

Regular and Substantive Interaction



Showcase



The DE Team



Anniqua RanaDean of ASLT



Nada Nekrep DE Coordinator



Lindsey IrizarryInstructional Technologist



Allison HughesInstructional Designer



Terri HannonInstructional Designer



Erica ReynoldsInstructional Designer



Jennifer McGuire Instructional Designer

Meet Your Showcase Colleagues

Amira Alkeswani
Science & Technology



Emanuela Quaglia

Business, Design & Workforce



Tracy DeHaan

Humanities & Social Sciences



Who is in the Room

Please share in the Chat:

- Your Name
- Your Division
- Online Courses you will be teaching in the Fall

Example: BIOL 130

(online synchronous or asynchronous only; no hybrid)

Ways to Engage



Engage as you prefer

You are welcome to raise your hand, type in chat, or stay silent (learning happens in silence too)



Hold questions

Please hold questions, until
'Q & A' times.

Put share comments, ideas

But share comments, ideas, etc. at any time in the chat.



Take what serves you

Consensus is not the goal. We are here to share, discuss, and grow in collegial conversation.

Agenda

- Welcome and Introduction
 - Regular Interaction Showcase and Discussion
 - Amira
 - o Emanuela
 - Tracy
- Break
 - Substantive Interaction Showcase and Discussion
 - Amira
 - Emanuela
 - Tracy
- Wrap-Up

Regular Interaction

Between a student and an instructor(s) is demonstrated by the two criteria (E and F).

Regular Interaction: Criterion E

Providing opportunity for substantive interactions with the student on a predictable and regular basis

Regular Interaction: Criterion E

Criterion E: 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 periodically 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 consistently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor frequently engages students throughout the term. Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

RSI Self-Assessment for Online Faculty Regular Interaction: Criterion E

Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

RSI Rubric Criteria	 RSI Components Please check all that apply to your online course. Components are listed in ascending order of importance. Aim for the highest possible marks. 	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check <i>all that apply</i> to your online course.
E – Providing the opportunity for substantive interaction on a predictable and regular basis	At the very beginning of the semester, provide clear information about HOW and WHEN you will interact with students: Exact schedule for the weekly office hours Expected Announcement frequency Which discussions will receive your substantive comments and with what frequency Your response time for the substantive feedback on assignments Encouragement to participate in opportunities for substantive engagement (office hours, discussion boards etc.) Interaction frequency is proportional to the course length and content density Engagement with students yields equitable student outcomes	Communication Plan (explaining how/when interaction will be happening Zoom In the Syllabus In the Introductory Module Interaction frequency and response times are embedded into individual assignments/discussions within content Modules Scheduled Office Hours (Zoom tab in the Course Navigation Menu) Scheduled Review or Study Sessions (Zoom tab in the Course Navigation Menu) Note: Must be OPTIONAL for asynchronous online courses.

About the Course



Amira Alkeswani

MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- > Avg Enrollment: 35
- Course Length: 17 Weeks

MATH-241-BusinessCalculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length: 6-Weeks

Communication Plan MATH 200



Office Hours - Sample Language

Office Hours: In-person (Mon–Thu, various times) and online (Wed & Thu, 5–6 PM via Zoom, ID: 842 7601 1777).

Appointments available by request: alkeswania@smccd.edu

Feedback/Grades - Sample Language

I use rubrics to grade your work and often include personalized comments. You may be asked to message me privately for follow-up.

All weekly assignments are graded by Friday.

Participation - Sample Language

Learning is a shared journey built on active participation, mutual respect, and a commitment to growth. Attend every class prepared, manage your time wisely (and embrace mistakes as part of the learning process. Most importantly, ask for help when you need it — I'm here for you.

Communication Plan Language from Syllabus

MATH 200

Communication

- One-to-One Communication: Canvas messages or email at <u>alkeswania@smccd.edu</u>. I will
 respond within 48 hours.
- Canvas Announcements: Weekly schedule publishing module and major announcements will be communicated through Canvas Announcements.
- Q&A Forum: I highly recommend posting your questions or concerns about the material
 on this discussion forum to help your peers. This is a sign of good participation. I will
 respond within 48 hours.
- Assignments Feedback: I will use rubrics to grade your assignments, but I will provide feedback and might ask you to send me a private message.
- Discussion Forum: I read and monitor your responses on a daily basis. I might not reply to
 posts unless clarification is necessary.

Community Agreement

Throughout this course, we will encounter challenges, but we'll also have support to guide us. Learning is a shared effort, and together we'll create a positive, meaningful, and empowering experience through

active participation and mutual respect. Be sure to attend every class and come prepared. Effective

time management is crucial, as mastering calculus requires 12-15 hours of focused study each week.

Stay organized, and embrace mistakes as they are a natural part of learning. Remember, asking for

help is key to your success, and I am here to support you.

MATH 200 Sample Language from Welcome Announcement:

Hi Everyone,

Welcome you to Math 200! We've got a great semester ahead, and I can't wait to get started 😊 🌟

To kick things off, head over to Canvas, where you'll find everything you need for the course, so take a little time to

- Check out the course <u>syllabus</u>.
- Watch the <u>welcome video</u>.

The <u>Week 1 module</u> is live now, I'm so excited to meet you all there! if you have general questions, please post them in the <u>Q&A Forum</u> on Canvas (it's the easiest way for everyone to stay in the loop). If it's something private, feel free to send me a message on Canvas or shoot me an email.

MATH 200 | Announcement



Amira Alkeswani AUTHOR | TEACHER

Created Jan 12 11:21am | Posted Jan 12 11:21am | Last edited Jul 2 2:23am

Welcome to Math 200! Week One Module is up now:)

Hi Everyone,

Welcome you to Math 200! We've got a great semester ahead, and I can't wait to get started 😎 🌞

To kick things off, head over to Canvas, where you'll find everything you need for the course, so take a little time to

- · Check out the course syllabus.
- · Watch the welcome video.

The Week 1 module is live now, I'm so excited to meet you all there! if you have general questions,

please post them in the Q&A Forum on Canvas (it's the easiest way for everyone to stay in the loop). I

f it's something private, feel free to send me a message on Canvas or shoot me an email.

