Guam Community College Learning Management System and Online Services

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GUAMCOMMUNITYCOLLEGE

Student Orientation Training on Online Classes and Moodle

FALL 2023 STUDENT ORIENTATION

Monday, August 14, 2023
10:00 a.m. - Online via Zoom

AGENDA

10:00 a.m. – 10:10 a.m.

Welcoming Remarks

- Dr. Mary A. Y. Okada, President

10:10 a.m. – 12:10 p.m.

Information to help you "NAVIGATE YOUR COURSE THROUGH GCC AND BEYOND"

- Ava Garcia, Coordinator, Admissions and Registration
- Gemma Santos, Financial Aid Coordinator, Financial Aid
- Sally Sablan, Associate Professor, Assessment and Counseling
- James Fathal, Program Specialist, Student Support Services
- John Payne, Program Specialist, Accommodative Services and Title IX
- Christine Matson, Assistant Professor, Learning Resource Center
- Esther Rios, Program Specialist, Reach for College
- Emma Bataclan, Instructor, Health Services Center
- Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)
- Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety
- Jenine Cabrera, LMSW, Counselor for Uplift Counseling Services, WestCare Pacific Islands
- Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)
- Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

GCC Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

GCC is an equal opportunity provider and employer. Individuals requiring special accommodations, auxiliary aids, or services please contact 735-5597.
P.O. Box 23069, Barrigada, Guam 96921 • gcc.info@guamcc.edu • Phone: (671) 735-5531 • Fax: (671) 734-1003 / 2942 • www.guamcc.edu

SPRING 2024 STUDENT ORIENTATION

Monday, January 8, 2024 • 10:00am • Multipurpose Auditorium (MPA) Bldg. 300

AGENDA

10:00am – 10:10am

Welcoming Remarks

Dr. Mary A.Y. Okada, President, Guam Community College

10:10am – 12:10pm

Ava Garcia, Coordinator, Admissions and Registration

Gemma-Lee Santos, Coordinator, Financial Aid

Sally Sablan, Associate Professor, Assessment and Counseling

James Fathal, Program Specialist, Student Support Services

John Payne, Program Specialist, Accommodative Services & Title IX

Christine Matson, Assistant Professor, Learning Resource Center

Esther Rios, Program Specialist, Reach for College

Abegail Aguilar, LPN, Health Services Center

Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)

Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety

Jenine Damian, LMSW, Counselor, WestCare Pacific Islands

Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)

Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

12:10pm - 12:20pm

Evaluation Survey

12:20pm

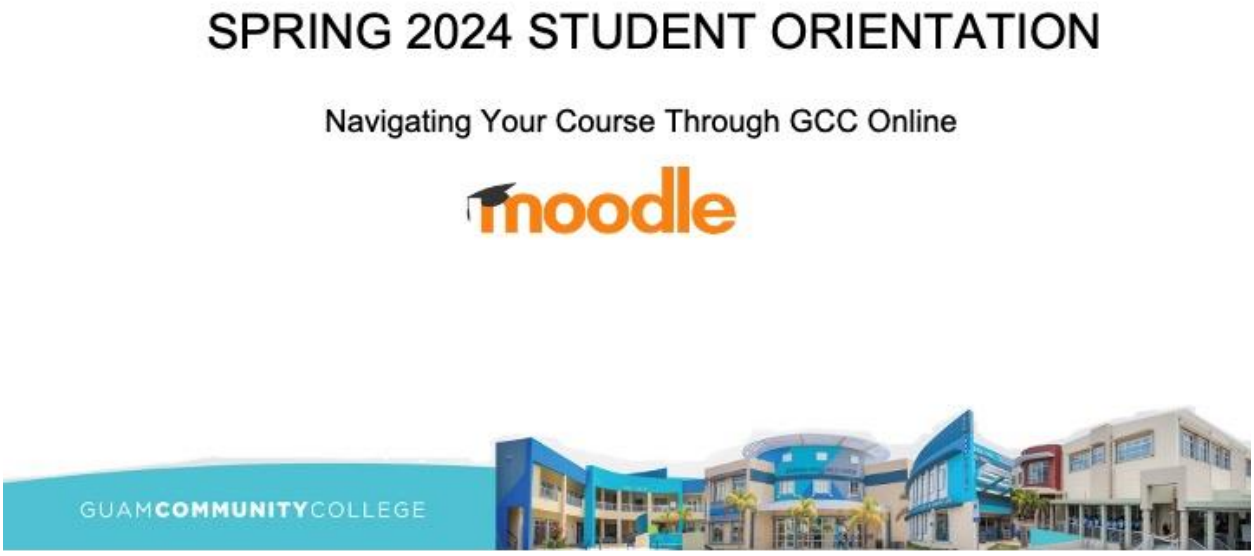
Campus Tour

GCC Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

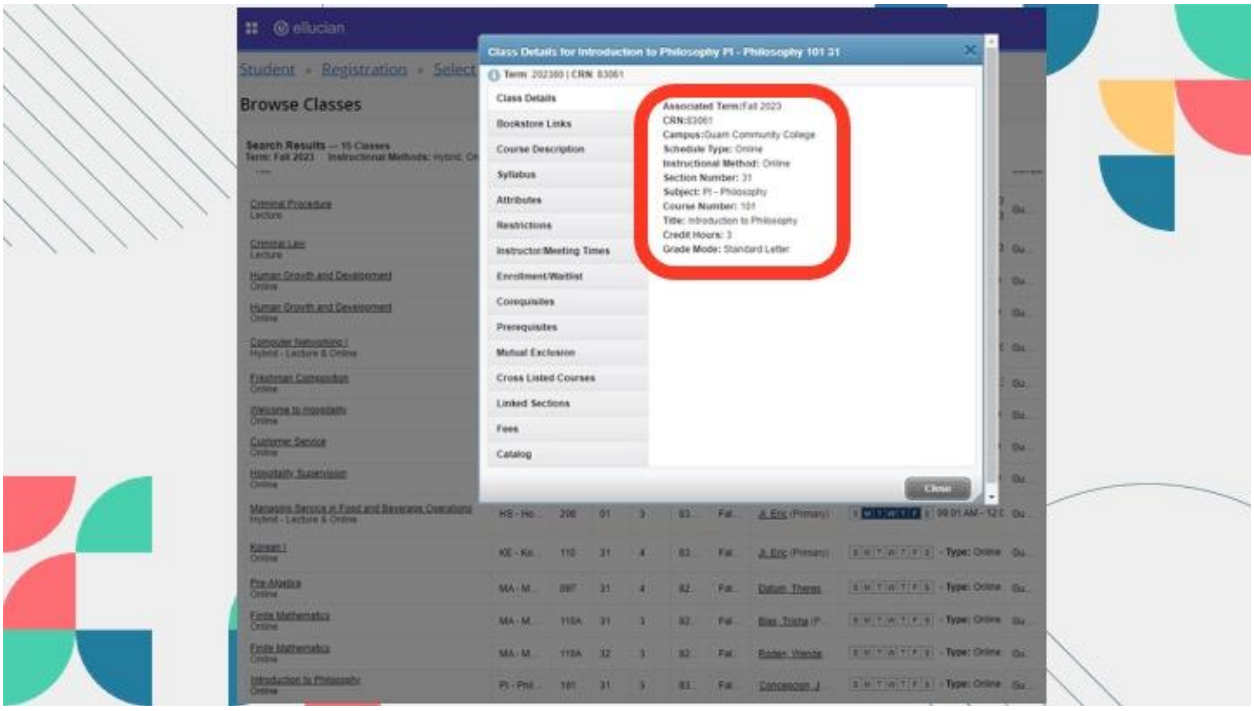
(Board of Trustees Policy 100)

Powerpoint Slides:



GUAMCOMMUNITYCOLLEGE

WHAT IS moodle



Term: Fall 2023 Instructional Methods: Hybrid, Online

Title	Subject Description	Course Num	Section	Hours	CRN	Term
Computer Networking I Hybrid - Lecture & Online	EE - Electronics	265	03	5	83052	Fall 2023
Criminal Law Lecture	CJ - Criminal Justice	200	01	3	83041	Fall 2023
Criminal Procedure Lecture	CJ - Criminal Justice	150	01	3	83040	Fall 2023
Customer Service Online	HS - Hospitality	152	31	3	83137	Fall 2023
Finite Mathematics Online	MA - Mathematics	110A	31	3	82996	Fall 2023
Finite Mathematics Online	MA - Mathematics	110A	32	3	82997	Fall 2023
Freshman Composition Online	EN - English	110	31	3	82939	Fall 2023
Hospitality Supervision Online	HS - Hospitality	160	31	3	83138	Fall 2023
Human Growth and Development Online	ED - Education	220	31	3	83158	Fall 2023
Human Growth and Development Online	ED - Education	220	32	3	83159	Fall 2023
Introduction to Philosophy Online	PI - Philosophy	101	31	3	83051	Fall 2023
Korean I Online	KE - Korean Language	110	31	4	83140	Fall 2023
Managing Service in Food and Be... Hybrid - Lecture & Online	HS - Hospitality	209	01	3	83147	Fall 2023
Pre-Algebra Online	MA - Mathematics	057	31	4	82957	Fall 2023
Welcome to Hospitality Online	HS - Hospitality	150	31	3	83136	Fall 2023

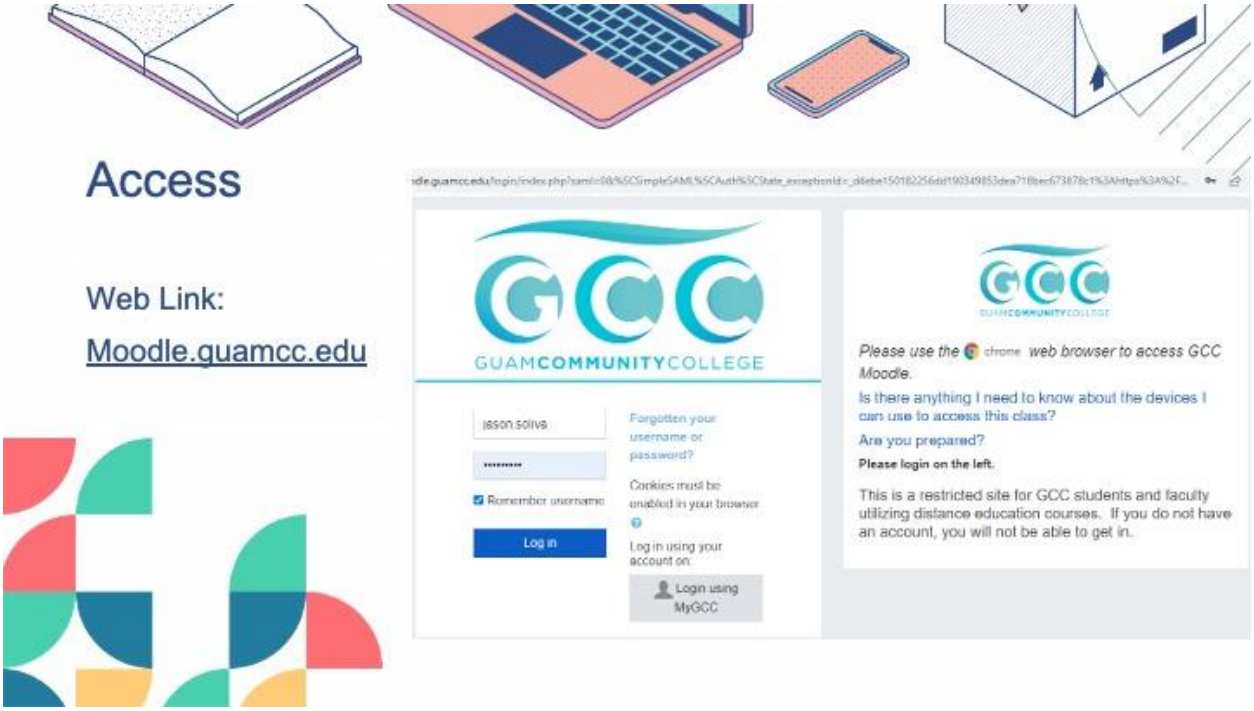
Schedule Type: Online
Instructional Method: Online

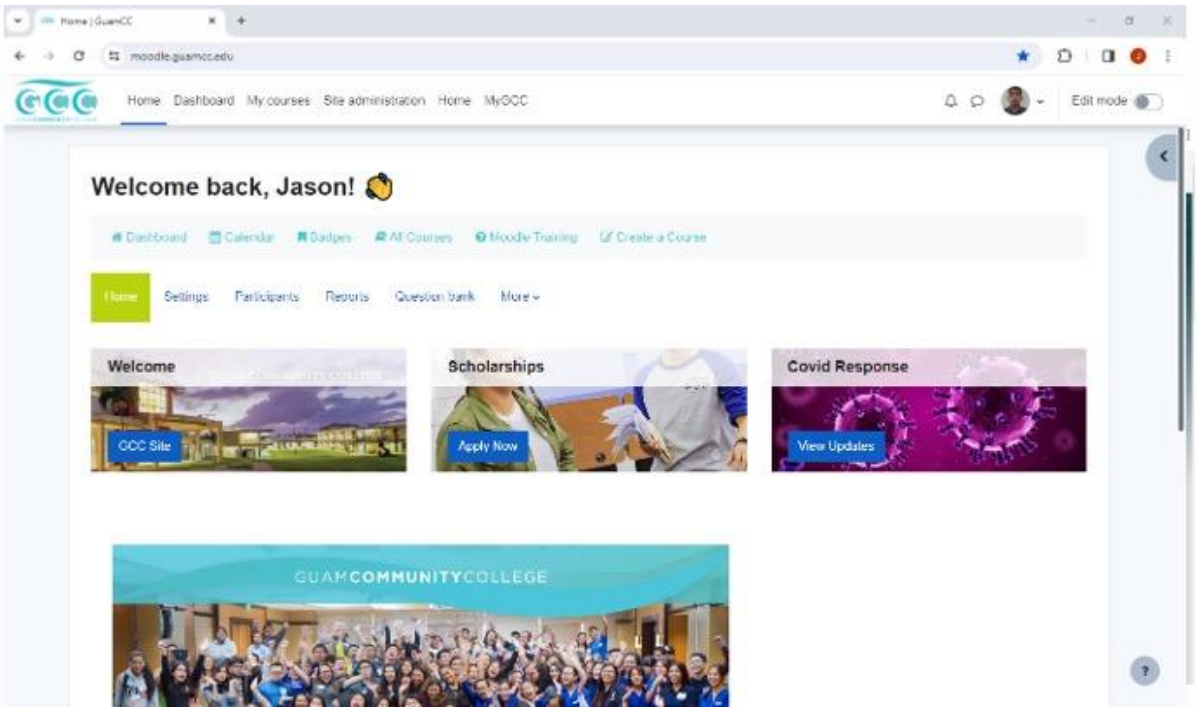
Schedule Type: Hybrid - Lecture & Online
Instructional Method: Hybrid

