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| **Substantive Interaction** | **Non Substantive Interactions** |
| Faculty initiated interactions to students | Student to content and student to student  interactions |
| Announcements that are academic, timely,  and responsive | Announcements, emails, and messages that  are administrative or non-academic |
| Chat rooms when instructor dialogues actively with students | Course and Module introductions or  orientations that provide no opportunity for  faculty to student interaction |
| Feedback that is academic and personalized  on student blogs, wikis, quizzes, papers,  portfolios, exams, and other assignments | Instructors create activities and assignments  which are automatically graded, and the  instructor gives no additional feedback on  course site beyond the automated feedback  regardless of the assessment tool |
| Discussion board replies that are academic,  such as discipline-specific feedback (as  opposed to generic praise) on a student’s  particular strengths and weaknesses, critical  reasoning, argumentation, approach to a  problem, organization, links, articles, & research | Discussion board posts with non-academic or  administrative content such as generic praise  or clarifications of class policies or instructor  does not interact with students in discussion  board posts |
| Emails initiated by the instructor that are  academic in nature | Email initiated by students with no instructor  response |
| Instant Messaging and Phone calls that are  documented | Webcasts, webinars, podcasts, and other  audio/video recordings that are generic,  impersonal, passive, or non-timely |
| Office hours, including virtual, when instructor  meets with the student(s) | No online office hours or ways to communicate  with the instructor |
| Q&As about academic content | Q&As from students and answered by students |
| Review or tutor sessions | Pre-loaded Internet resources and links to  external sites |
| Interaction with students happens fairly  frequently and students grow to expect it | Modules, materials, lessons, lectures, and  presentations that are pre-loaded with no  direct interaction between the faculty and  students |
| Assignments and assessment deadlines that  are spread throughout the term of the class | Posted Internet resources and links to external  sites |
| Notice to students of instructor absence from  class and information on when regular  interaction will resume | Auditors and accreditors will only look inside  your course for evidence of regular and  substantive interaction. Interactions in third-  party sites, such as textbook publisher  websites or non UCA emails will not be  considered documentable evidence |