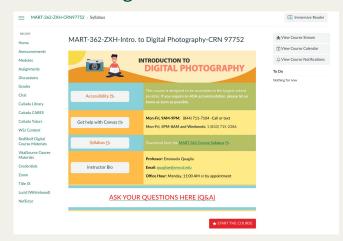
About the Course



Emanuela Quaglia

MART 362 - Intro to Digital Photography

- Modality: Online Asynchronous
- Avg Enrollment: 30 Students
- Course Length: Full Semester



Communication Plan

Regular Interaction | Criterion E

Communication Plan







- Course Syllabus
- Getting Started Module
- Announcement Page

Communication Plan in Course Syllabus



COMMUNICATION PLAN

I'm committed to staying connected with you and supporting your learning throughout the course.

Assignment Feedback & Grading

- Assignments are graded within 5 days of the due date.
- You'll receive a detailed rubric and **substantive**, **personalized feedback**, which may be written, audio, or video.
- Feedback highlights your strengths, areas for growth, and creative suggestions.

Staying Connected

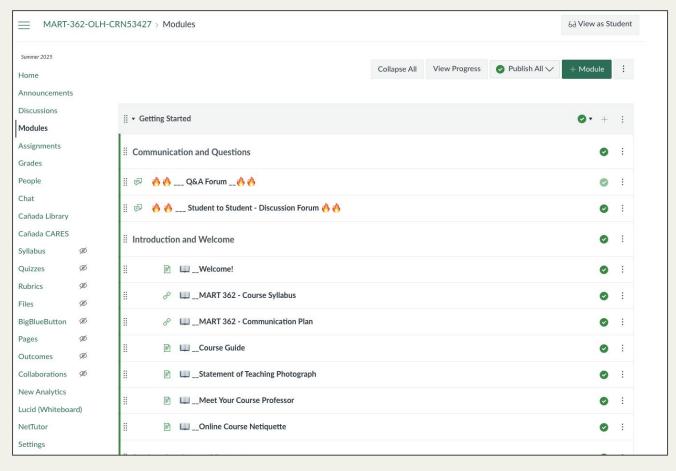
- Weekly announcements are posted every Monday with guidance, examples, and reminders.
- I engage in discussions and may reach out individually if support is needed.
- You can contact me anytime via Canvas or email. I usually respond within 24 hours on weekdays.

Need help?

You're always welcome to schedule a one-on-one Zoom meeting.

Communication Plan in Getting Started Module





MART 362 - Communication Plan

Instructor: Emanuela Quaglia

Course Modality: Online Asynchronous

Welcome to MART 362!

Communication and meaningful feedback are essential to our creative growth.

This course follows federal and state guidelines for **Regular and Substantive Interaction** (**RSI**), and I'm committed to staying actively connected with each of you throughout the semester. Below is how you can expect to receive support and feedback.

7 Assignment Grading & Assessment

. Grading Timeline:

All assignments, projects, and image submissions will be graded within **5 days** of the due date, typically by **Friday** each week.

Rubric-Based Assessment:

Each assignment includes a detailed rubric posted in Canvas. This rubric assesses your work based on technical accuracy, creative intent, adherence to assignment guidelines, and thoughtful execution. These scores give you a clear sense of how you're progressing in specific skill areas.

Substantive, Personalized Feedback

Individualized Feedback Formats:

In addition to the rubric, you will receive **substantive feedback personalized to your work**, which may be shared in one of the following formats:

- o Written comments directly in Canvas
- Audio feedback (using the Canvas media recorder or uploaded file)
- o Video commentary, offering a visual walk-through of your image or project
- . What Feedback Will Include:

My feedback will focus on:

- What you did well—technically and artistically
- o How your choices support the narrative or prompt
- o Suggestions for creative or technical refinement
- Encouragement and next steps to grow your photographic voice

. Follow-Up Opportunities:

If you'd benefit from additional support, I may invite you to a Zoom meeting or encourage a revision to help you continue building your skills.

Instructor-Initiated Communication

Weekly Announcements:

Every Monday, I'll post a new announcement that introduces the week's topic, shares examples or inspiration, and provides reminders and encouragement.

Discussion Engagement:

I actively participate in discussions, responding to your posts with feedback and questions that support deeper exploration and peer learning.

Proactive Outreach:

If I notice you haven't submitted an assignment or seem to be struggling, I'll reach out with support and suggestions for getting back on track.

How to Reach Me (Student-Initiated Communication)

Canvas Inbox or Email:

Please feel free to reach out with questions at any time. I typically reply within 24–48 hours on weekdays.

. One-on-One Zoom Meetings:

If you'd like help with your work or feedback in real time, just send me an email to schedule a private Zoom office hour.

A Creative and Caring Learning Space

In this course, we grow by showing up, experimenting, and connecting. Please:

- Stay engaged each week and check announcements regularly
- · Reach out when you need help-big or small
- Embrace challenges and celebrate progress
- · Be kind to yourself in the learning process

I'm truly honored to be on this creative journey with you!

Warmly,

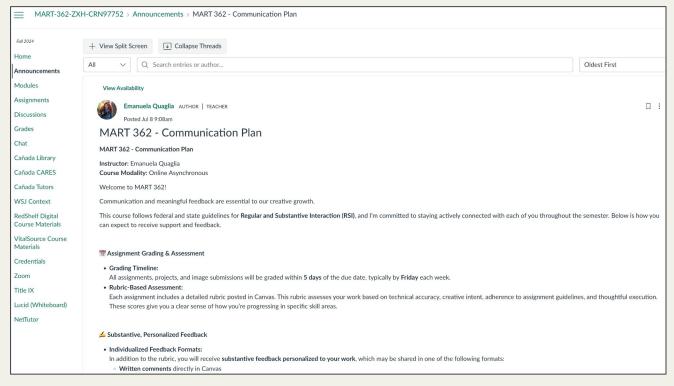
Emanuela

2'

Communication Plan in

Announcement Page





Communication Plan MART 362



Office Hours - Sample Language

- Office Hours: Online via Zoom: Wednesday 12:30 PM or In-Person:
 Build 22 Room 114: Thursday 12:30 PM
- Online by Appointment (via Zoom, ID: 842 7601 1777).
- Appointments available by request: <u>quagliae@smccd.edu</u>

Feedback/Grades - Sample Language

- I use **detailed rubrics** to grade your work and I include personalized feedback to support your learning.
- Sometimes, I may ask you to message me privately for follow-up or clarification.
- All weekly assignments are typically graded by Friday.