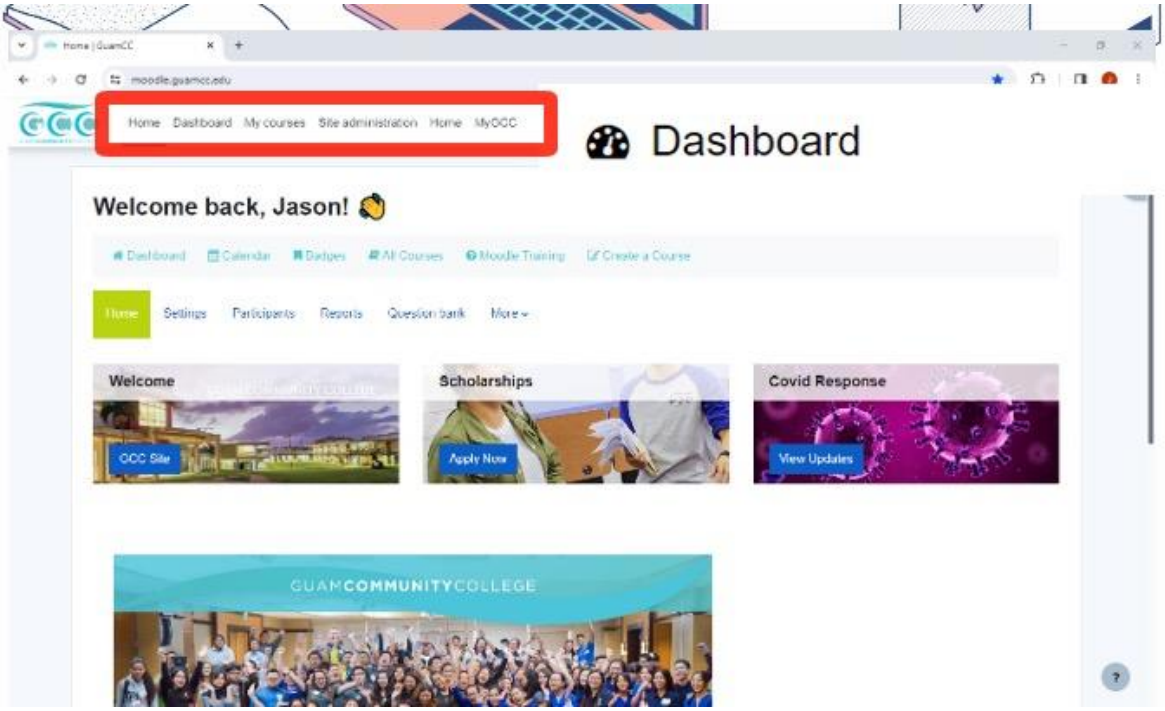
ONLINE LEARNING

Why You Might Consider Taking Online Courses

NAVIGATING THE MOODLE INTERFACE




Home | GuamCC
moodle.guamcc.edu
Home Dashboard My courses Site administration Home MyOCC
Edit mode
Welcome back, Jason!
Dashboard Calendar Badges All Courses Moodle Training Create a Course
Home Settings Participants Reports Question bank More
Welcome
GCC Site
Scholarships
Apply Now
Covid Response
View Updates
GUAMCOMMUNITYCOLLEGE


Home | GuamCC
moodle.guamcc.edu
Home Dashboard My courses Site administration Home MyOCC
Dashboard
Welcome back, Jason!
Dashboard Calendar Badges All Courses Moodle Training Create a Course
Home Settings Participants Reports Question bank More
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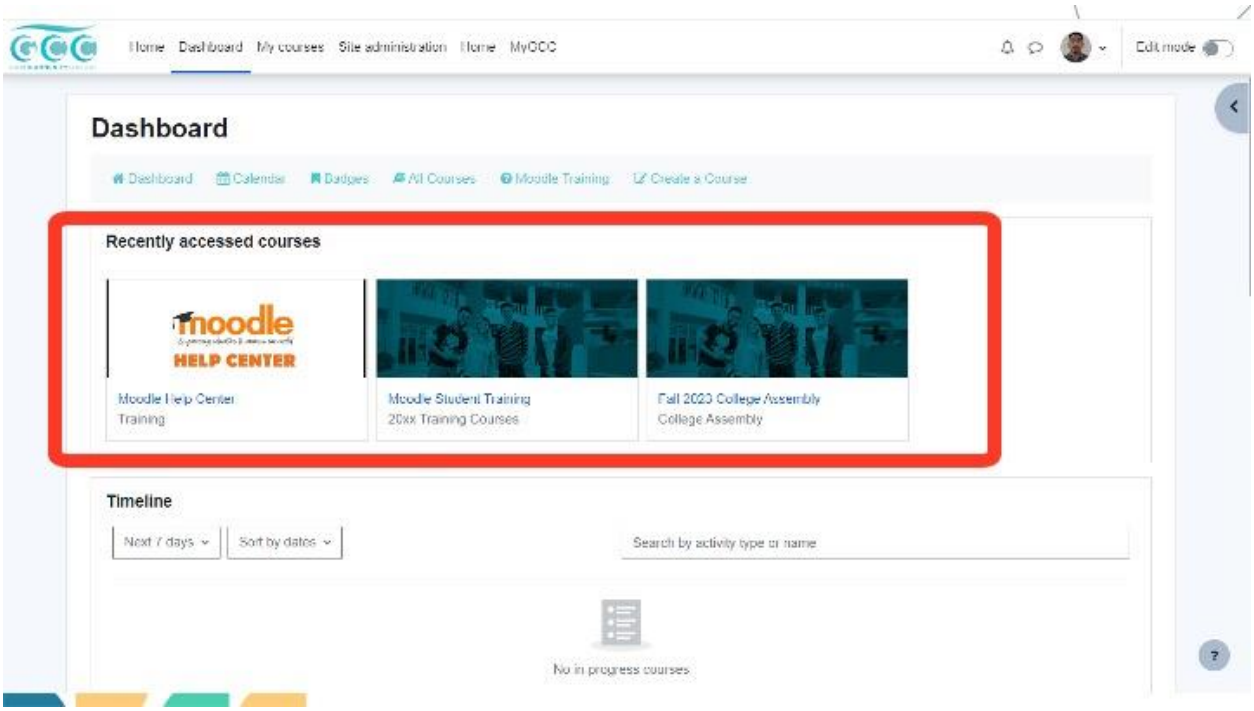
GUAMCOMMUNITYCOLLEGE


Home
Dashboard
My courses
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Home
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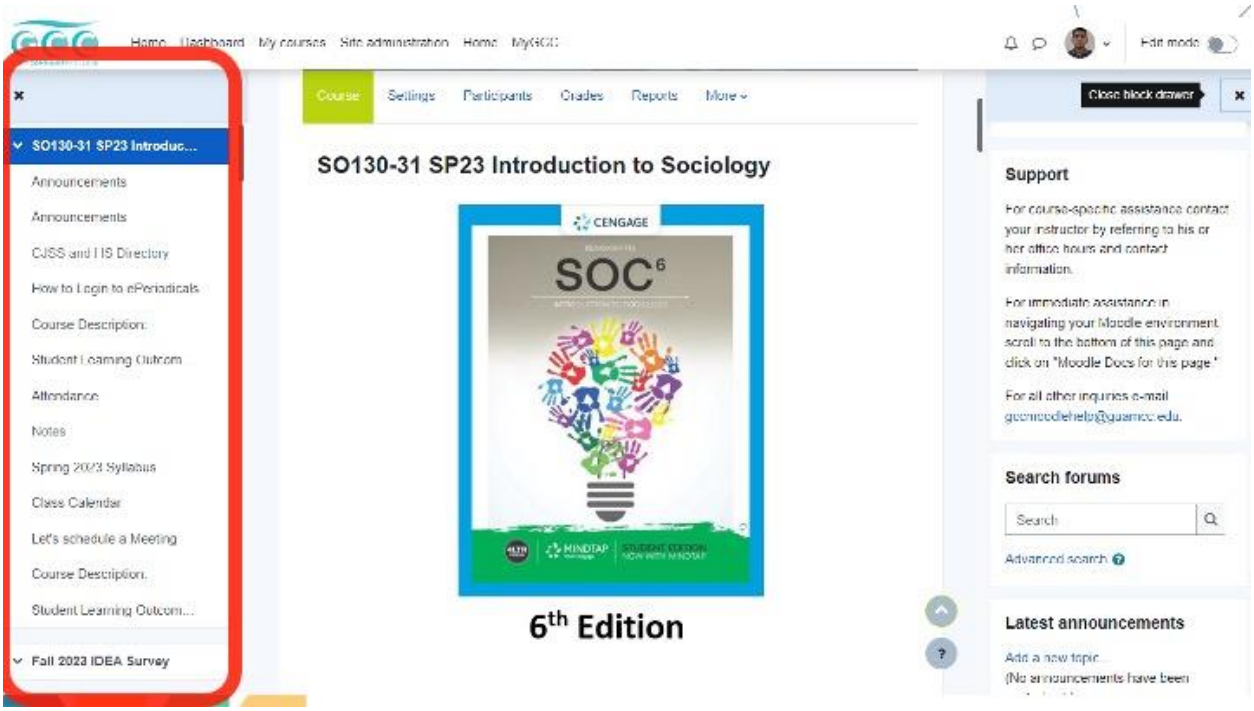
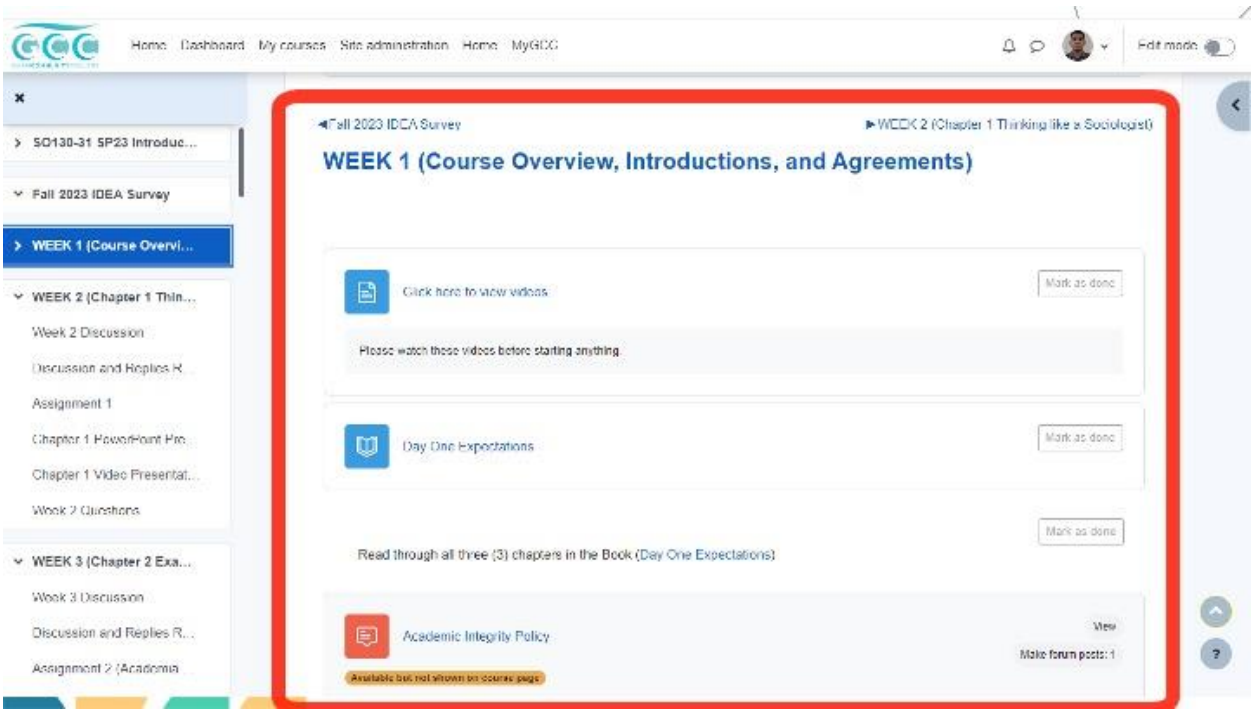
Edit mode
Dashboard
Dashboard
Calendar
Badges
All Courses
Moodle Training
Create a Course
Recently accessed courses
moodle
HELP CENTER
Moodle Help Center
Training
Moodle Student Training
20xx Training Courses
Fall 2020 College Assembly
College Assembly
Timeline
Next 7 days
Sort by dates
Search by activity type or name
No in progress courses

ACCESSING COURSE MATERIALS


Home Dashboard My courses Site administration Home MyGCC
Edit mode
Course Settings Participants Grades Reports More
Close block drawer
SO130-31 SP23 Introduc...
Announcements
Announcements
CJSS and IIS Directory
How to Login to ePeriodicals
Course Description
Student Learning Outcom
Attendance
Notes
Spring 2023 Syllabus
Class Calendar
Let's schedule a Meeting
Course Description
Student Learning Outcom...
Fall 2023 IDEA Survey
SO130-31 SP23 Introduction to Sociology
CENGAGE
SOC6
6th Edition
Support
For course-specific assistance contact your instructor by referring to his or her office hours and contact information.
For immediate assistance in navigating your Moodle environment, scroll to the bottom of this page and click on "Moodle Docs for this page."
For all other inquiries e-mail guamcodehelp@guamcc.edu.
Search forums
Search
Advanced search
Latest announcements
Add a new topic
(No announcements have been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SO130-31 SP23 Introduc...
Fall 2023 IDEA Survey
WEEK 1 (Course Overvi...
WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R
Assignment 1
Chapter 1 PowerPoint Pre
Chapter 1 Video Presentat...
Week 2 Questions
WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academia
Fall 2023 IDEA Survey
WEEK 2 (Chapter 1 Thinking like a Sociologist)
WEEK 1 (Course Overview, Introductions, and Agreements)
Click here to view videos
Mark as done
Please watch these videos before starting anything.
Day One Expectations
Mark as done
Mark as done
Read through all three (3) chapters in the Book (Day One Expectations)
Academic Integrity Policy
View
Make forum posts: 1
Available but not shown on course page

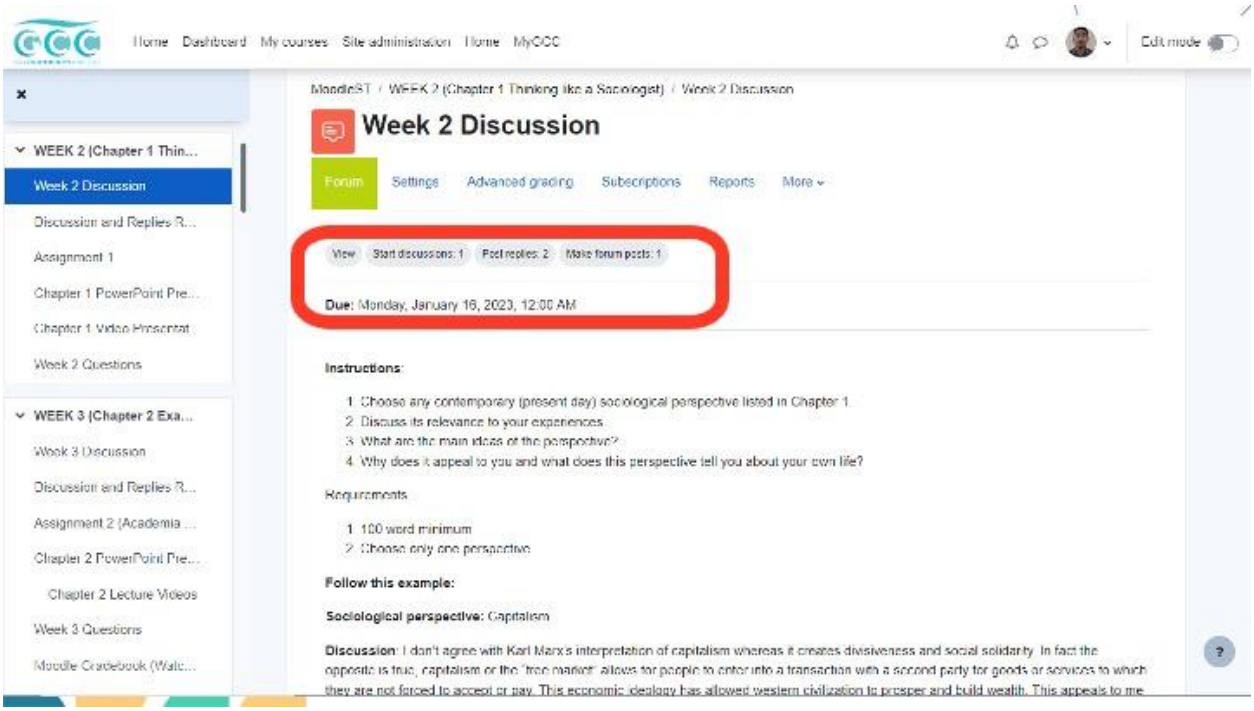
SUCCESS TIPS WHEN ATTENDING YOUR ONLINE CLASS

