visible

This is our final bite of RSI before the semester is over, Fall 2024 courses are archived, and we generate our online course sample for the ACCJC! As of yesterday afternoon, the Pilot Distance Education Resources I have been sharing are no longer in their Pilot phase. Minor non-substantive edits have been made based on the feedback submitted over the past several months, and now the DE resources and rubric are in the form that will be used to review COS in just a few months. These final documents can be accessed on the [ACCJC's Distance Education Resources webpage](#).

My final piece of RSI advice is this: ***make it visible***. A reviewer will be entering your course from an outsider's perspective, just like a new student entering the course on the first day of the semester. It should be quickly apparent to a newcomer to the course where they should go to find things like the communication policy and syllabus, feedback on earned grades, weekly instructional videos and/or interactive content, and places for interaction like discussion boards or online office hours. It should be very clear to a reviewer where you made contact with your students throughout the semester to provide substantive support, be that in Announcements, SpeedGrader, Canvas Inbox, or another tool. Even those of us that exclusively use email or another contact method can indicate it clearly within the course like within the communication policy, orientation modules, Welcome to the Course announcement, or other place. **It should be very apparent to a reviewer that you were consistently present and engaging with students frequently and regularly throughout the duration of the semester.** Reviewer nor student should have to be an expert-level navigator of Canvas to locate evidence of a teacher's presence in an online course.

Now that the RSI peer review process has concluded, I recommend that you review your *own* online course from this perspective – that of a first time visitor looking to find the teacher in the course. Revisit the Bite-size RSI series and incorporate small improvements wherever it makes sense to do so at this point in the semester. Writing feedback on 8-week old assignments is not useful, but posting an Announcement about things to watch for in the last weeks of the semester is! Creating discussions boards in concluded modules is not useful, but sending messages to students who are on the brink of passing with some advice on studying for the final is (watch a [4-minute video on using the Message Students Who tool](#) in Canvas Gradebook)!

For your convenience, here are all of the Bite-size RSI emails in one place:

- #1: [Have a Communication Policy and Follow It](#) (8/20/24)
- #2: [Provide Meaningful Feedback on Assignments \(AKA not just a grade\)](#) (9/4/24)
- #3: [Using Announcements](#) (9/17/24)
- #4: [Facilitating Discussions](#) (10/3/24)
- #5: [Providing and Mediating Instructional Content \(AKA teaching the class\)](#) (10/15/24)
- #6: [Monitoring Student Engagement and Success](#) (10/29/24)
- #7: [Third-Party Instructional Software and Platforms](#) (11/14/24)

And that's our last bite! Thanks for reading this email series on RSI, for participating in the RSI Review process, and for attending my Self-Review for RSI workshops over the past year. In total, we had **117 online faculty participate in the voluntary RSI Review process**, and **35 faculty attend a workshop about RSI**. I'm hopeful that COS will demonstrate excellence in our DE review!