Participation - Sample Language

- Log in to Canvas several times a week to stay current.
- Participate in weekly assignments, discussions, and peer reviews.
- Respond to instructor and peer messages in a timely manner.
- Check announcements regularly for updates and reminders.
- Reach out if you need help, I'm here to support you!



Regular Interaction Plan



Office Hours

- Office Hours: Online via Zoom: Wednesday 12:30 PM In-Person: Build 22 - Room 114: Thursday 12:30 PM
- Online by Appointment (via Zoom, ID: 842 7601 1777).
- Appointments available by request: <u>quagliae@smccd.edu</u>

Feedback/Grades

- I use detailed rubrics to grade your work and I include personalized feedback to support your learning.
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Participation

- Log in to Canvas several times a week to stay current.
- Participate in weekly assignments, discussions, and peer reviews.
- Respond to instructor and peer messages in a timely manner.
- Check announcements regularly for updates and reminders.
- Reach out if you need help, I'm here to support you!

Regular Interaction: Criterion E

OFFICE HOURS

Office Hours should be listed in:

- Canvas Homepage
- Course Syllabus
- Welcome Announcement
- Welcome **Email**
- Welcome Video
- Course Guide



Online via Zoom: Wednesday 12:30 PM

In-Person: Build 22 - Room 114: Thursday 12:30 PM

Online by Appointment (via Zoom, ID: 842 7601 1777).

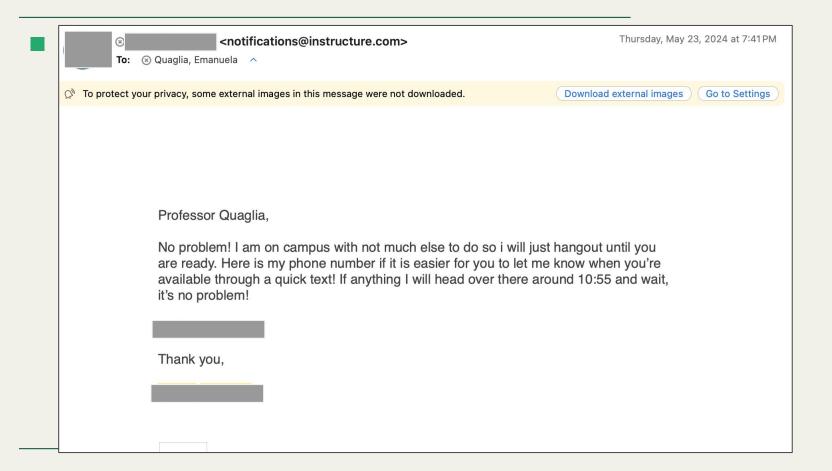
Appointments available by request: quagliae@smccd.edu











e ould be listed in:

Re: FINAL PROJECT Saturday, May 17, 2025 at 12:02 AM X Quaglia, Emanuela Hi Professor! Please, don't worry at all! I appreciate it so much that you're willing to sit with me. I've been alright-- It's been incredibly hectic with work at the Financial Aid office and getting ready for commencement, and I've just been trying to juggle everything to make sure what I submit is up to par. Monday at 9:30 is perfect! And again, I really, really appreciate all you've done to accommodate me. Thank you so much,



Hi Professor Emanuela,

Thank you again for taking the time to talk with me today—I know you're really busy, and I truly appreciate it. I regret not shooting more... I should've just shot more and been a little late to work!

I did manage to get some photos of the designers, I hope they're a helpful contribution. I submitted them through one of my late Photoshop retouching assignments since WeTransfer wasn't working while I was on the go and couldn't get a stable Wi-Fi connection. I'll properly submit the rest of the original assignment and show you everything next week.

It was really good to see you. I'm sorry if this creates more work on your end—I hope it doesn't! Wishing you and your family all the best—wishing they're firmly on the mend!

Looking forward to seeing you next Wednesday at 10AM! Let me know if anything changes or if you need to meet up earlier or later. Assuming the photo room where class is held. See you there!

Warmly,

Regular Interaction: Criterion E

FEEDBACK

Where and How Regular Feedback Should Be Provided (RSI Rubric-Aligned)









Gradebook Comments

- Use Canvas SpeedGrader to leave clear, personalized comments when grading assignments.
- Reference rubric criteria and provide encouragement or suggestions for improvement.

Discussion Boards

- Actively participate in weekly discussion forums.
- Acknowledge student insights and guide deeper reflection through follow-up questions.

Announcements

 Post weekly announcements that summarize learning goals, highlight common challenges, and provide tips.

Where and How Regular Feedback Should Be Provided (RSI Rubric-Aligned)









Inbox Messages or Email

- Respond to student questions within 24–48 hours.
- Provide individualized support and encouragement where needed.

Assignment Feedback Videos or Audio

- Use short video or audio recordings in SpeedGrader to give rich, personalized responses.
- This adds a human touch and supports different learning preferences.

Zoom Office Hours or Check-ins

 Offer optional weekly Zoom office hours for live interaction and feedback.

Sample Regular Feedback/Interaction - RUBRIC

Material Photography Composition Assignment Rubric

Total Points: 100

Criteria	Excellent (25 pts)	Good (20 pts)	Satisfactory (15 pts)	Needs Improvement (10 pts or below)
Use of Composition Principles	Demonstrates thoughtful and effective use of key principles (rule of thirds, balance, leading lines, etc.)	Shows understanding and use of composition principles with minor inconsistencies	Some composition techniques used, but effectiveness is limited	Lacks clear application of composition principles or appears random
Creativity and Originality	Image displays a unique perspective or creative approach to subject and framing	Demonstrates creativity; shows personal vision but could push boundaries further	Some effort toward originality, but feels familiar or typical	Lacks creativity or shows little thought to framing or subject choice
Technical Execution	Proper exposure, focus, and framing; no distracting technical flaws	Generally strong technical quality with few minor issues	Some technical flaws (e.g., slight blur or poor exposure), but overall acceptable	Serious technical issues affecting clarity, focus, or exposure
Narrative and Intent	Strong visual storytelling or clear emotional/conceptual message	Message or theme is mostly clear and engaging	Theme is somewhat apparent but not fully developed	Lacks clear intent or fails to communicate a story or emotion





Rubrics and Feedback

BUT — RUBRIC FEEDBACK IS NOT ENOUGH!!!