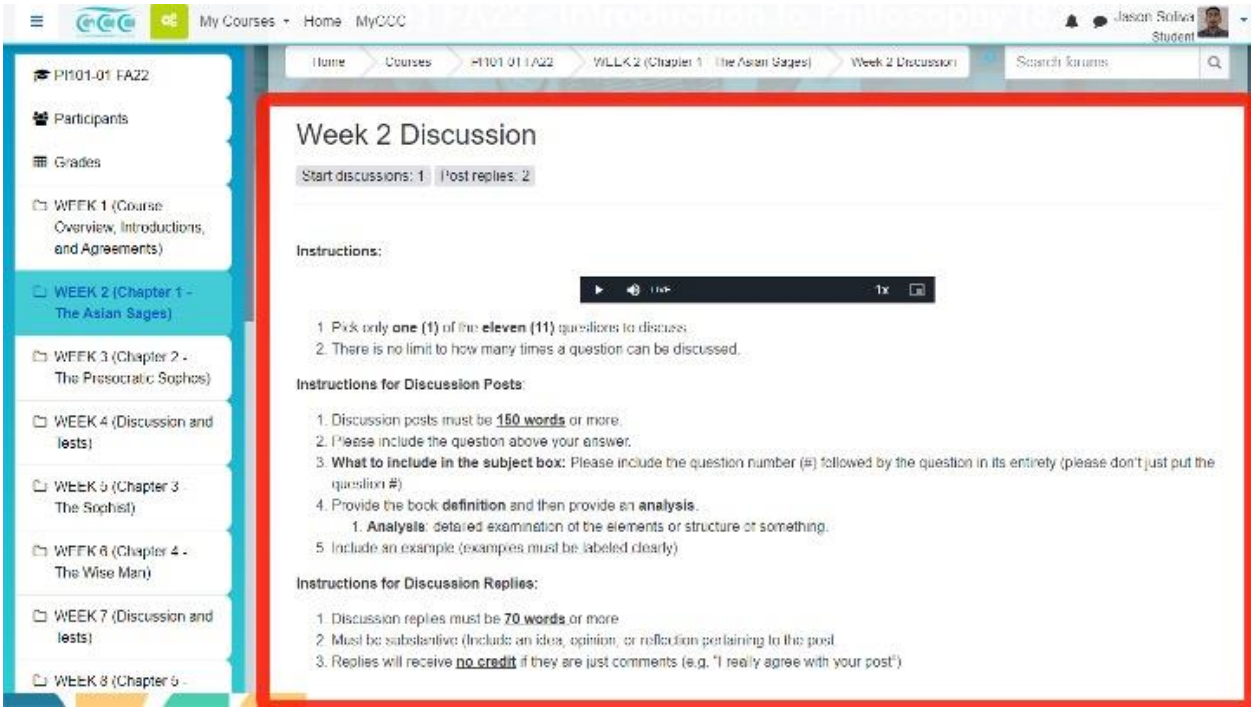
1. PARTICIPATING IN DISCUSSIONS
2. SUBMITTING ASSIGNMENTS
3. TAKING QUIZZES AND TESTS
4. TRACKING PROGRESS AND GRADES
5. HARDWARE AND ACADEMIC INTEGRITY

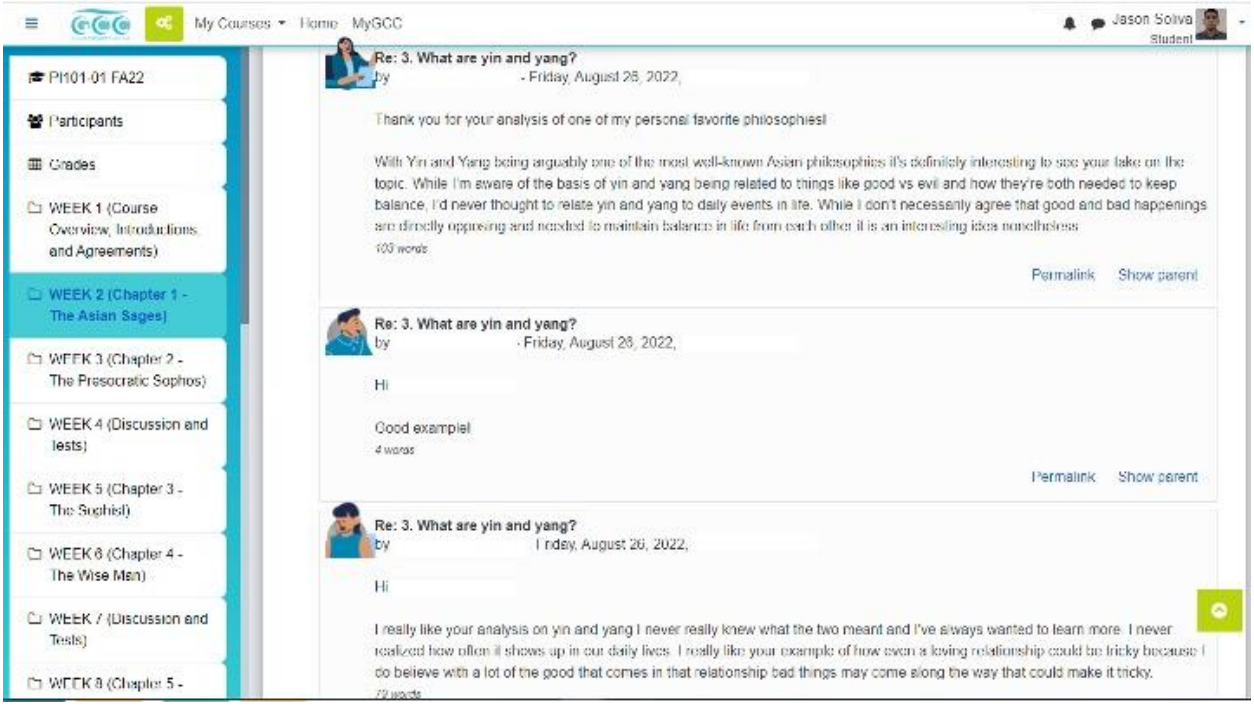
END

CONCLUSION

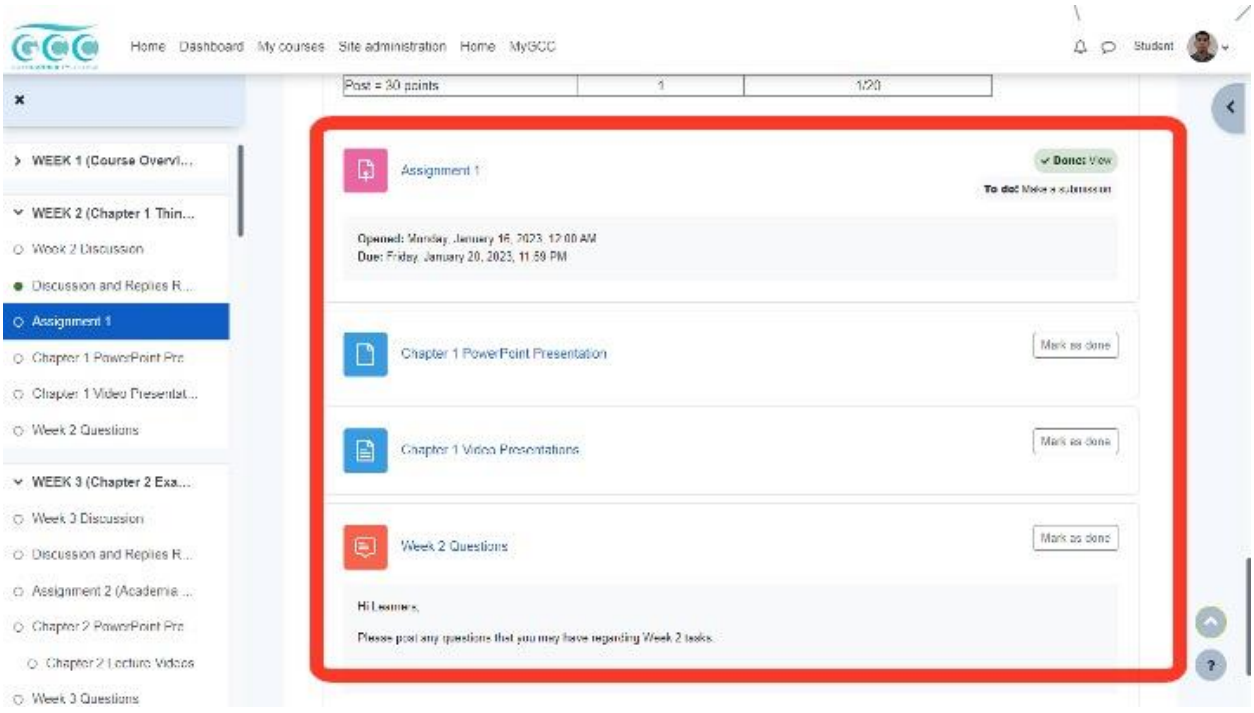
PARTICIPATING IN DISCUSSIONS


Home Dashboard My courses Site administration Home MyCCC
Edit mode
MoodleST / WEEK 2 (Chapter 1 Thinking like a Sociologist) / Week 2 Discussion
Week 2 Discussion
Forum Settings Advanced grading Subscriptions Reports More
View Start discussions: 1 Post replies: 2 Make forum posts: 1
Due: Monday, January 16, 2023, 12:00 AM
Instructions:
1. Choose any contemporary (present day) sociological perspective listed in Chapter 1.
2. Discuss its relevance to your experiences.
3. What are the main ideas of the perspective?
4. Why does it appeal to you and what does this perspective tell you about your own life?
Requirements
1. 100 word minimum
2. Choose only one perspective
Follow this example:
Sociological perspective: Capitalism
Discussion: I don't agree with Karl Marx's interpretation of capitalism whereas it creates divisiveness and social solidarity. In fact the opposite is true, capitalism or the "free market" allows for people to enter into a transaction with a second party for goods or services to which they are not forced to accept or pay. This economic ideology has allowed western civilization to prosper and build wealth. This appeals to me
WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R...
Assignment 1
Chapter 1 PowerPoint Pre...
Chapter 1 Video Presentat...
Week 2 Questions
WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academia ...
Chapter 2 PowerPoint Pre...
Chapter 2 Lecture Videos
Week 3 Questions
Moodle Gradebook (Walc...

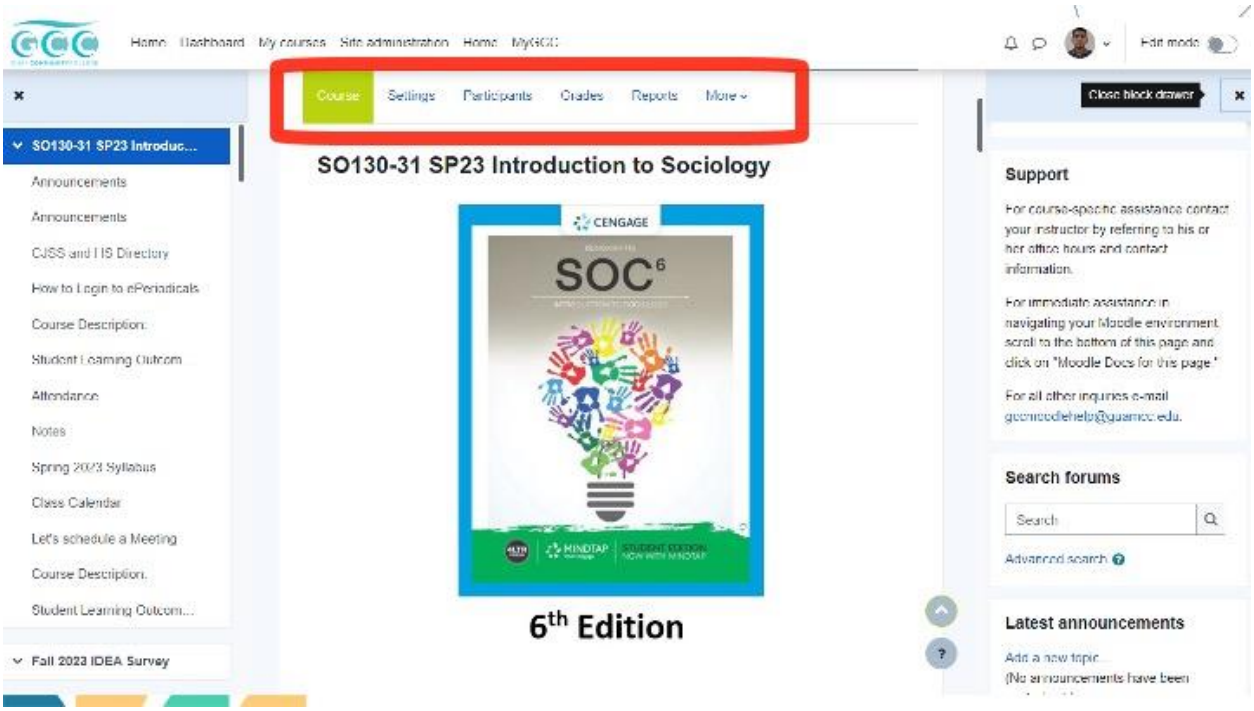

My Courses Home MyCCC
Jason Solivo
Student
Home Courses PI101-01 FA22 WEEK 2 (Chapter 1 - The Asian Sages) Week 2 Discussion
Search forums
PI101-01 FA22
Participants
Grades
WEEK 1 (Course Overview, Introductions, and Agreements)
WEEK 2 (Chapter 1 - The Asian Sages)
WEEK 3 (Chapter 2 - The Presocratic Sophos)
WEEK 4 (Discussion and tests)
WEEK 5 (Chapter 3 - The Sophist)
WEEK 6 (Chapter 4 - The Wise Man)
WEEK 7 (Discussion and tests)
WEEK 8 (Chapter 5 -
Week 2 Discussion
Start discussions: 1 Post replies: 2
Instructions:
1x
1. Pick only one (1) of the eleven (11) questions to discuss.
2. There is no limit to how many times a question can be discussed.
Instructions for Discussion Posts:
1. Discussion posts must be 150 words or more.
2. Please include the question above your answer.
3. What to include in the subject box: Please include the question number (#) followed by the question in its entirety (please don't just put the question #)
4. Provide the book definition and then provide an analysis.
1. Analysis: detailed examination of the elements or structure of something.
5. Include an example (examples must be labeled clearly)
Instructions for Discussion Replies:
1. Discussion replies must be 70 words or more
2. Must be substantive (include an idea, opinion, or reflection pertaining to the post
3. Replies will receive no credit if they are just comments (e.g. "I really agree with your post")

