



Regular Contact for Students and Instructors



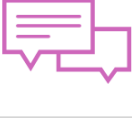


PAGE

Preview Details Version notes

Regular Contact for Students and Instructor

Contact and Communication Tools

There will be frequent and timely student to instructor and student to student contact in a variety of modalities and tools. My time frame for graded work is a XX hours turn-around time. If you email or call me I will return your message within XX hours.

Contact Information				
Telephone	Email/Messages	Discussions	Announcements	ConferNow
				
209.XXX.XXX	Canvas Inbox	Discussions Topics	Important Updates	XXXXX at XXXXX

Examples:

- The [Syllabus](#) provides information and a schedule of weekly activities.
- You should have received a "Welcome Email Blast" X days before the beginning of the semester for pre-course related materials.
- I encourage a healthy and appropriate exchange of ideas and sharing of experiences with your fellow classmates in the [Discussions Area](#).
- The [Announcement Tool](#) is used to communicate important up-to-date course information such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc.
- Office Hours are flexible and by appointment via telephone, face-to-face or virtually.
- Space for interaction, study groups, questions, etc are located in the XXXXXX Discussion.
- Open and anonymous feedback opportunities will be available throughout the class.
- Each Assignment has a grading rubric and general comments for two-way feedback.

Where to Look:

- Home Page
- Modules
- Bulletin
- Surveys
- SpeedGrader Feedback
- Discussion Forums
- Course Menu
- Inbox Messages
- Posted Announcements
- Course Syllabus
- ConferNow Virtual Conferencing Tool



Import/Download

48.86 kB - IMS Common Cartridge File (.imsc)

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Extract from the DE Handbook

Section VI - BEST PRACTICES

Principle 1: Good practice encourages “regular and substantive” contact between students and faculty.

Frequent and timely student-faculty contact is the most important factor in student motivation and involvement, particularly in a distance education environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans

Examples of evidence to look for:

- A "welcome message" is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns.
- The instructor encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants.
- The instructor initiates contact with, or respond to, students on a regular basis in order to establish a consistent online presence in the course
- A prominent announcement area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc.
- The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, ConferNow Zoom) to accommodate distance students.
- Student inquiries are responded to in a timely manner (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days, such as might be the case during professional travel).
- The instructor provides students with interaction space for study groups, "hall way conversations," etc.
- If applicable, third-party tools such as social media sites, texting, blogging or other resources are used to encourage interaction among students, with reminders of their availability and instructions for how to access.

Where to look:

- Discussion forums for both Assignment Related and General Question conversations
- Course Menu and Links
- Inbox messages
- Posted Announcements
- Course Syllabus
- Assignment Instructions and Feedback
- Chat & Virtual Rooms