Rubrics and Feedback

RUBRICS ALONE DO NOT BUILD CONNECTION

Rubrics and Feedback

RUBRICS GUIDE, BUT ADDITIONAL PERSONALIZED FEEDBACK CONNECTS!

Rubrics and Feedback

STUDENTS NEED MEANINGFUL FEEDBACK INTERACTION

Sample Regular Feedback/Interaction - SPEEDGRADER



Dear Alex

Thank you for your thoughtful work! Here's some feedback on your composition assignment:

Composition

- Strong use of framing and visual balance—your subject placement is effective.
- Try experimenting with different points of view to deepen your narrative.

Creativity

- · Your choice of subject feels personal and meaningful-well done!
- · Consider exploring contrast or patterns to enhance visual impact.

Technical

- · Exposure and focus are well handled.
- Be mindful of small background elements that might distract from the subject.

Overall

- You're showing great progress—keep exploring and shooting!
- Feel free to reach out if you'd like to review any images together.

Wonderful work, Alex!

Emanuela

Dear Ann,

Thank you for submitting your composition assignment! Here's my feedback:

Composition

- You made excellent use of leading lines and space—your eye for structure is strong.
- Try playing with asymmetry to add more dynamic energy to some of your shots.

Creativity

- Your subject choices are engaging and expressive—there's a real sense of intention behind each image.
- Don't be afraid to push the creative boundaries even more in future work!

Technical

- Great job managing light and depth—your exposures are clean and well-balanced.
- Watch your focus points to ensure the subject stays sharp and central to the viewer's attention.

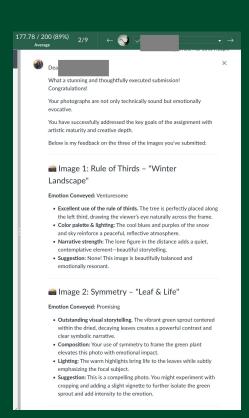
Overall

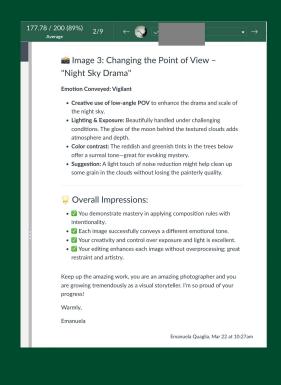
- · You're clearly developing a personal style, which is exciting to see!
- Let me know if you'd like to discuss ideas or techniques—happy to support you.

Great work, Ann!

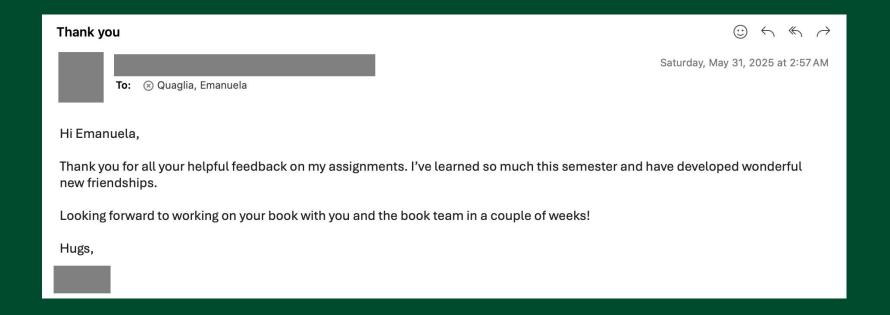
Emanuela

Sample Regular Feedback/Interaction - SPEEDGRADER











From:

Date: Thursday, March 3, 2022 at 2:05 AM

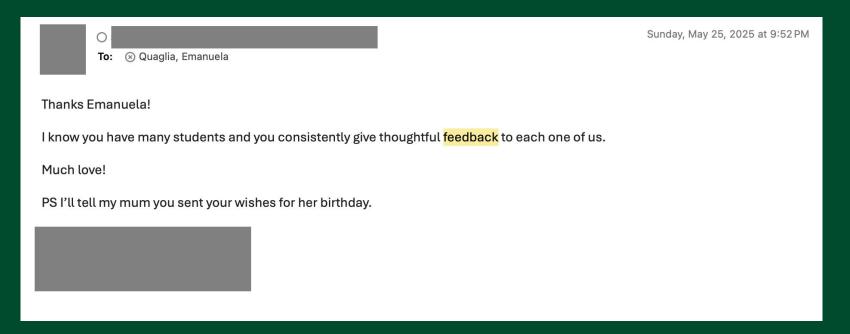
To: Quaglia, Emanuela <quagliae@smccd.edu>

Subject: Re: thank you for your advice regarding my assignments

Hello,

Thank you for taking the time to add your comments and recommendations when grading my work. I realize that grading artwork(especially having many students in your classes) is much harder than grading multiple choice exams, it takes being committed to teaching to make that extra effort.







From:

Date: Thursday, September 5, 2024 at 8:52 AM **To:** Quaglia, Emanuela <quagliae@smccd.edu>

Subject: Thank you!

You don't often get email from Dear Professor Quaglia,

Learn why this is important

Thank you so much for your incredible feedback on my first photo submission! Your words truly made my day. I'm really blown away by your sentiments — they really mean the world to me.

I've been putting off taking a digital photo course for years, even though photography has always been my passion. Your detailed and encouraging response feels so encouraging. I'm thrilled to be learning from you and so grateful for the opportunity to develop my skills under your guidance.

Your praise for my work and your insights into the technical and emotional aspects of my photos are both inspiring and motivating. I can't wait to dive deeper into the course and push my boundaries as a photographer.