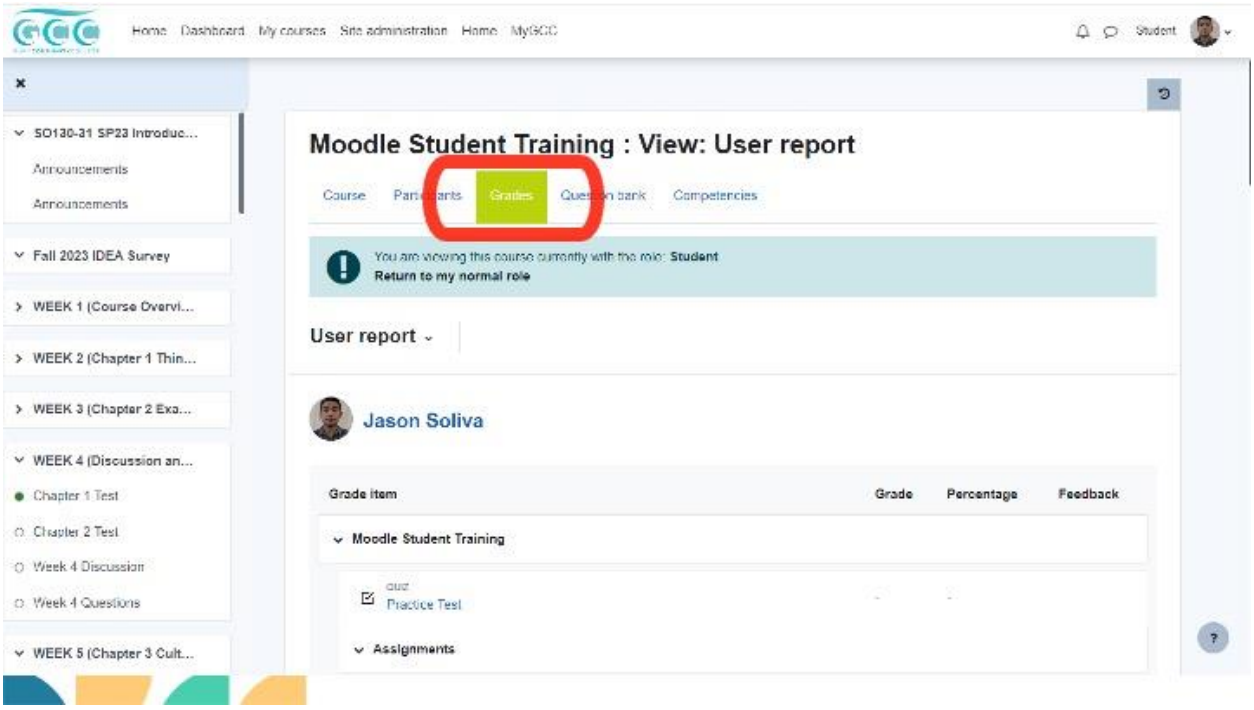

My Courses
Home
MyGCC
Jason Soliva
Student
PI101-01 FA22
Participants
Grades
WEEK 1 (Course Overview, Introductions and Agreements)
WEEK 2 (Chapter 1 - The Asian Sages)
WEEK 3 (Chapter 2 - The Presocratic Sophos)
WEEK 4 (Discussion and Tests)
WEEK 5 (Chapter 3 - The Sophist)
WEEK 6 (Chapter 4 - The Wise Man)
WEEK 7 (Discussion and Tests)
WEEK 8 (Chapter 5 -
Re: 3. What are yin and yang?
- Friday, August 26, 2022,
Thank you for your analysis of one of my personal favorite philosophies!
With Yin and Yang being arguably one of the most well-known Asian philosophies it's definitely interesting to see your take on the topic. While I'm aware of the basis of yin and yang being related to things like good vs evil and how they're both needed to keep balance, I'd never thought to relate yin and yang to daily events in life. While I don't necessarily agree that good and bad happenings are directly opposing and needed to maintain balance in life from each other it is an interesting idea nonetheless
103 words
Permalink
Show parent
Re: 3. What are yin and yang?
- Friday, August 26, 2022,
Hi
Good example!
4 words
Permalink
Show parent
Re: 3. What are yin and yang?
Friday, August 26, 2022,
Hi
I really like your analysis on yin and yang I never really knew what the two meant and I've always wanted to learn more. I never realized how often it shows up in our daily lives. I really like your example of how even a loving relationship could be tricky because I do believe with a lot of the good that comes in that relationship bad things may come along the way that could make it tricky.
72 words

SUBMITTING
ASSIGNMENTS


Home Dashboard My courses Site administration Home MyGCC
Student
Post = 30 points
1
/20
WEEK 1 (Course Overvi...
WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R...
Assignment 1
Chapter 1 PowerPoint Pre
Chapter 1 Video Presentat...
Week 2 Questions
WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academia ...
Chapter 2 PowerPoint Pre
Chapter 2 Lecture Videos
Week 3 Questions
Assignment 1
Done: View
To do: Make a submission
Opened: Monday, January 16, 2023, 12:00 AM
Due: Friday, January 20, 2023, 11:59 PM
Chapter 1 PowerPoint Presentation
Mark as done
Chapter 1 Video Presentations
Mark as done
Week 2 Questions
Mark as done
Hi Learners,
Please post any questions that you may have regarding Week 2 tasks.

TRACKING
PROGRESS AND
GRADES


Course
Settings
Participants
Grades
Reports
More
SO130-31 SP23 Introduction to Sociology
CENGAGE
SOC6
6th Edition
Support
Search forums
Search
Latest announcements


Moodle Student Training : View: User report
Course
Grades
Competencies
You are viewing this course currently with the role: Student
Return to my normal role
User report
Jason Soliva
Grade item
Grade
Percentage
Feedback
Moodle Student Training
Practice Test
Assignments

Grade item		Grade category	Grade	Range
ATTENDANCE Attendance	•••	PI101-31 FA23 - Introduction to Philosophy (83061)		0.00 - 10.00
QUIZ Practice Test	•••	PI101-31 FA23 - Introduction to Philosophy (83061)	10.00 •••	0.00 - 10.00
ASSIGNMENT Practice Assignment Submission	•••	PI101-31 FA23 - Introduction to Philosophy (83061)		0.00 - 100.00
ASSIGNMENT Assignment 1	•••	Assignments		0.00 - 30.00
ASSIGNMENT Assignment 1	•••	Assignments	30.00	0.00 - 30.00

Reference: GCC Website, Distance Education Page

Is there anything I need to know about the devices I can use to access this class?

GCC uses Moodle, a Learning Management System for all its online classes. To run Moodle effectively you should, as a minimum, use the system components listed here. If you do not, Moodle may still work but some functionality may not.

Environment Considerations

Your home or workplace environments' internal wired or wireless network and system configurations can also restrict the functionality of Moodle. Access to content may be affected, as may the possibility of uploading files. File size limitations may also apply.

Operating system

Recommended Windows 7, Windows 8, Mac OSX Yosemite, iPad or other iOS8 mobile devices.
At present, the Moodle Mobile app is not supported due to poor performance. We recommend that on a mobile device you log in to GUAM COMMUNITY COLLEGE Moodle using the web browser unless you are completing an assessment or activity that has a grading component. If you are completing an assessment or activity that has a grading component we recommend that you use Moodle through a desktop or laptop browser.

Internet speed

Use a broadband connection (256 Kbit/sec or faster as this will ensure that you can view videos and online presentations) through USB wireless modem, ADSL, T1/T2, fiber optic or cable. Dial-up access will be significantly slower and we do not recommend it for using Moodle.

Internet browsers

Compatible browsers include: Google Chrome 32 bit version 38 or later (recommended for optimal compatibility, this has been thoroughly tested on Windows) Safari 8 or later (recommended for optimal compatibility, this has been thoroughly tested on Mac) Mozilla Firefox 35.0 or later Note that add-ons and toolbars can affect any browser's performance. MS Internet Explorer is not recommended.
If you have any difficulty accessing GUAM COMMUNITY COLLEGE Moodle, ensure that you are using one of the supported browsers above before you contact helpdesk support. If you are using MS Internet Explorer 9 and experience problems accessing Moodle, visit this page to fix site display and get some technical information on what to do.

Reference: GCC Student Handbook, Page 9

Academic Integrity

Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at Guam Community College. The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value. Academic dishonesty, therefore, will not be tolerated. Students who commit such acts expose themselves to sanctions as severe as expulsion from the College.

Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which students are unsure of what constitutes academic dishonesty, it is the students' responsibility to raise the question with their instructor. It is also the students' responsibility to be familiar with the student guidelines on academic integrity. Some common violations of these basic standards of academic integrity include, but are not limited to the following:

- **Cheating:**
  Providing unauthorized assistance, using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids.
- **Plagiarism:**
  The passing-off of someone else's work as one's own. This can range from failing to cite an author for ideas in a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. All are considered plagiarism. Students who plagiarize are likely to be caught, and the consequences will be severe and will include anyone who enabled the plagiarism to take place. College policy will be enforced, regardless of the feelings of either the students or the instructor. Students found guilty of plagiarism will have this offense entered into their record and may be expelled from the College.
- **Fabrication:**
  Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; "fudging" data; citing nonexistent or irrelevant articles; presenting fraudulent excuses, lies, and letters of recommendation.
- **Multiple Submissions:**
  Submitting, without prior permission, any work submitted to fulfill another academic requirement is a form of plagiarism. Example: submitting the same paper for two different classes without the expressed consent of both professors.
- **Misrepresentation or Falsification of Academic Records:**
  Misrepresenting, tampering with, or attempting to tamper with any portion of a student's transcripts or academic record, either before or after enrolling at Guam Community College.

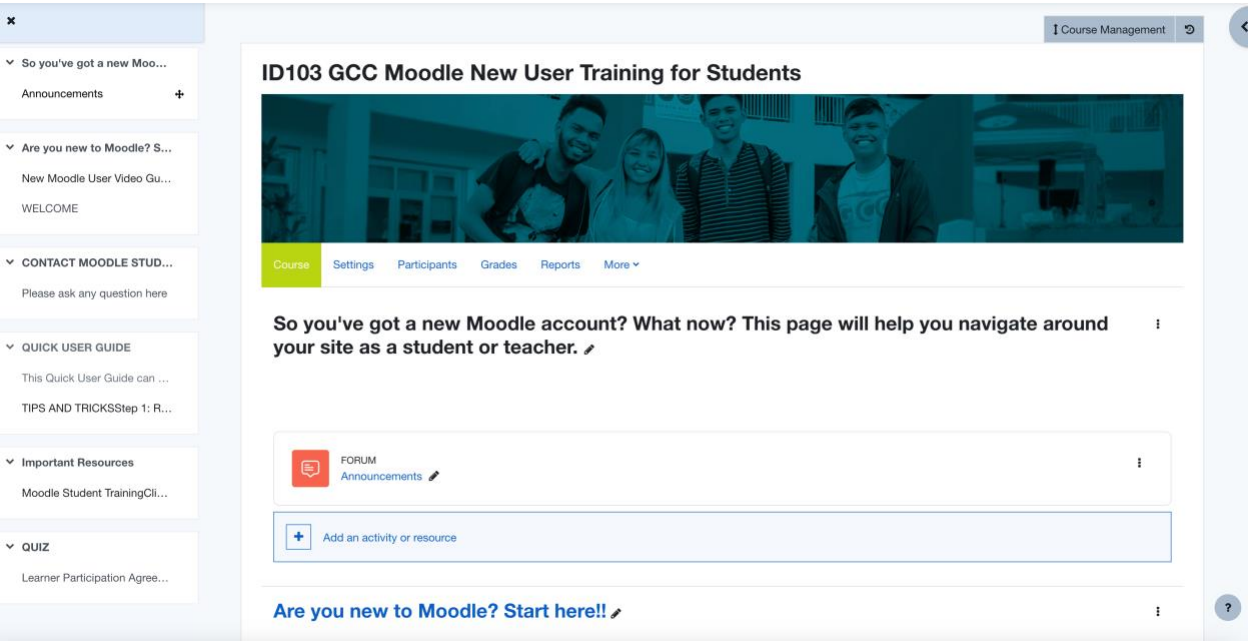
SUMMARY

TIPS FOR SUCCESS IN YOUR ONLINE LEARNING

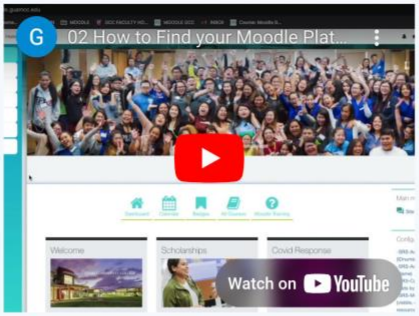
- Check Your Hardware and Software.
- Stay Organized.
- Engage In Discussions.
- Submit Assignments and Quizzes/Tests
- Track Your Progress and Grades

