

RSI – Creating Opportunities for “Check-Ins”

Regular and Substantive Interaction (RSI) means **actively and intentionally engaging with your students on a regular basis**, not just posting content, but reaching out to students individually to support their progress. This includes checking in with students who may be falling behind, providing timely feedback and creating opportunities for meaningful two-way communication. Consistent, documented interaction helps ensure students stay connected, supported and successful throughout the course.

Below is a sample assignment designed to meet RSI, document evidence in Canvas, and most importantly, develop meaningful connections with your students. **Feel free to copy it, steal it, adapt it and make it your own**—whatever works best for you and your students!

Example: Let’s Connect: Class Check-In Questionnaire

1. Create a low-stakes (or no-stakes) assignment at key times during the semester (early on, before a big exam, mid-semester etc).
2. Fill in the assignment details:

Assignment Name: Let’s Connect: Class Check-In Questionnaire

Instructions: Hi Students! I want to use this opportunity to check in with you. Use this space as an opportunity to share how you are doing in class and let me know how I can support you. Please take a few minutes to answer the following questions:

Sample Questions:

- What is your plan to finish the semester strong? Good mid or end of semester question! (Be real—what’s your strategy to “kick tail” from here?)
- How are you feeling about the class right now? (Confident, overwhelmed, behind, doing okay, etc. Tell me more if you’d like.)
- Where do you feel you are in the course right now? (Fully caught up, A little behind, More than a week behind, Not sure where I am)
- What has been the most challenging part of the class so far? (Content, time management, instructions, technology, outside responsibilities)

- What has been going well for you in this class? (Let's build on your strengths toward a successful semester!)
- Do you have any specific questions about assignments, expectations, or upcoming work?
- Is there anything outside of class that is impacting your ability to keep up? (Work, family, health, activities... share only what you're comfortable with.)
- How can I best support you right now? (More reminders, clearer instructions, flexibility, resources, check-ins, etc.)
- Would you like me to reach out to you for a quick check-in?

Important - Tell Your Students: Your responses are important to me, and I'll read each one with care to provide the best support you need to succeed. This is not graded for correctness, but for completion.

Points: 0 points, 1–2 points, or extra credit (your choice)

Submission Type: Online (check "Textbox Entry")

Dates: Add Due Dates to help you and your students stay organized and provide timely support.

Reminder: Interaction should occur regularly, such as weekly, and at key points in the course (e.g., first two weeks, mid-semester, after major assignments or exams). Use these check-ins to frequently connect with your students.

Provide Feedback to "Check-In"

Now that your assignment is created and your students can respond, use the comment section to leave a personalized message for each student. Keep it short, supportive and specific.

Comments are visible to evaluators and serve as a **documented record of communication** between the instructor and student.

Example Instructor Messages:

"Hi Alex! You're making great progress. I recommend reviewing the video on [topic] and checking the example problems in Module 3. I'm also happy to meet with you during office hours if you want extra support."

"Hi Jordan, I saw you haven't logged in this week. Just checking in. Anything I can help with to get you back on track? It's okay to ask questions. I am here to help you succeed."

“Hi Taylor! Thank you for sharing how you feel about the class. I hear that you’re finding the latest assignment challenging. I recommend checking out this information [add resources]. If anything is still unclear, please reply here – I’ll be happy to help!”

*Personalize each comment by using the students’ name, but of course you can save messages as you work through your assignment and copy/paste (with the correct name). Direct students to use the comments section for further questions for continued documentation.

Tips for Success

- Keep messages **short, warm and personalized**
- Use **Canvas analytics** to guide your outreach (who hasn’t logged in, who missed work, etc.)
- Do not overthink it! Consistency matters more than length
- Consider using this as a **routine touchpoint** (e.g., “Weekly Wednesday Check-In”)

Documentation Reminder

This assignment naturally generates RSI evidence. For your RSI form, especially when you connect through emails, the Canvas inbox (no, evaluators CANNOT see your inbox) or third-party applications, be sure to: Take **screenshots of instructor comments and student replies**, note **dates and frequency** of check-ins, and highlight examples of **supporting struggling or inactive students**

Optional Variations (Make It Fun!)

- **“Two-Minute Tuesday”** – super quick weekly check-in
- **Emoji Check-In** 😊 😐 😞 – students reply with an emoji + short explanation
- **“One Win, One Challenge”** – students share a success and a difficulty
- **Video Check-In** – instructor leaves a short video message instead of text