Thank you again for your support and for making me feel so welcomed and excited about this journey! Warmest regards,

Draft saved just now

Regular Interaction: Criterion E

PARTICIPATION



Participation Examples

Announcements

Discussion Boards





Chats

Participation Examples

Announcements

Regular Interaction in Announcement Page





MART 362 - Welcome to Module 2! All Sections Dear Digital Photographers, Welcome to Module 2! You made great introduction posts, and you ← Reply	Fosted on: Jun 16, 2025, 12:00 AM
MART 362 - Important Announcement - Census Day (June 17, 2025) All Sections Dear Students, I hope you are enjoying your weekend! Here I have an important announcement f	: Posted on: Jun 15, 2025, 8:00 AM
MART 362 - MODULE 1 Open! - Ice Breaker Discussion All Sections Hello Everyone, I wanted to let you know that MART 362 MODULE 1 - INTRODUCTION - Icebr Reply	Posted on: Jun 9, 2025, 7:00 AM
MART 362 - Useful Course Information For You. All Sections Dear Students, Let's Start Our Journey! Here I have a few useful information for you. The course Reply	: Posted on: Jun 9, 2025, 6:30 AM
MART 362 - How to Succeed in the Course :) All Sections Dear Students, Welcome again to MART 362 Intro to Digital Photography, and thank you for cho ← Reply	Posted on: Jun 9, 2025, 6:15 AM
Welcome to Intro to MART 362 - Intro to Digital Phothography class! :-) 1 Section Dear Students, Welcome to the Intro to Digital Photography Course! My name is Emanuela Qu Reply	: Posted on: Jun 9, 2025, 6:00 AM

Regular Interaction in

Announcement Page

MART 362 - Welcome to Module 4 - Unleash Your Creativity with Camera Settings!



1 Section

Dear Digital Photographers, How are you? Happy Monday! I hope you all had a peaceful and joyf...

← Reply

MART 362 - Student Gallery Announcement - Your Work is Live!



1 Section

Dear Students, I'm so happy to share some exciting news! Your incredible photographs have bee...

← Reply

MART 362 - Wonderful Work on "My World" Assignment + What's Next



1 Section

Dear Digital Photographers, I just wanted to take a moment to say bravo for the beautiful work y...

← Reply

MART 362 - Module 3 Open! - Working with Camera Setting



All Sections

Hello Everyone, Happy Monday! You did an excellent job with your My World assignment. Con...

← Reply





MART 362: Intro to Digital Photography

Example Language:

Example language from Welcome Announcement



Welcome to Intro to Digital Photography Course, Emanuela Quaglia, YouTube



View Availability



Emanuela Quaglia AUTHOR | TEACHER

Created Jul 8 10:09am | Posted Jul 8 10:09am

Welcome to MART 362 - Intro to Digital Photography! Your Week 1 Module is Live!

Dear Digital Photographers.

Welcome to MART 362! I'm so excited to begin this creative journey with you. We have a wonderful semester ahead, filled with opportunities to explore the world through your lens, and I can't wait to see what you capture!

To get started, please head over to Canvas, where you'll find everything you need:

- Check out the course syllabus to get familiar with our goals and schedule.
- **S** Watch the welcome video for a guick overview and a personal hello from me.

The Week 1 Module is now open! I'm really looking forward to getting to know you and your work, If you have general questions, please post them in the Q&A Forum so we can learn together.

If you have a personal or specific question, feel free to message me on Canvas or email me-I'm here to support you every step of the way!

Warmly. Emanuela

Reply

Example from

How To Succeed in the Course Announcement

MART 362 - How to Succeed in the Course :)

Dear Student

Welcome again to MART 362 Intro to Digital Photography, and thank you for choosing this course.

I am very excited to support you in this journey, and also to have you join our online community. Now let's dive in. This is what I advise you to do if you wish to succeed in the course:

1. Bookmark this course in your browser.

Now that you've enrolled in the course you can log into the course modules anytime from your computer, from your tablet or from your smartphone.

Log into the course from using this link, or better yet, add this page that you're looking at right now as a favorite in your Internet browser if you haven't yet done so.

2. Set aside 9 hours study/work time each week for this course.

9-hours per week is the average amount of time it takes our students to succeed in the course with an "A". You will need this time to read and watch the instructional material, participate in the discussion board, shoot images and edit your work.

A quick reminder that you have access to this course until the end of the semester (May 27, 2022), so feel free to save the links and download the instructional material during the course if you wish to have it as future references

3. Start at the top and work your way down.

This course is organized into modules and lessons within each module. My advice is to start at the top of each module and then to work your way down.

People learn and absorb information differently. That's why each module includes:

- · An instructor-led video
- . Notes that include the full video transcript and additional information and resource links.
- . A game to test your understanding of the content.
- . Links to the video and the lecture notes if you prefer to print out our course lectures and work offline.

So make sure to scroll all the way down to the bottom of each lecture and not to skip any important explanations as you work your way through the course. And please know that you can go through each lecture as many times as you'd like.

4. Check the Module page before you start your assignments.

Please, make sure you read and watch all the instructional material BEFORE you start working on an assignment. There is no way you can learn if you do no spend some time on the course lessons. You will find the Module link on the navigation bar, on the left of the screen.

OK, hopefully these tips help give you a sense of how to get the most out of this course.

Let's start our journey now.

Have Fun!

Emanuela

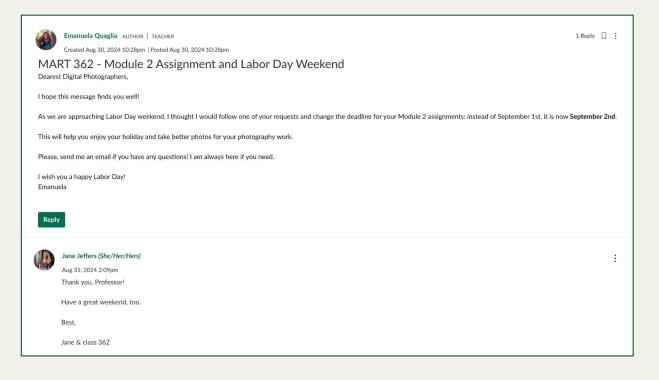






Example from *Module 2*

Announcement and Student's Appreciation







MART 362: Intro to Digital Photography

Example from Module 3 Announcement





MART 362 - Student Gallery Announcement - Your Work is Live!

Dear Students.

I'm so happy to share some exciting news! Your incredible photographs have been uploaded to our Digital Art Gallery 🕒 🎉

This gallery is a celebration of your creativity, dedication, and unique perspectives. Every image tells a story, and it's been a joy to see how each of you captured "My World" through your own lens. You've done such thoughtful and meaningful work, and I truly hope you take a moment to browse the gallery and feel proud of what you've accomplished.