Importance in Communication

Moodle LMS: New User Student Training Module

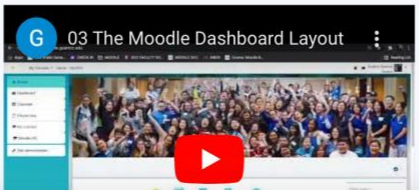


How to Find Your Moodle Platform

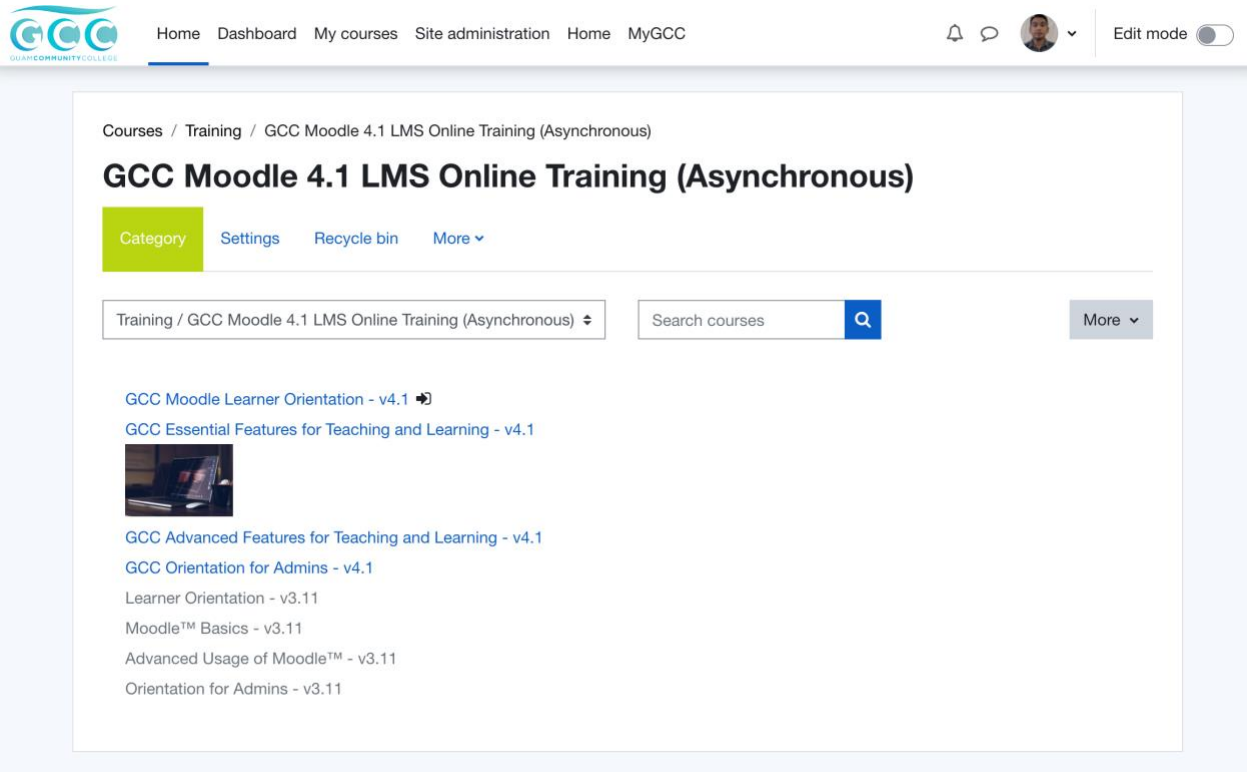


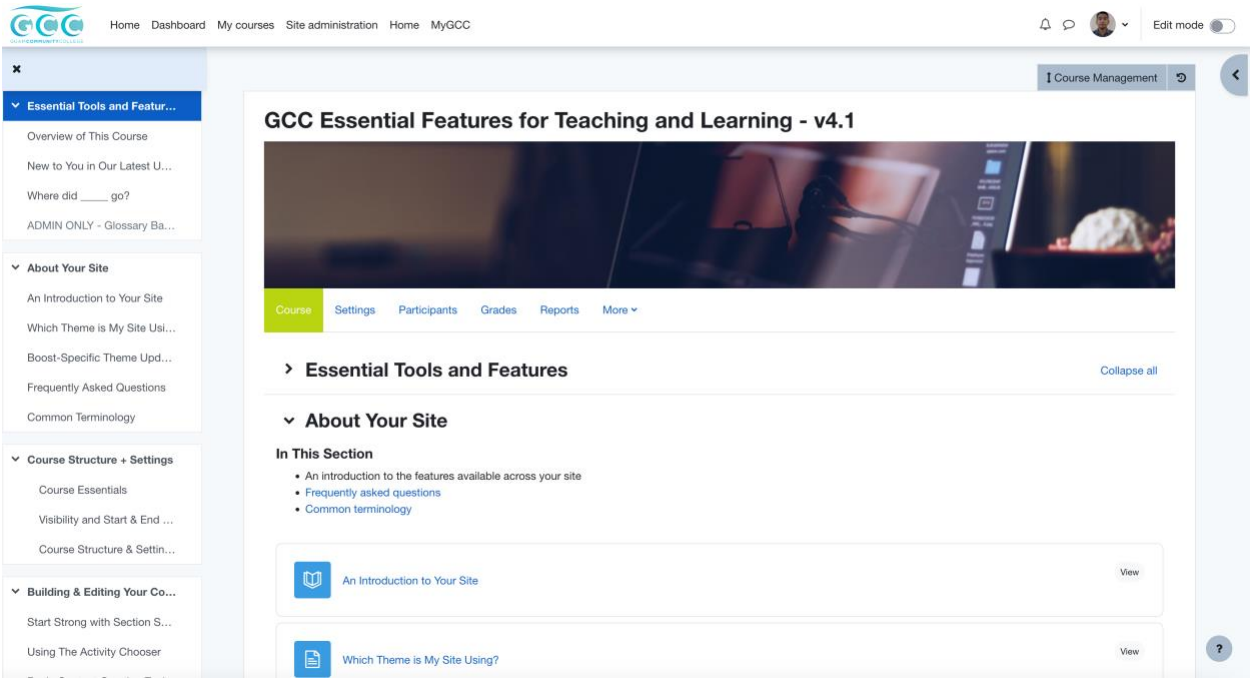
The Moodle Dashboard

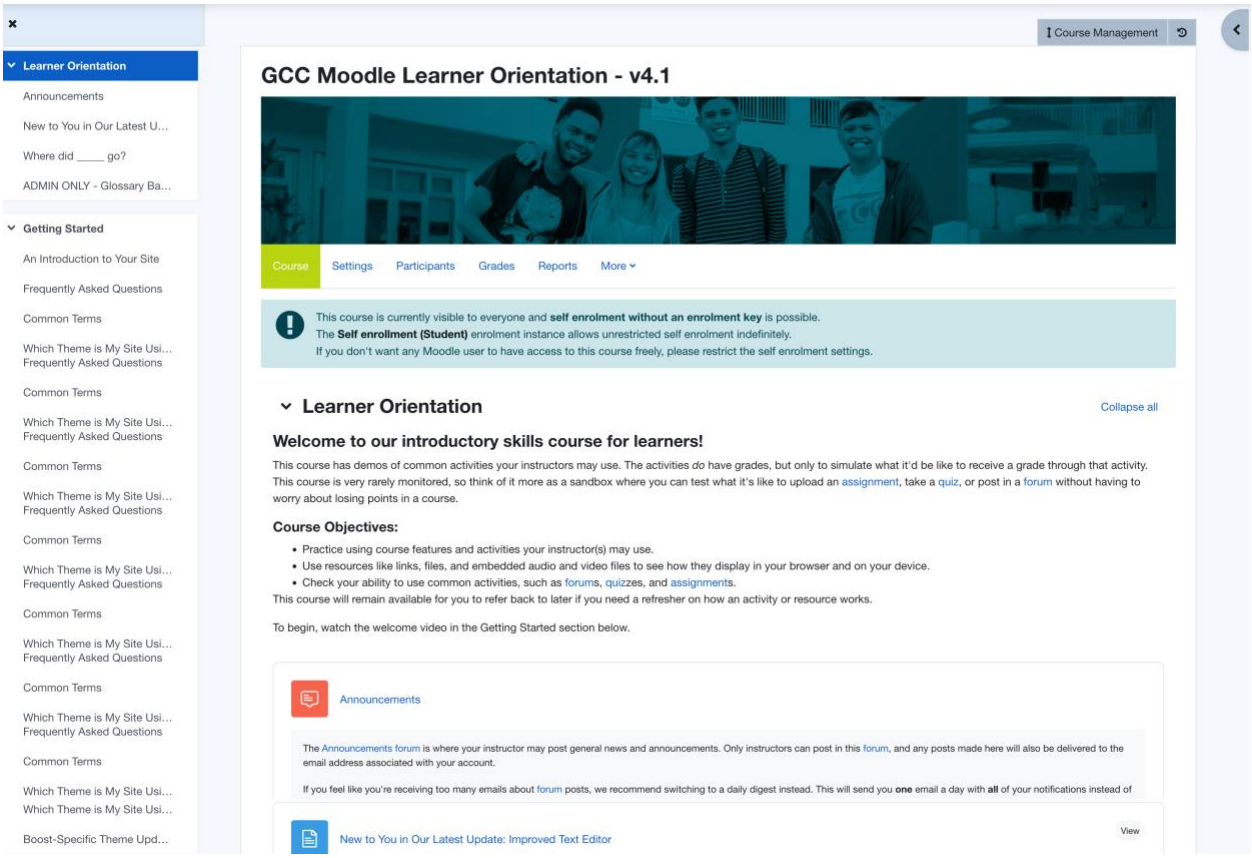
- If course images have been added to the course settings, they will display in the dashboard. Where no images have been added, colored patterns appear.
- Quick access to Dashboard is also available from the user menu top right of the screen once logged in:
- The Dashboard page will have your Navigation Drawer (NavDrawer), your courses and blocks all set to default prior to you customizing your page.

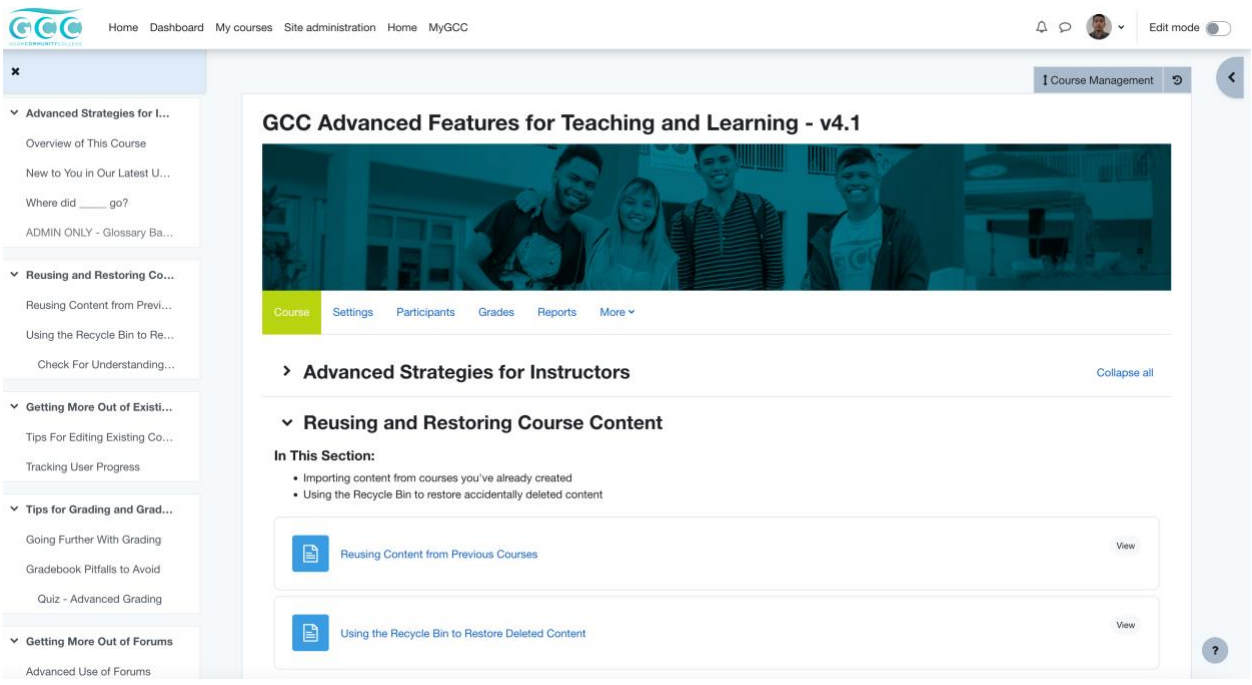


Moodle LMS: 2024 Online Course Training Modules for Faculty

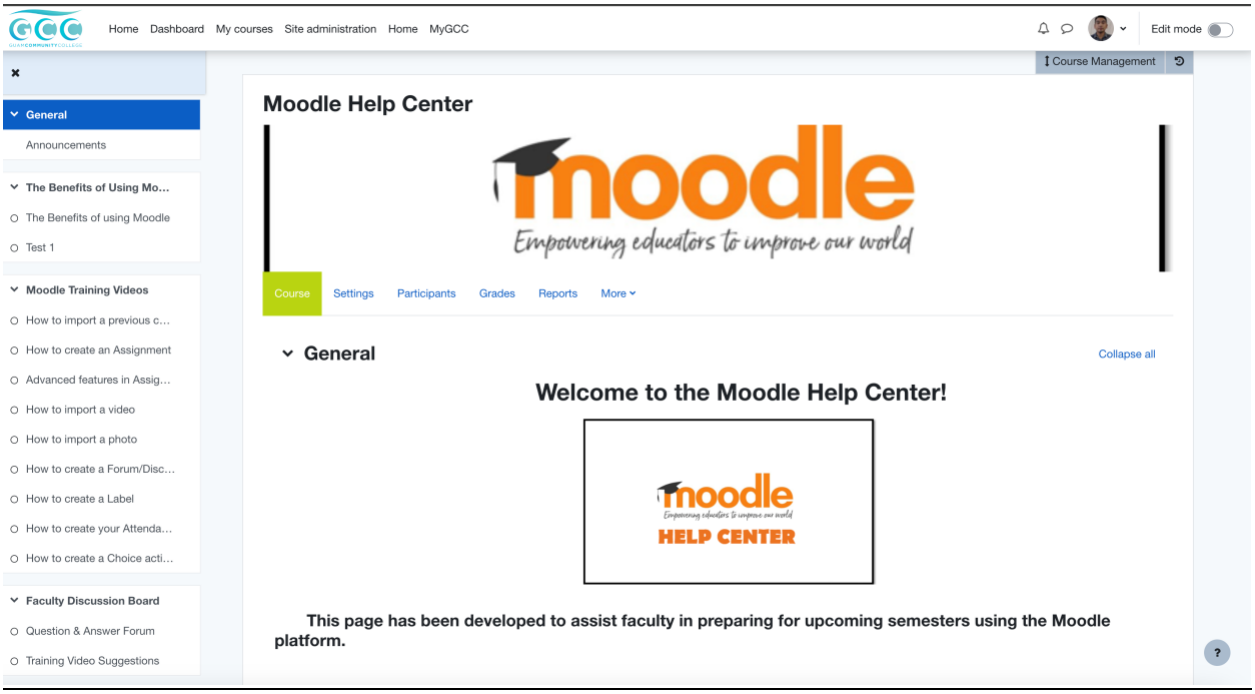




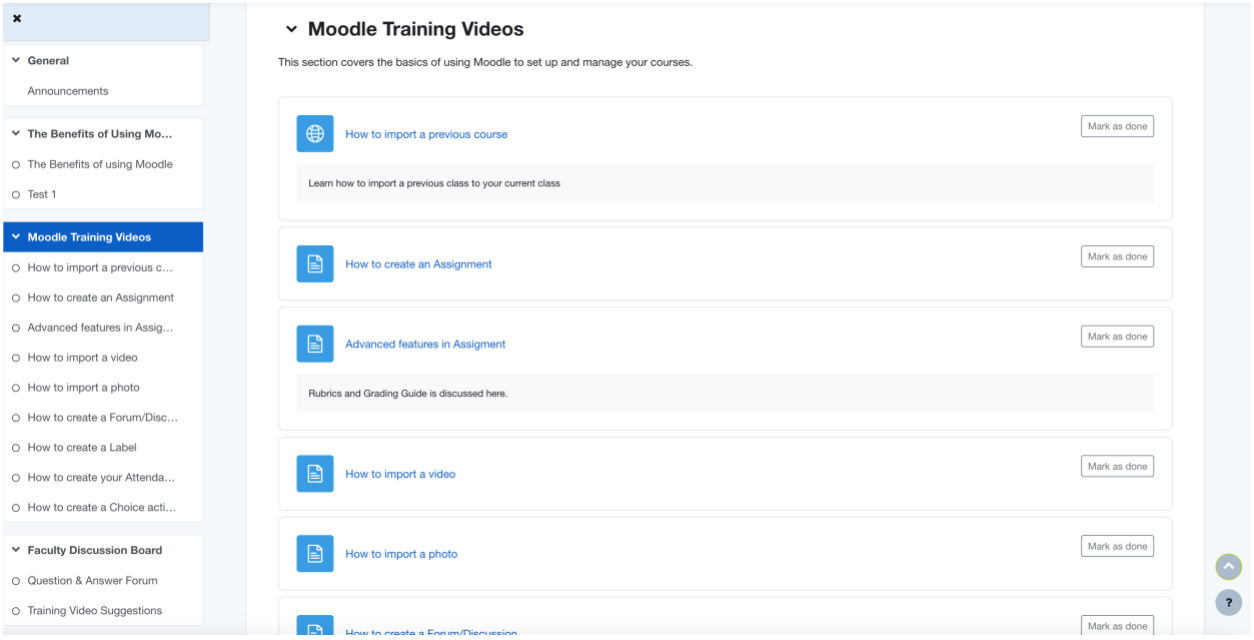

Course Management
GCC Moodle Learner Orientation - v4.1
Learner Orientation
Announcements
New to You in Our Latest U…
Where did _____ go?
ADMIN ONLY - Glossary Ba…
Getting Started
An Introduction to Your Site
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi…
Frequently Asked Questions
Boost-Specific Theme Upd…
Course
Settings
Participants
Grades
Reports
More
This course is currently visible to everyone and self enrolment without an enrolment key is possible.
The Self enrollment (Student) enrolment instance allows unrestricted self enrolment indefinitely.
If you don't want any Moodle user to have access to this course freely, please restrict the self enrolment settings.
Learner Orientation
Collapse all
Welcome to our introductory skills course for learners!
This course has demos of common activities your instructors may use. The activities do have grades, but only to simulate what it'd be like to receive a grade through that activity. This course is very rarely monitored, so think of it more as a sandbox where you can test what it's like to upload an assignment, take a quiz, or post in a forum without having to worry about losing points in a course.
Course Objectives:
Practice using course features and activities your instructor(s) may use.
Use resources like links, files, and embedded audio and video files to see how they display in your browser and on your device.
Check your ability to use common activities, such as forums, quizzes, and assignments.
This course will remain available for you to refer back to later if you need a refresher on how an activity or resource works.
To begin, watch the welcome video in the Getting Started section below.
Announcements
The Announcements forum is where your instructor may post general news and announcements. Only instructors can post in this forum, and any posts made here will also be delivered to the email address associated with your account.
If you feel like you're receiving too many emails about forum posts, we recommend switching to a daily digest instead. This will send you one email a day with all of your notifications instead of
New to You in Our Latest Update: Improved Text Editor
View


