

## Instructor Feedback and Interaction Strategies/Time Savers

	Suggestions	Benefits	Limitations
Assess quality of Interaction, see Rubric <a href="http://www.westga.edu/~distance/roblyer32.html">http://www.westga.edu/~distance/roblyer32.html</a>	<ul style="list-style-type: none"> <li>Randomly assess students over course of semester; this reduces load on instructor and makes students aware that they will be assessed sometime.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly sets expectations for behavior.</li> <li>May increase participation and improve communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>May not be applicable to all interactions.</li> <li>Can be burdensome for instructor in courses with many students.</li> </ul>
Set up an anonymous Help Forum	<ul style="list-style-type: none"> <li>If setting up in a CMS, introduce first week of course and set to receive automatic email notification if possible.</li> </ul>	<ul style="list-style-type: none"> <li>Allows student to ask questions they may be reluctant to ask publically.</li> <li>Students can answer each other's questions.</li> </ul>	<ul style="list-style-type: none"> <li>Someone must review regularly.</li> <li>Must be adopted to be useful.</li> </ul>
Provide a Frequently Asked Questions (FAQ) area	<ul style="list-style-type: none"> <li>Develop a web page, document, PDF, etc. based on questions received over time.</li> <li>Divide into categories, e.g. technical, assignments, reaching instructor, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can eliminate calls or email to instructor.</li> <li>May reveal pedagogical or technical concern that needs revision.</li> </ul>	<ul style="list-style-type: none"> <li>Students may ignore and be repeatedly directed.</li> <li>May not answer all questions.</li> </ul>
Prepare a set of pre-written responses to FAQ that can be copied into a reply	<ul style="list-style-type: none"> <li>Prepare a document with standard responses for repeated queries or concerns regarding assignments, grading, attendance, participation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lessens time needed to compose individual messages.</li> <li>Provides consistency and uniformly reinforces.</li> </ul>	<ul style="list-style-type: none"> <li>May not be specific enough for all questions.</li> </ul>

	Suggestions	Benefits	Limitations
Integrate self-graded assignments	<ul style="list-style-type: none"> <li>Useful when using rubrics or criterion specific tasks that can be easily reviewed.</li> <li>Have students turn in assignment first, then their assessment.</li> <li>Do not over use.</li> </ul>	<ul style="list-style-type: none"> <li>Engages the learner with responsibility.</li> <li>Encourages reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Some students may not take seriously.</li> <li>Some students may not be prepared to assume this responsibility.</li> </ul>
In system (CMS) quizzes, set to release correct answers	<ul style="list-style-type: none"> <li>Useful for formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Increases learning through immediate feedback.</li> <li>Lessens need for instructor feedback</li> <li>Increases retention</li> </ul>	
Provide protocols for chats and discussions	<ul style="list-style-type: none"> <li>Provide a few days before first activity.</li> <li>Review or quiz to reinforce.</li> </ul>	<ul style="list-style-type: none"> <li>Relieves anxiety for some learners.</li> <li>Sets clear expectations</li> </ul>	<ul style="list-style-type: none"> <li>May annoy experienced texters – ask these students to assist in helping others.</li> </ul>
Assign students as moderators for discussions, chats, group work	<ul style="list-style-type: none"> <li>Helpful for a regular activity</li> <li>Share expectations and guidelines.</li> <li>Model before implementing.</li> </ul>	<ul style="list-style-type: none"> <li>Gives learners ownership over activity.</li> <li>Increases communication and interaction skills.</li> </ul>	<ul style="list-style-type: none"> <li>Not all students may be prepared – you may have two moderators.</li> <li>A moderator may be ‘missing’ or have poor connectivity.</li> </ul>
Random selection of assignment feedback/assessment.	<ul style="list-style-type: none"> <li>Works best for weekly tasks, such as quizzes, journals, short writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Helps focus student preparedness.</li> <li>Alleviates instructor workload.</li> </ul>	<ul style="list-style-type: none"> <li>If not consistently random, students will take advantage and not prepare.</li> <li>Some students may need or require more feedback.</li> </ul>

	<b>Suggestions</b>	<b>Benefits</b>	<b>Limitations</b>
Administer periodic polls and surveys	<ul style="list-style-type: none"> <li>• Use to determine learner satisfaction.</li> <li>• Use for pre/post assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to determine status quo, areas of confusion, and engage learner</li> </ul>	<ul style="list-style-type: none"> <li>• Can be ignored or overlooked.</li> <li>• Less likely to be useful in courses with high levels of interaction.</li> </ul>
Offer regularly scheduled office hours via chat, phone, discussion, or video.	<ul style="list-style-type: none"> <li>• Consider offering a 'getting to know you' office hour early in the semester.</li> <li>• Consider two short periods rather than one long period of time.</li> <li>• May be best to schedule between synchronous events when questions are more likely.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalizes interaction.</li> <li>• Communicates instructor involvement.</li> <li>• Provides an opportunity to determine status quo of course.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may not prefer this type of interaction.</li> <li>• Times may conflict with student schedules.</li> </ul>