As you explore the gallery, please, feel free to post a comment using the green "Reply" button, and:

- · Reflect on how your approach to photography has grown so far.
- · Notice the variety of visual storytelling: what inspires you in your classmates' work?
- . Feel free to leave a kind comment or message to encourage your peers!

Important:

And if you'd like to discuss your photos or creative process with me, I would love to hear your thoughts! You can email me or request a quick Zoom chat. My
virtual door is always open.

Thank you for bringing your heart and vision to this assignment! I'm so proud of your progress, and I can't wait to see what you'll create next.

Congratulations again, and keep going, you're doing amazing!

Warmly,

Emanuela

MART 362 - Students' Art Gallery Link E

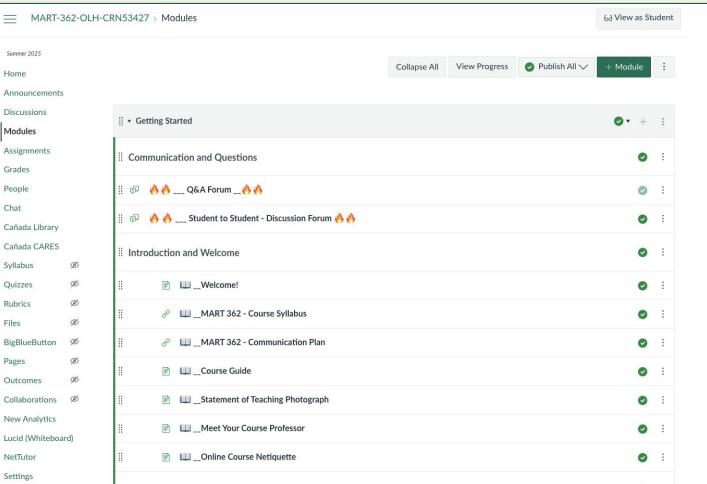


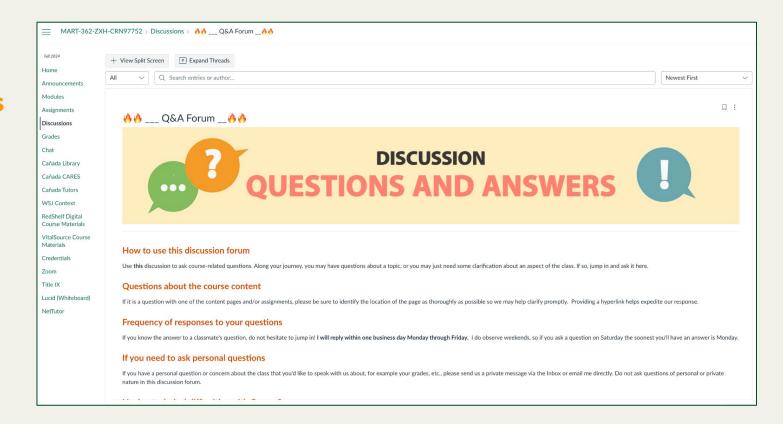
eply

Course Chat

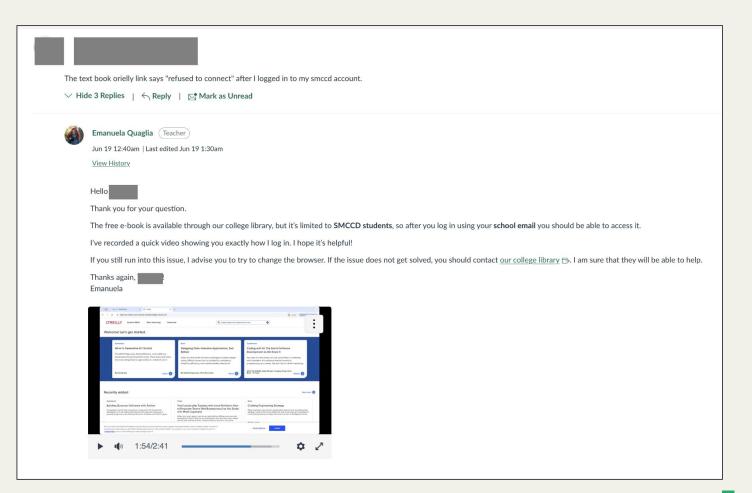
Participation Examples

Discussions Boards

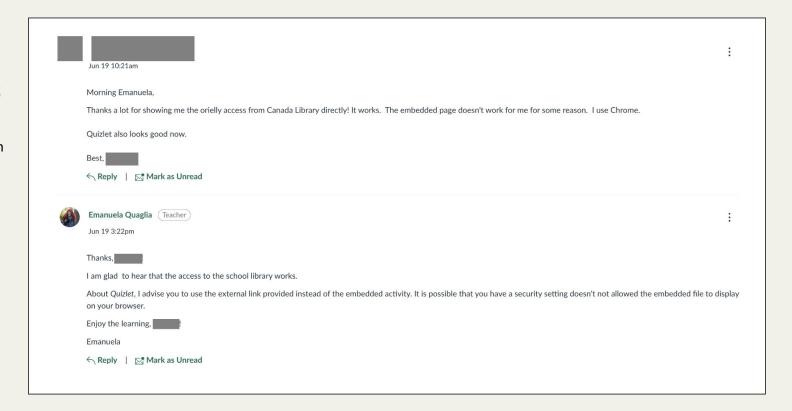


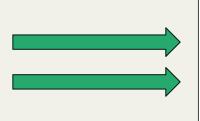


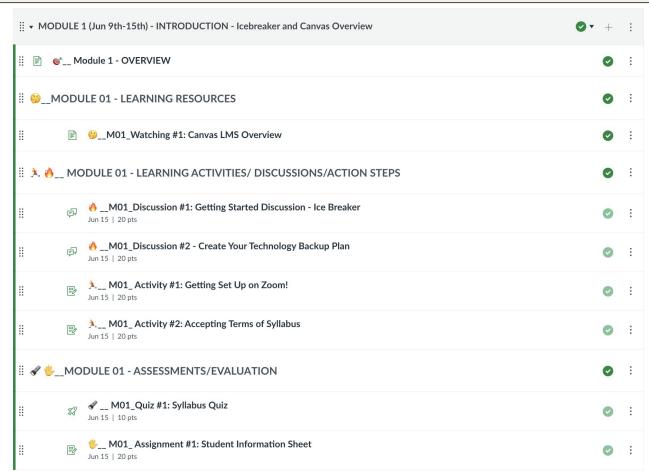
Instructor's Response



Student's Appreciation Comment







Ice Breaker Example

__M01_Discussion #1: Getting Started Discussion - Ice Breaker



DISCUSSION INTRODUCTIONS



To get things moving along this week, let's start off with a simple icebreaker.