Home
Dashboard
My courses
Site administration
Home
MyGCC
Edit mode
Course Management
GCC Advanced Features for Teaching and Learning - v4.1
Advanced Strategies for I…
Overview of This Course
New to You in Our Latest U…
Where did _____ go?
ADMIN ONLY - Glossary Ba…
Reusing and Restoring Co…
Reusing Content from Previ…
Using the Recycle Bin to Re…
Check For Understanding…
Getting More Out of Existi…
Tips For Editing Existing Co…
Tracking User Progress
Tips for Grading and Grad…
Going Further With Grading
Gradebook Pitfalls to Avoid
Quiz - Advanced Grading
Getting More Out of Forums
Advanced Use of Forums
Course
Settings
Participants
Grades
Reports
More
Advanced Strategies for Instructors
Collapse all
Reusing and Restoring Course Content
In This Section:
Importing content from courses you've already created
Using the Recycle Bin to restore accidentally deleted content
Reusing Content from Previous Courses
View
Using the Recycle Bin to Restore Deleted Content
View

Moodle LMS: Help Center for Faculty Support



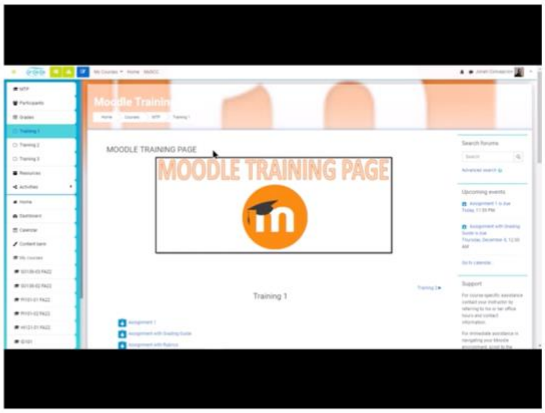
Training Videos Created



- The Benefits of Using Mo…
  - The Benefits of using Moodle
  - This is a video that can prov…
  - Test 1
- Moodle Training Videos
  - How to import a previous c…
  - How to create an Assignment
  - Advanced features in Assig…
  - How to import a video
  - How to import a photo
  - How to create a Forum/Disc…
  - How to create a Label
  - How to create your Attenda…
  - How to create a Choice acti…

Mark as done

How to create a Forum/Discussion



Last modified: Thursday, December 1, 2022, 2:34 PM

- Announcements
- The Benefits of Using Mo…
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  - Test 1
- Moodle Training Videos
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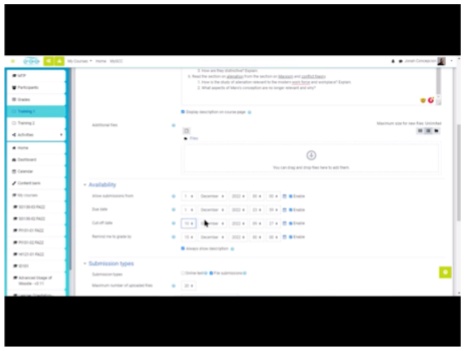
  - Advanced features in Assig…
  - How to import a video
  - How to import a photo
  - How to create a Forum/Disc…
  - How to create a Label
  - How to create your Attenda…

How to Create an Assignment



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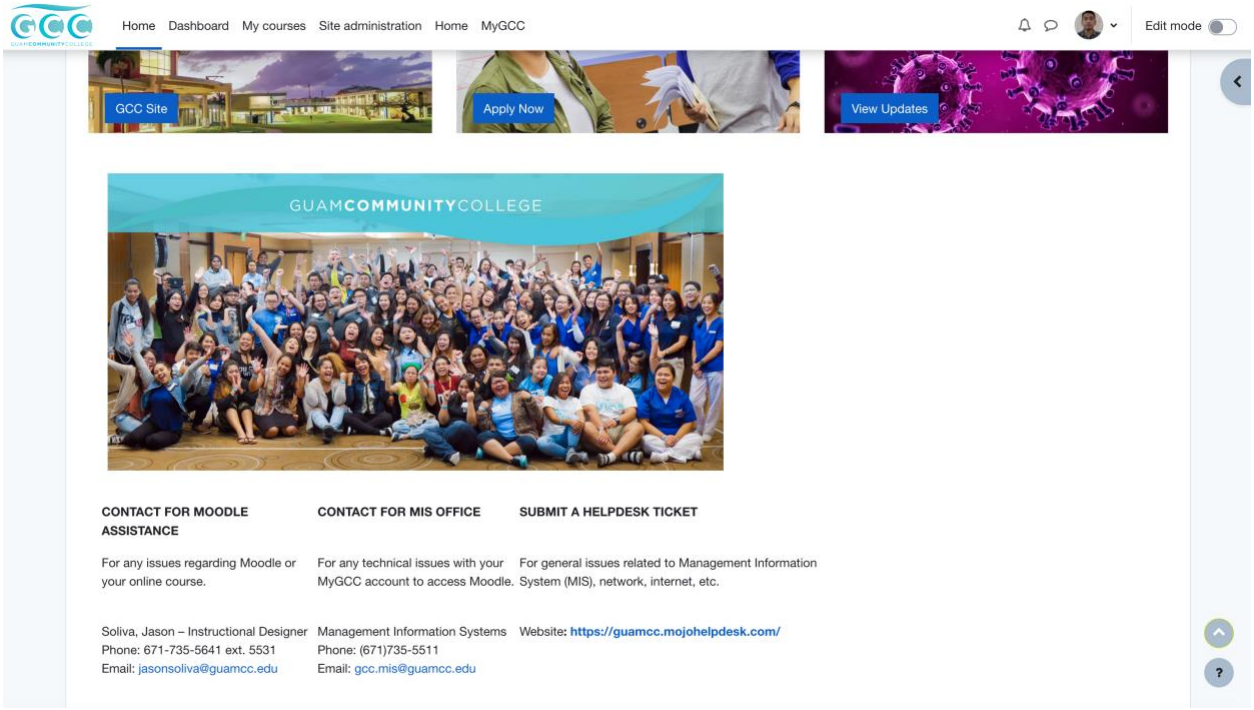
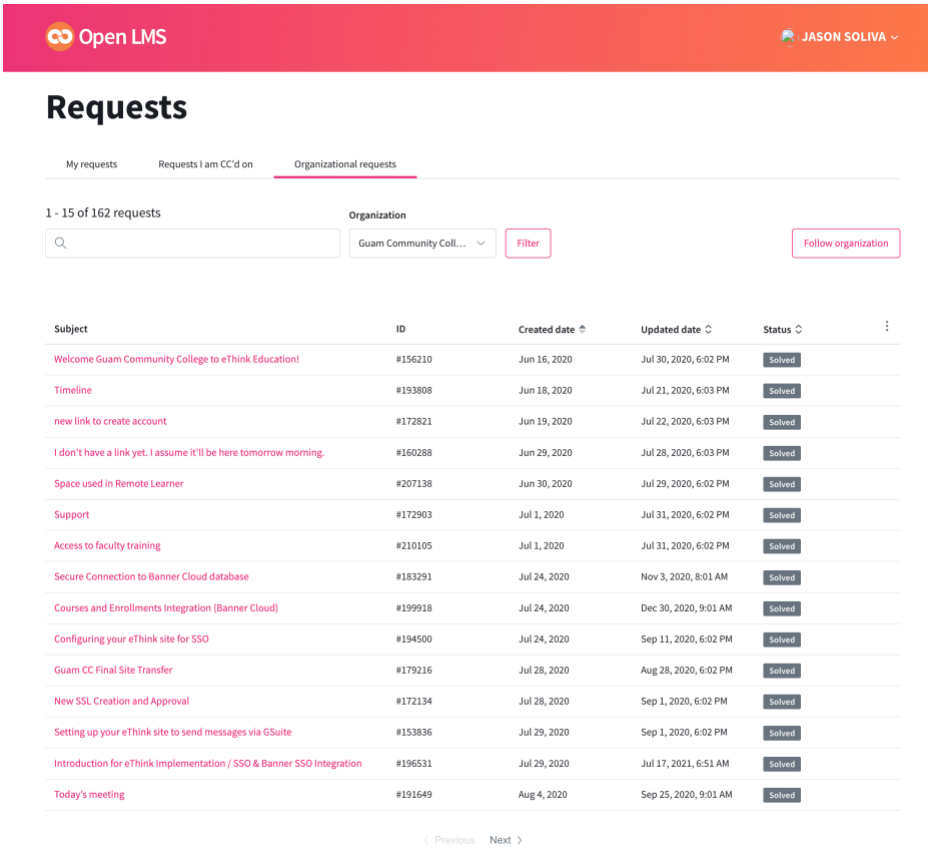
Moodle Technical Assistance Information and MIS Helpdesk





Requests

My requests | Requests I am CC'd on | Organizational requests

16 - 30 of 162 requests

Organization: Guam Community Coll... | Filter | Follow organization

Subject	ID	Created date	Updated date	Status
Project Status meeting	#172920	Aug 29, 2020	Oct 2, 2020, 6:01 AM	Solved
User pre-creation on your eThink site	#188691	Sep 1, 2020	Oct 31, 2020, 7:01 AM	Solved
GCC/eThink Moodle project	#171863	Sep 10, 2020	Oct 3, 2020, 8:01 AM	Solved
Site Theme and branding	#196106	Sep 11, 2020	Oct 3, 2020, 8:01 AM	Solved
RE: Case CS0457721 comments added	#165639	Sep 11, 2020	Oct 3, 2020, 6:01 AM	Solved
RE: Case CS0457721 comments added	#207097	Sep 16, 2020	Sep 16, 2020, 11:01 PM	Solved
RE: Case CS0457721 comments added	#183860	Sep 17, 2020	Sep 17, 2020, 12:56 AM	Solved
RE: Case CS0457721 comments added	#205581	Sep 17, 2020	Oct 3, 2020, 6:01 AM	Solved
Jonah Concepcion	#186163	Oct 1, 2020	Oct 16, 2020, 3:01 AM	Solved
Fwd: Home Page Blocks	#161997	Oct 6, 2020	Oct 21, 2020, 11:01 PM	Solved
Cancel weekly meeting for Oct 12/13	#199354	Oct 12, 2020	Oct 31, 2020, 5:01 AM	Solved
Big Blue Button	#171060	Oct 12, 2020	Oct 30, 2020, 5:01 AM	Solved
Today's meeting	#163749	Oct 20, 2020	Nov 4, 2020, 4:01 AM	Solved
Tomorrow's meeting	#208224	Oct 27, 2020	Nov 10, 2020, 11:01 PM	Solved
New link for RL backup	#181327	Oct 27, 2020	Dec 3, 2020, 2:01 PM	Solved

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Subject	ID	Created date	Updated date	Status
Tina Quinata	#159844	Nov 9, 2020	Nov 24, 2020, 2:01 AM	Solved
Ethink on Banner 9 PROD Upgrade	#195773	Nov 10, 2020	Dec 15, 2020, 1:01 PM	Solved
Moodle questions	#181766	Nov 12, 2020	Nov 28, 2020, 12:01 AM	Solved
Zoom plug-in	#178658	Nov 14, 2020	Jul 17, 2021, 6:21 AM	Solved
Need DNS Record Information for moodle.guamcc.edu	#173487	Nov 16, 2020	Dec 24, 2020, 2:01 PM	Solved
GoLive Reminders	#170603	Dec 8, 2020	Jan 2, 2021, 10:01 PM	Solved
User pre-creation on your eThink site - LDAP count question	#170650	Dec 10, 2020	Jan 5, 2021, 7:01 AM	Solved
case 02311956 priority 1	#168151	Dec 10, 2020	Dec 24, 2020, 1:01 PM	Solved
Moodle link SAML2 authentication error	#199292	Dec 10, 2020	Dec 24, 2020, 1:01 PM	Solved
FW: CHG00282928: GUAM PROD IDP details	#185928	Dec 18, 2020	Jan 2, 2021, 1:01 AM	Solved
error in test	#199248	Dec 23, 2020	Jan 5, 2021, 10:01 AM	Solved
Cengage LTI Advantage in Ethink/Moodle	#188944	Jan 5, 2021	Jan 7, 2021, 9:48 AM	Solved
student showing that she is suspended ih her classes.	#209729	Jan 5, 2021	Jan 30, 2021, 9:01 AM	Solved
Please check course FSM100 and FSM115 students cannot see the course	#161809	Jan 5, 2021	Mar 12, 2021, 9:01 AM	Solved
FW: [EXTERNAL] Configure your site for Cengage LMS Integration	#198217	Jan 6, 2021	Jan 22, 2021, 8:01 AM	Solved

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Subject	ID	Created date	Updated date	Status
Using Zoom on your site	#206909	Jan 6, 2021	Jan 16, 2021, 10:01 AM	Solved
Evolve LTI plug in	#188327	Jan 8, 2021	Jan 22, 2021, 8:01 AM	Solved
Attendance list	#208538	Jan 26, 2021	Apr 1, 2021, 8:02 AM	Solved
No option to "grant extension"	#176380	Feb 9, 2021	Feb 18, 2021, 2:01 AM	Solved
Reports related to Moodle Utilization	#187230	Feb 19, 2021	Mar 2, 2021, 3:01 AM	Solved
FW: Banner sync with Moodle integration auto enrolling teachers	#157921	Mar 11, 2021	Mar 30, 2021, 1:21 AM	Solved
Auto enrolling teachers	#169617	Mar 22, 2021	Mar 30, 2021, 1:21 AM	Solved
FW: More teachers appearing as instructors	#162249	Mar 26, 2021	Apr 12, 2021, 11:01 PM	Solved
Faculty Query	#195196	Mar 31, 2021	Mar 31, 2021, 11:07 PM	Solved
can Ethink Moodle synchronize attendance with Banner?	#166356	Mar 31, 2021	Apr 28, 2021, 5:02 AM	Solved
Course shell availability	#182423	Apr 12, 2021	Apr 21, 2021, 9:01 AM	Solved
audit of user access and also list of user roles.	#192214	Apr 15, 2021	May 22, 2021, 1:02 AM	Solved
MyLab and Mastering Building Block with Moodle.	#196390	Apr 15, 2021	May 5, 2021, 2:02 AM	Solved
Please give Client Admin role	#191103	Apr 28, 2021	May 14, 2021, 1:01 PM	Solved
Profile photos and attendance	#201724	Apr 28, 2021	May 15, 2021, 12:02 AM	Solved

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Subject	ID	Created date	Updated date	Status
Export grades	#164657	May 1, 2021	May 8, 2021, 2:01 PM	Solved
Attendance Integration	#220846	May 6, 2021	Apr 3, 2022, 8:01 AM	Solved
FW: admin access to moodle	#156380	May 7, 2021	May 18, 2021, 11:01 AM	Solved
FW: eThink Points of Contact	#163383	May 7, 2021	May 18, 2021, 2:02 AM	Solved
Wesley Gima access	#153516	May 7, 2021	May 18, 2021, 2:02 AM	Solved
clarification	#198014	May 17, 2021	May 18, 2021, 12:56 AM	Solved
request for zoom meeting with Ellucian techs and ethink Techs	#220991	May 19, 2021	Jul 21, 2021, 4:22 AM	Solved
Fundamentals and Principles (CRN 40004) Class not Automated	#200798	May 20, 2021	Jul 17, 2021, 6:58 AM	Solved
Re: Moodle contract discussions	#206072	May 31, 2021	Jun 10, 2021, 9:03 AM	Solved
Standardized Tabs on Navigation Drawer	#208043	Jun 1, 2021	Jun 30, 2021, 8:01 PM	Solved
access to course	#182325	Jun 2, 2021	Jun 17, 2021, 1:03 AM	Solved
Missing options to switch roles	#221545	Jul 16, 2021	Aug 2, 2021, 6:01 PM	Solved
Moodle Dead Sight to test NavDrawer Standardized Tabs	#220943	Jul 16, 2021	Aug 10, 2021, 9:02 AM	Solved
RE: [eThink Education] Re: Attendance Integration	#221835	Jul 28, 2021	Jul 28, 2021, 4:32 PM	Solved
SSL Renewal Required	#223568	Aug 11, 2021	Sep 9, 2021, 1:03 AM	Solved