Discussion Description

Respond to this discussion prompt. Please type the following in the "Reply" box:

- 1. Please introduce yourself to the class.
- 2. What's your Major? What's you career goal? (optional)
- 3. Provide three statements that will tell us more about who you are; but, include one that isn't true.
- 4. Provide at least one interesting fact about yourself
- 5. Include why you are taking the course, and what you expect to get out of it.
- 6. Publish one of your favorite images (an image that you took) and tell us why you like it
- 7. Publish an image representing yourself think FB avatar
- 8. Share the name of your favorite photographer or photographic movement and explain the reason why you like it.

Note: When you post your images, please, use the "Embed Image" button in the rich text editor, and embed the images to your posts. You can check this article if you wish to have clear instructions about it: How to Embed an Image to a Discussion Post.

Please reply to at least two of our classmates' posts. Try to guess which one of your classmates' statements is false by asking questions. You may also discuss how your exceptions for the course are similar or vary.

Grading Rubric

This introduction is worth a maximum of 20 points. Your Introduction will be graded using the rubric M01 Discussion: Introduction Rubric.



To view the rubric click on the icon with the three dots at the top right corner of this discussion.



Ice Breaker Example

Instructor's Post



Jun 9 9:37am | Last edited Jun 9 10:58am | Last reply Jun 15 2:04pm

View History

Hello everyone!

My name is Emanuela, and I'm really excited to be in this class with all of you. I am originally Italian from Florence, but live in the Bay Area and I share my life with a wonderful dog named Petra. She's an Australian Shepherd and truly my best friend.

Major & Career Goal:

I have a strong background in the visual arts and education. My passion lies in the intersection of creativity, teaching, and digital storytelling.

Three Fun Facts (One is not true - can you guess?):

- 1. I've photographed a sunrise over the Grand Canyon.
- 2. I won a few agility competitions.
- 3. I've lived and taught art and design in different countries.

An Interesting Fact About Me:

I once took a 3-months solo road trip up in the south of India. Such a magical experience!

Why I'm Taking This Course:

I truly believe we never stop learning, and every class that I teach is a new wonderful opportunity to grow and connect for me too.

Favorite Image I've Taken:



I have so many favorite images, it's always hard to choose just one! But this particular photo holds a very special place in my heart. I captured it during Carmen Consoli's visit to San Francisco for her Eco di Sirene tour. As the photographer for the Italian Consulate, I had the incredible honor of documenting her visit. It was such a meaningful and unforgettable experience—especially because I've been a fan of hers since I was a teenager. Carmen is hugely popular in Italy, and being able to photograph her felt like a beautiful full-circle moment.



Ice Breaker Example

Instructor's Post

Image Representing Me:



This digital painting represents me and my beloved dog, Petra.

I created it a few months ago while teaching the Digital Painting course, and it holds a very special place in my heart. I'm so grateful for her presence in my life—she's a true blessing.

Favorite Photographer / Movement:

I really admire Dorothea Lange. Her ability to tell powerful human stories through documentary photography is so moving. I love how her work blends artistry with purpose, capturing raw emotion in a single frame.

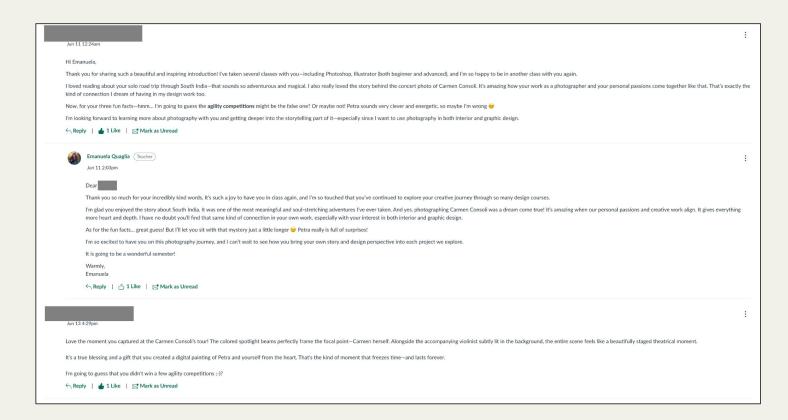
Looking forward to learning and creating alongside all of you!

Warmly,

Emanuela

Ice Breaker Example

Students' Appreciation Responses



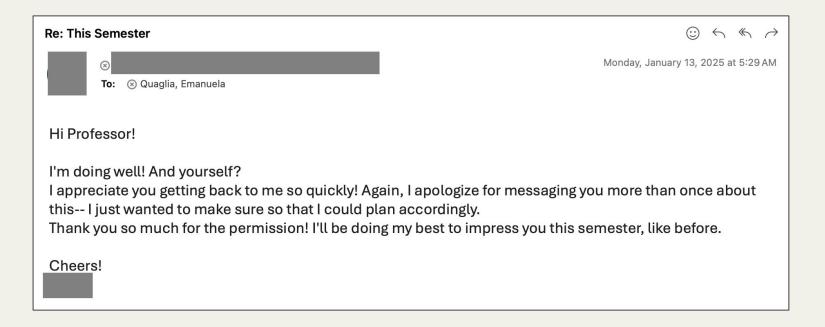


. • M0	ODULE 3 (J	un 23rd - Jul 6th) - CAMERA SETTING	•	+
<u> </u>	MODULE	03 - LEARNING RESOURCES		0
:		[™] M03_Reading and Watching #1- Understanding the DSLR Camera		0
		[™] M03_Reading and Watching #2- Working with Camera Setting - Shutter Speed, Aperture and ISO		0
		[™] M03_Reading and Watching #3- Understanding the Exposure Triangle		0
*,	MODULI	E 03 - LEARNING ACTIVITIES/ DISCUSSIONS/ACTION STEPS		0
		** M03_Discussion #1: Working with Camera Setting Jun 29 50 pts		0
		3.		•
₫	MODULE	03 - ASSESSMENTS/EVALUATION		•
	B	《 U M03_Assignment #1 - Camera Setting and Figure/Ground Jul 6 100 pts		0