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Subject	ID	Created date	Updated date	Status
SSL Renewal Required Request #223568	#223572	Aug 11, 2021	Aug 11, 2021, 10:20 PM	Solved
Teacher can't edit course without errors	#223699	Aug 12, 2021	Sep 9, 2021, 12:04 AM	Solved
Bulk Course enrollment access	#224299	Aug 18, 2021	Aug 26, 2021, 2:01 AM	Solved
FW: Remove Student	#224303	Aug 18, 2021	Oct 19, 2021, 11:05 PM	Solved
Client Admin Access	#224319	Aug 18, 2021	Aug 25, 2021, 11:05 PM	Solved
Sync Pearson MyLab & Mastering Grades	#225748	Sep 1, 2021	Sep 21, 2021, 2:05 AM	Solved
HI121-01 FA21 - World Civ (Pre-historic-1500) (82615) Abnormal view	#226885	Sep 13, 2021	Sep 20, 2021, 11:04 PM	Solved
Please Remove\Suspend from moodle class ED220-3	#227514	Sep 17, 2021	Sep 29, 2021, 11:01 PM	Solved
RE: Duplicate Student Acccounts Moodle	#228060	Sep 23, 2021	Oct 2, 2021, 3:03 AM	Solved
Questions	#231488	Nov 3, 2021	Nov 25, 2021, 7:01 AM	Solved
Just to inform you	#231788	Nov 8, 2021	Nov 17, 2021, 1:04 AM	Solved
FW: SSL	#231898	Nov 9, 2021	Nov 16, 2021, 3:01 PM	Solved
FW: SSL	#231899	Nov 9, 2021	Nov 9, 2021, 11:48 AM	Solved
students moodle accounts	#234341	Dec 13, 2021	Dec 30, 2021, 6:03 PM	Solved
FW: Moodle Issues linking Cengage	#234744	Dec 16, 2021	Dec 25, 2021, 12:07 AM	Solved

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Subject	ID	Created date	Updated date	Status
GCC Ethink/Moodle application and network infrastructure inventory	#235584	Jan 5, 2022	Jan 28, 2022, 5:01 AM	Solved
Updates	#235609	Jan 5, 2022	Mar 5, 2022, 12:02 AM	Solved
Please Remove duplicate student from Moodle class room	#235744	Jan 6, 2022	Jan 25, 2022, 2:02 AM	Solved
Instructor cannot log on	#235868	Jan 7, 2022	Jan 15, 2022, 2:04 AM	Solved
Picture of Faculty going into old name	#236299	Jan 12, 2022	Jan 27, 2022, 8:01 PM	Solved
Double names in Moodle - please delete older accounts	#236755	Jan 18, 2022	Feb 1, 2022, 8:03 PM	Solved
Student profile error	#237029	Jan 20, 2022	Jan 28, 2022, 7:01 PM	Solved
Student showing up on participant list but not on banner roster	#237030	Jan 20, 2022	Jan 29, 2022, 12:02 AM	Solved
student to student messaging	#237146	Jan 21, 2022	Feb 6, 2022, 11:01 PM	Solved
Scheduled announcements	#237392	Jan 25, 2022	Feb 2, 2022, 8:02 PM	Solved
schedule for blocks	#237722	Jan 28, 2022	Feb 4, 2022, 4:01 PM	Solved
Student profile reactivation on dev site, articles on merging accounts, but…	#238928	Feb 11, 2022	Mar 22, 2022, 2:02 AM	Solved
request for virtual meeting.	#239014	Feb 14, 2022	Mar 29, 2022, 12:02 AM	Solved
Re: [Request received] - Ticket: 237146 - Subject: student to student mess…	#239329	Feb 17, 2022	Mar 7, 2022, 7:02 PM	Solved
FW: 19C Upgrade - FQDN Details	#240271	Mar 3, 2022	Apr 20, 2022, 7:01 AM	Solved

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Subject	ID	Created date	Updated date	Status
Username change procedure	#240954	Mar 15, 2022	Jun 12, 2022, 10:01 AM	Solved
Blue strip across the frontpage and extra credit not appearing	#241972	Mar 29, 2022	Apr 6, 2022, 7:01 PM	Solved
Navigation pane doesn't show weeks and I can't click on every bread crumb	#242276	Apr 2, 2022	Apr 11, 2022, 11:01 AM	Solved
Re: Attendance Integration	#243119	Apr 19, 2022	May 27, 2022, 5:01 AM	Solved
May 11 Upgrade to 3.11	#244385	May 9, 2022	Jun 4, 2022, 8:01 AM	Solved
new students accounts not showing up moodle.	#245715	May 31, 2022	Jun 13, 2022, 10:01 AM	Solved
Student profile is inactive to other students	#245793	Jun 1, 2022	Jul 14, 2022, 10:01 AM	Solved
question	#245957	Jun 3, 2022	Jun 25, 2022, 5:01 PM	Solved
Ticket: 240954 - Subject: Username change procedure	#246405	Jun 13, 2022	Nov 14, 2022, 2:01 AM	Solved
FW: CS1979659 - Moodle Test Metadata	#247318	Jun 29, 2022	Jul 7, 2022, 11:01 AM	Solved
FW: FW: LMS Moodle App error	#248405	Jul 15, 2022	Jul 25, 2022, 11:01 PM	Solved
removal of contact person	#248686	Jul 20, 2022	Jul 27, 2022, 12:01 PM	Solved
reports	#250760	Aug 17, 2022	Oct 9, 2022, 10:01 AM	Solved
Question about user counts	#250888	Aug 18, 2022	Sep 4, 2022, 5:01 AM	Solved
Question	#251910	Sep 1, 2022	Sep 9, 2022, 7:01 PM	Solved

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Subject	ID	Created date	Updated date	Status
Instructional Designer Access	#252951	Sep 15, 2022	Sep 29, 2022, 12:02 AM	Solved
renewal of ssl certificate for test environment	#253704	Sep 27, 2022	Oct 18, 2022, 7:01 AM	Solved
applying SSL Cert on production	#254191	Oct 4, 2022	Oct 26, 2022, 11:01 PM	Solved
RE: [Ticket Needs More Information] - Ticket: 252951 - Subject: Instructio…	#254267	Oct 5, 2022	Oct 13, 2022, 12:01 PM	Solved
Rubric not appearing properly and can't navigate through each block.	#259964	Nov 13, 2022	Nov 23, 2022, 5:03 PM	Solved
Download attendance reports	#261694	Dec 10, 2022	Dec 20, 2022, 5:03 AM	Solved
winter classes not showing up in moodle	#261783	Dec 13, 2022	Dec 20, 2022, 8:04 PM	Solved
Open LMS Sub-Processor Notice	#269318	Apr 6, 2023	Apr 6, 2023, 11:07 PM	Solved
Open LMS Sub-Processor Notice	#269354	Apr 6, 2023	Apr 6, 2023, 11:07 PM	Solved
Open LMS Sub-Processor Notice	#269388	Apr 6, 2023	Apr 6, 2023, 11:07 PM	Solved
Open LMS Sub-Processor Notice	#269653	Apr 6, 2023	Apr 6, 2023, 10:13 PM	Solved
Open LMS Sub-Processor Notice	#269694	Apr 6, 2023	Apr 6, 2023, 10:12 PM	Solved
RE: Open LMS Sub-Processor Notice	#271623	Apr 10, 2023	Apr 17, 2023, 11:02 PM	Solved
Guam Typhoon Check-In	#274586	May 24, 2023	Jul 19, 2023, 2:04 PM	Solved
Can't access Moodle site	#276625	Jun 28, 2023	Jul 5, 2023, 11:12 PM	Solved

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Subject	ID	Created date	Updated date	Status
Moodle Upgrade Planning	#278824	Jul 28, 2023	Sep 16, 2023, 8:02 AM	Solved
we are going to need to update SSL Cert for moodle production.	#281446	Sep 1, 2023	Sep 20, 2023, 1:05 AM	Solved
moodle error saml error	#281978	Sep 11, 2023	Sep 25, 2023, 9:02 AM	Solved
Moodle application production	#284108	Oct 12, 2023	Oct 12, 2023, 8:28 AM	Solved
LDAP error when signing in through moodle.guamcc.edu	#284109	Oct 12, 2023	Oct 19, 2023, 1:02 PM	Solved
GCC Moodle Upgrade	#287102	Nov 21, 2023	Nov 21, 2023, 2:34 PM	Solved
Moodle Upgrade Planning	#287108	Nov 21, 2023	Jan 12, 2024, 1:04 AM	Solved
User Sync Issue - Missing Students Enrolled	#289957	Jan 11, 2024	Feb 1, 2024, 12:03 AM	Solved
unable to sign into Moodle	#290295	Jan 15, 2024	Jan 29, 2024, 9:02 AM	Solved
Professor class is not showing up in the students Moodle Dashboard.	#290588	Jan 18, 2024	Jan 30, 2024, 10:02 AM	Solved
Please check if the moodle banner integration cron job sync is working or…	#290590	Jan 18, 2024	Feb 5, 2024, 9:02 AM	Solved
ILP Sandbox	#296950	Apr 25, 2024	May 8, 2024, 9:01 AM	Solved
ILP Plugin Required	#297247	Apr 30, 2024	Jun 17, 2024, 12:03 AM	Solved
Install block_ilp on Prod Site	#297252	Apr 30, 2024	Jun 7, 2024, 6:04 PM	Solved
ILP Plugin Configuration Page - Admin Access (GCC)	#299119	May 30, 2024	Jun 17, 2024, 1:03 AM	Solved

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Subject	ID	Created date	Updated date	Status
SSL Renewal	#300588	Jun 22, 2024	Jul 23, 2024, 11:04 PM	Solved
update of SSL Cert for non-prod 10pm-11pm Guam time.	#302548	Jul 17, 2024	Aug 1, 2024, 11:02 AM	Solved
zoom meeting for updating SSL Certification in production	#303069	Jul 24, 2024	Aug 14, 2024, 3:02 AM	Solved
Disable API Script for ILP Integration	#303153	Jul 25, 2024	Aug 8, 2024, 11:03 PM	Solved
FW: SSL Renewal	#303258	Jul 26, 2024	Jul 26, 2024, 3:22 PM	Solved
Ellucian SSL Certificate	#303265	Jul 26, 2024	Jul 26, 2024, 3:22 PM	Solved
Grade book aggregation choices missing	#304306	Aug 13, 2024	Aug 29, 2024, 6:03 PM	Solved
FW: Logging into moodle	#304412	Aug 14, 2024	Aug 24, 2024, 2:03 AM	Solved
Solution Needed for Duplicate Accounts Created	#304717	Aug 17, 2024	Sep 3, 2024, 6:04 PM	Solved
Student Permission	#305405	Aug 27, 2024	Sep 15, 2024, 12:01 PM	Solved
Disable Student's Ability To Remove Their Profile Photos	#305719	Aug 30, 2024	Sep 15, 2024, 1:01 PM	Solved
Moodle Course not on the correct Week	#307073	Sep 23, 2024	Today, 10:02 AM	Open

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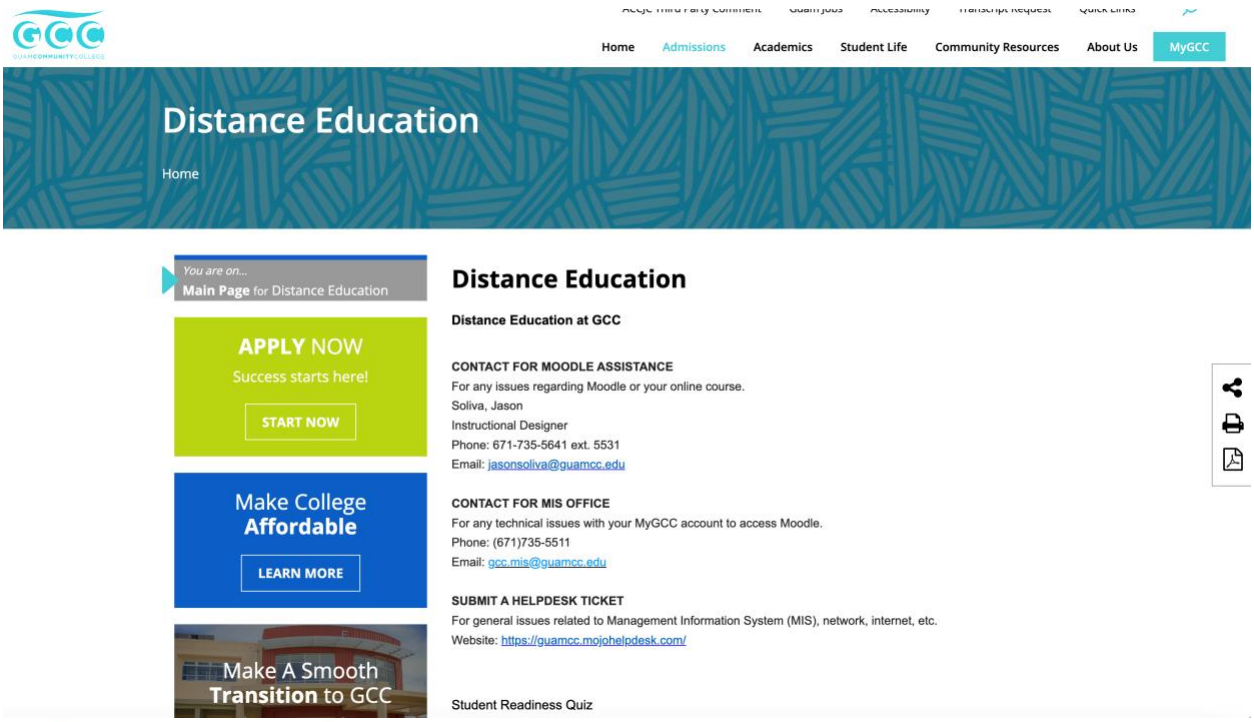
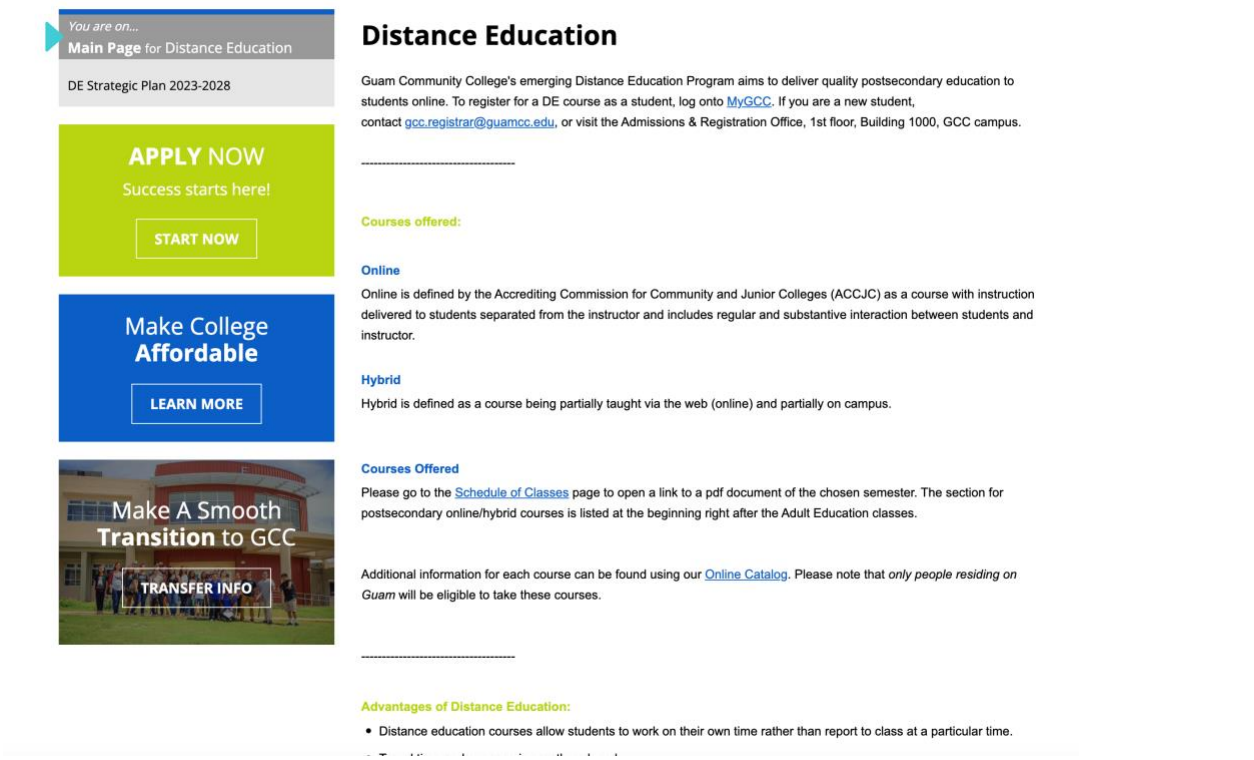
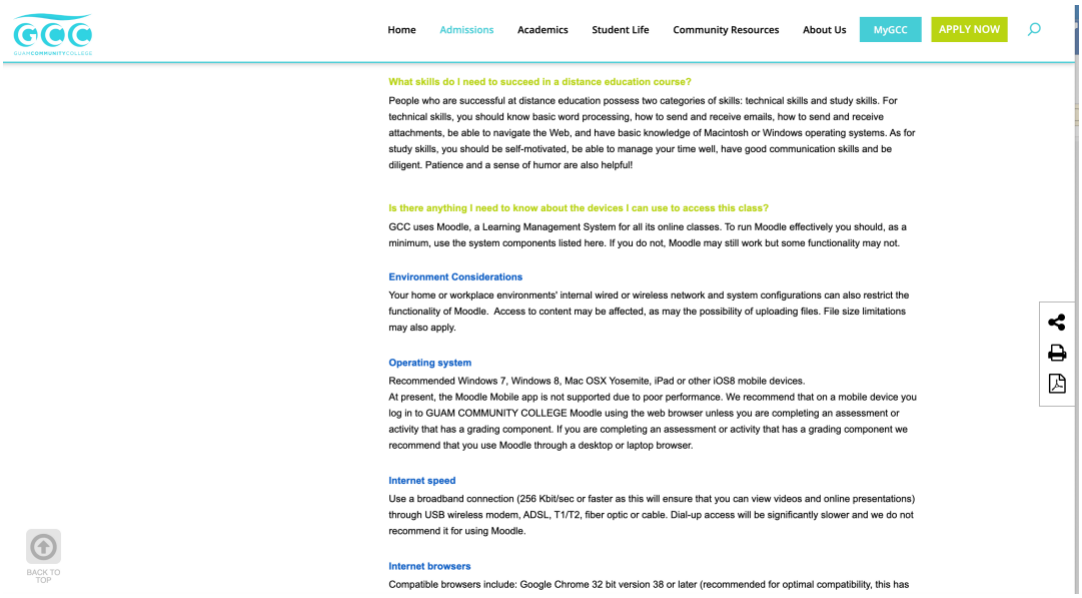
GCC Website – Distance Education Page

Link: https://guamcc.edu/distance-education-0, https://guamcc.edu/distance-education







Training For Faculty Evaluators

Training: Faculty Evaluation for GCC DE Courses

Save | More actions

Sep 27, 2024 | 1:00pm | to | 2:00pm | Sep 27, 2024 | (GMT+10:00) Chamorro Standard Time | Time zone

All day | Does not repeat

RSVP: Yes | Add note / guests

Event details | Find a time

Join with Google Meet

meet.google.com/fft-qfun-rqu

PCR Conference Room

Notification | 10 | minutes

Add notification

Jason Soliva

Busy | Default visibility

Availability might be shown in other Google apps

Create meeting notes

As discussed in the AAD Meeting today, I will be providing a training regarding faculty evaluation for DE Courses. This is to help us stay aligned with what ACCJC standards. Minimum 30-45min training with questions after. Thank you.

Guests | Rooms

Add guests

6 guests
6 yes (2 in a meeting room)

- Jason Soliva — Organizer
- Christine Sison — Office
- Dorothy-Lou Duenas
- Gerald Cruz *
- Mariesha Cruz-San Nicolas — Office
- Pilar Williams

* Calendar cannot be shown

Suggested times

Guest permissions

- [ ] Modify event
- [x] Invite others
- [x] See guest list

Faculty Evaluation of Distance Education Courses

September 27, 2024

Overview

- Background
- Reasons and Importance
- Common Issues Found
- Resolving Regular and Substantive Interaction Issues
- Practice Scenarios
- Conclusion

Background: Federal Regulation of RSI in Distance Education

Federal Compliance Regulation:

- The **Higher Education Act (HEA)** of 2008 established regulations regarding Regular and Substantive Interaction (RSI) for Distance Education.
- Under the **Code of Federal Regulations (34 CFR 600.2)**, RSI was created as the requirement to distinguish Distance Education from Correspondence Education. Courses must meet these RSI interaction standards to qualify for federal financial aid.

Background: Why so much emphasis on RSI in DE?

Why is RSI Important? – It is part of the ACCJC Policy and their Primary Evaluation Criteria.

- Helps ensure compliance with **Title IV.** Prevents courses from being classified as Correspondence Courses, which do not qualify for federal financial aid.
- Alignment to **Title IX,** to maintain equitable access to education. Ensures students in online courses receive the same academic support and engagement as traditional in-person students.
- **Overall: Supports Student Retention** by maintaining engagement, reducing isolation, and encouraging interaction.

Background:
ACCJC Policy

Code of Federal Regulations (34 CFR 600.2)

ACCJC
Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Policy on Distance Education and on Correspondence Education *January 2024*

The Commission holds the same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality and promoting equitable outcomes. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. This policy reflects the federal regulatory requirements regarding distance education and correspondence education in accordance with the following definitions.

Definition of Distance Education (34 C.F.R. § 600.2.)

Distance Education means:

(1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.

(2) The technologies may include:

a) the internet;

GUAMCOMMUNITYCOLLEGE

ACCJC Distance Education Definition

Definition of Distance Education (34 C.F.R. § 600.2.)

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(2) The technologies may include:

a) the internet;

b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

c) audioconferencing; or

d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).

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Regular Interaction Definition

Regular Interaction: Instructors must initiate interaction with students on a predictable and consistent basis (e.g., weekly announcements, discussion forums).

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and

b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Regular Interaction Definition

Reference: *ACCJC DE Rubric September 2024 Pilot*

A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor frequently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

Regular Interaction Definition

Reference: *ACCJC DE Rubric September 2024 Pilot*

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

ACCJC DE Evaluation

Reference: ACCJC DE Review Form September 2024 Pilot

Regular Interaction:

Each course section reviewed must include **evidence of both activities** to qualify as meeting the expectations for regular interaction per the *ACCJC Policy on Distance Education (DE) and on Correspondence Education*, that the instructor is:

a) providing opportunity for substantive interaction on a regular and predictable basis, and

b) monitoring the student's academic engagement and success and promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

In your assessment of the courses, how well is the institution providing regular interaction overall?

Include brief narrative to describe your findings:

ACCJC DE Evaluation

	Regular Interaction (must be both types)				
Course Section Name	Regular and Predicatable Engagement	Monitors success, engages students		Course section meets substantive and regular policy elements	Course section does not meet substantive and regular policy elements
Class A	x	x			x
Class B	x	x		x	
Class C	x	x		x	

Reference: ACCJC DE Review Form
September 2024 Pilot

Substantive Interaction Definition

Substantive Interaction: The interaction must relate to course content and contribute to student learning. This includes providing feedback on assignments, facilitating discussions, and offering direct instruction.

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

a) Providing direct instruction;
b) Assessing or providing feedback on a student's coursework;
c) Providing information or responding to questions about the content of a course or competency;
d) Facilitating a group discussion regarding the content of a course or competency; or
e) Other instructional activities approved by the institution's or program's accrediting agency.

Substantive Interaction Definition

B - Assessing or providing feedback on a student's coursework.

Initial →	Emerging →	Developed →	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

Substantive Interaction Definition

C - Providing information or responding to questions about the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

Substantive Interaction Definition

D - Facilitating a group discussion regarding the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides prompts, questions or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/ competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

ACCJC DE Evaluation

Reference: ACCJC DE Review Form September 2024 Pilot

Substantive Interaction:

Each course section reviewed must include **at least two of the following methods** of interaction to qualify as meeting the expectations for substantive interaction per the *ACCJC Policy on Distance Education (DE) and on Correspondence Education*:

a) direct instruction (only synchronous instruction qualifies);
b) assessment and feedback on coursework;
c) information/responses to questions about course content; and/or
d) facilitating group discussions.

In your assessment of the courses, how well is the institution providing substantive interaction overall?
Include brief narrative to describe your findings:

ACCJC DE Evaluation

		Substantive Interaction Methods (must be at least two methods)			
Course Section Name	Identify Type of DE: Asynchronous or Synchronous	Direct Instruction	Assessment & Feedback	Provides Information & Responses to Questions	Facilitates Group Discussions
Class A	Asynchronous		x		
Class B	Asynchronous		x	x	x
Class C	Synchronous	x	x	x	
Class D	Synchronous	x			x

Reference: ACCJC DE Review Form
September 2024 Pilot

Common Faculty Issues Found with RSI

- **Infrequent Communication:** Faculty may only check in with students occasionally, leading to disengagement.
- **Limited Use of Discussion:** Faculty may set up discussion forums but not actively participate or engage with students.
- **Over-reliance on Automation:** Some instructors rely on automated feedback without personalizing their responses.
- **Generic Feedback:** Providing surface-level feedback that doesn't address the specific needs of each student.

Common Faculty Issues Found with RSI

- **Infrequent Communication:** Faculty may only check in with students occasionally, leading to disengagement.

Imagine you are a student who submits their assignment, you get a bad grade. So you ask a question and no response. You don't know what you did wrong. You are waiting for the instructor's advice but nothing. And then eventually, you fail the course because you never got feedback.

How Can We Help Meet RSI Requirements as Evaluators?

- **Regular, Predictable Interactions** such as weekly announcements, emails, or live sessions.
- **Substantive Assessment Feedback** that is academic-focused and helps students improve their understanding.
- **Active Facilitation in Discussions** that encourages deeper engagement with course material.
- **Timely Responses** to student inquiries, ensuring that students feel supported.

How Can We Help Meet RSI Requirements as Evaluators?

Regular, Predictable Interactions such as weekly announcements, emails, reminders, video messages, or holding virtual office hours.

Questions to ask:

- "Is the instructor regularly communicating with students through multiple channels? (discussions, assignments, reminders, announcements, videos).
- "Is the faculty member consistently initiating contact with students?"

How Can We Help Meet RSI Requirements as Evaluators?

Assessment Feedback that is academic-focused and helps students improve their understanding.

Questions to ask:

- "Is the feedback specific, detailed, and aimed at improving student understanding?"
- "Are feedback substantive and personalized?"

How Can We Help Meet RSI Requirements as Evaluators?

Active Facilitation in Discussions that encourages deeper engagement with course material.

Questions to ask:

- "Does the instructor lead discussions or provide opportunities for discussion?
- "Are discussions substantive, academic-focused, and personalized?"
- "Is the teacher providing opportunities for students to reflect or provide their feedback?"

How Can We Help Meet RSI Requirements as Evaluators?

Timely Responses and Engagement to student inquiries, ensuring that students feel supported.

Questions to ask:

- "Is the faculty member monitoring student progress and engaging proactively with those who need help?"

Proactively Monitor Engagement: Faculty should identify students who are disengaged and reach out to offer support.

Practice Scenarios

Practice Scenarios

"An instructor requires students to participate in a weekly discussion forum but only checks in once a month. This results in minimal interaction from the instructor, leaving students to navigate the discussions on their own."

Practice Scenarios

Resolution

Instructor participates in discussions weekly. Responds to students or asks questions that deepen students' understanding. For example, they ask, 'How does this concept connect to what we learned last week?

The instructor can also provide resources or links for extra support/guidance.

Substantive Interaction, D.
Regular Interaction A.

Practice Scenarios

"In one online course, a student asked several questions about an assignment but did not receive a response from the instructor until two weeks after the due date. By this time, the assignment had already been submitted, and the student's opportunity to benefit from the instructor's guidance was lost.

Practice Scenarios

Resolution

A good practice is for instructors to set clear expectations for response times, such as replying to student emails within 24 to 48 hours.

The instructor could set up virtual office hours or drop-in sessions to provide real-time support.

The instructor can provide a Q&A session in a forum or during your virtual office hours, allowing students to ask questions and get immediate answers. This approach ensures regular and timely interaction, preventing students from feeling unsupported

Regular Interaction, A & B.

Practice Scenarios

"A faculty member uses an automated grading tool to evaluate assignments and does not follow up with any personalized feedback. While the tool provides grades, it lacks meaningful comments about the student's strengths or areas for improvement."

Practice Scenarios

Resolution

Follow up the grade with personalized feedback.

Use the comments section on the assignment to suggest improvement or highlight their strength.

Substantive Interaction, B.

Practice Scenarios

"An instructor sends out weekly instructional content, announcements with a recap of the week's content, assignments to complete, and reflection questions that tie into the course material."

Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

Regular Interaction A, B

Frequency: (Regular Interaction A)
Look for frequency of communication – office hours, discussion, announcements, response.
Are interactions regular and predictable? Are there opportunities provided?

Proactivity: (Regular Interaction B)
Monitor how faculty respond to student inquiries and progress.
Is the instructor reaching out to disengaged students?"

Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

Substantive Interaction B, C, D (must meet 2 out of the 3)

Assessment Feedback: (Substantive Interaction B)
Are feedback and discussions academic-focused and meaningful?
Evaluate the quality of feedback.

Instructional Content: (Substantive Interaction C)
Is the instructor providing students periodic instruction and questions related to the course material?
Evaluate whether engagement with the instructional content (e.g., videos, readings) is provided and delivered in a timely manner.

Discussions: (Substantive Interaction D)
Does the instructor actively participate in discussion boards and monitor student progress?
Ensure faculty are actively engaging with students in discussions or questions.

References and Additional Sources:

https://blog.cengage.com/importance-of-rsi-for-student-learning/

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https://teaching.resources.osu.edu/keep-teaching/regular-substantive-interaction-online

https://sunyempire.edu/dlis/design-your-course/regular-and-substantive-interaction/

https://www.fgcu.edu/digitallearning/digital-learning-blog/2024-02-13-rsi

https://germanna.edu/about-germanna/leadership-governance/college-policies/regular-and-substantive-interaction

Practice Scenarios

"An instructor sends out weekly instructional content, announcements with a recap of the week's content, assignments to complete, and reflection questions that tie into the course material."

Substantive Interaction, C.

Summary of Key Points

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Are interactions regular and predictable? Are there opportunities provided?

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Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

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Is the instructor providing students periodic instruction and questions related to the course material?
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Discussions: (Substantive Interaction D)
Does the instructor actively participate in discussion boards and monitor student progress?
Ensure faculty are actively engaging with students in discussions or questions.

THANK YOU
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