Participation Examples Chats / Email

Regular Interaction in

Chat and Email



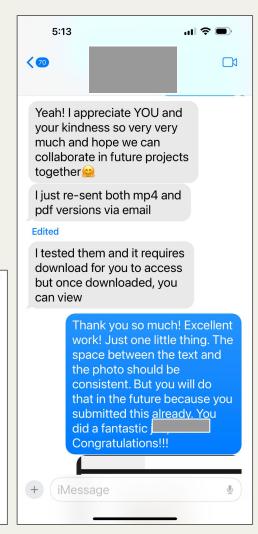
Regular Interaction in Chat & Email

Feel free to text me when you want to meet in the future

Most absolutely - thank you for opening up your availability to me

Thanks for your reply, Professor Emanuela! I'm sorry to inundate your text inbox, especially during your workday. Hopefully you have a restful evening and get a couple extra hours of sleep tonight to make up for the long day.

Thanks for your encouragement! It was really fun and I got more practice with the camera so that was awesome. Robin is wonderful. Love her!! I am editing pictures (very minorly) now. Hope to get them to you first thing tomorrow





About the Course



Tracy DeHaan

SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 45 Students
- Course Length: Full Semester

Internal Communication Plan for Reviewers

Internal Student Communication Plan for SOC 1 - DO NOT PUBLISH

Pre-Course Communication (Week 0)

- 1. Homepage Update office hours and contact information for the term.
- Announcement (Sunday) Send a welcome announcement highlighting course modality, important settings in Canvas, course/module availability, required course materials, syllabus, week 1 to-do list, and contact information.

Week 1

- 1. Notification Assignment Leave students a personalized response to the answer they provide to my notifications assignment.
- 2. Discussion (Friday) Participate in the Reflect and Connect introductory discussion assignment.
- 3. Canvas Inbox/Gradebook "Message students who" haven't submitted the required "first-day attendance" assignment.
- 4. Announcement (Friday) Send out "Weekly Digest." Introduce them to what my weekly digest is and when they can expect to receive them. Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
- 5. Feedback Leave feedback on the introductory discussion assignment in the comments. Personalize part of my message so they know I've read their post.

Week 2

- 1. Grading Feedback (Monday) Grade last week's Mini-assignment and leave personalized feedback in the comments section.
- 2. Canvas Inbox (Friday) Check on students who haven't logged in for over a week and message them to remind them I'm here to support their learning. Give them perspective on getting back on track.
- 3. Announcement (Friday) Send out "Weekly Digest." Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
- 4. Survey (Friday) Open the course feedback survey for students.

Week 3

- 1. Grading Feedback (Monday) Grade last week's Mini-assignment and leave personalized feedback in the comments section.
- Announcement Send an announcement regarding the course feedback survey results. Note any changes I'll make as we progress, offer advice where there is a common struggle, and show appreciation for their suggestions.
- 3. Announcement (Friday) Send out "Weekly Digest." Include a "warm-up" video/article that connects to next week's module materials, and remind them of their "to-do" list for next week.
- 4. Canvas Inbox (Friday) Check on students who haven't logged in for over a week and message them to remind them I'm here to support their learning. Give them perspective on getting back on track.
- 5. Survey (Friday) Open self-assessment survey (due in week 4).



Communication Plan SOCI 100



How they can interact with me:

Meet Your Professor

My name is Dr. Tracy DeHaan, but you can call me Dr. T. I will be your professor this term. There are a few ways that you may contact me listed below. I monitor the course regularly. I generally respond to emails within 48 hours Monday through Friday (except on Holidays). I respond to text messages within several hours between the hours of 11am and 11pm every day.

- Name: Dr. Tracy DeHaan (Dr. T)
- Pronouns: she/her/they/them
- Email: dehaant@smccd.edu or Canvas Inbox
- Text: 408.755.5446
- Virtual Student Hours: Drop-in on <u>Zoom</u> (with waiting room) on Tuesdays from 6-8pm or by appointment.



How I will interact with them:

How I Will Contact You

Canvas Announcements

At a minimum, I will post a "Weekly Digest" every Friday with information on our class. I will also use Announcements to notify you of changes to the course or due dates, remind you of impending due dates, promote events on campus, and provide you with additional context for course materials well cover in the following week.

Canvas Inbox

I may reach out via Canvas Inbox to check in with you. I check your attendance weekly, so you may hear from me if you haven't logged on during the previous week. I also send Canvas Inbox reminders (and sometimes kudos) around the major course project assignments.

Grading Feedback

Generally, I aim to provide meaningful feedback on all substantive assignments (discussions and course project assignments) within 14 days of the due date. I use both rubrics and free-form comments to give you insights into how you cupformed and how you could improve moving forward. You will not receive personalized feedback on your quizzes, notes, Kahoots, or anonymous self-assessment surveys.

For additional information and questions on how to view your feedback, you may review the following Canvas Student Guides:

- How do I view assignment comments from my instructor? □
- How do I view rubric results for my assignment?

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Weekly Digest

What is a Weekly Digest?

I hope your summer semester is off to a great beginning! This announcement is what I call my "Weekly Digest." You'll receive one every week, usually on Fridays (depending on the holiday schedule). It will bookend the week, go over any concerns I have about class performance, offer important reminders, and provide additional content that's relevant to next week's schedule. I hope you find them useful and engaging. Make sure you update your settings = if you'd like to turn announcement notifications off/on.

Wrapping Up Week 1

The Introductory Module has a lot of important information in it, so make sure you've taken a look at the pages to get a strong sense of the trajectory our class will take this term.

Some of you did not receive credit for the <u>Canvas Notification Assignment</u>. As a reminder, you must respond to the question I posed to you in the assignment comments. If you have managed your settings properly (step 1), you should have received the question. I've assigned an "incomplete" to several of you because you did not respond! If you reply within the next couple of days, I'll assign you credit.

Module 2

Today, we shift gears and begin focusing on cultural sociology in <u>Module 2</u>. This is one of my favorite areas of sociology because it reveals just how socially constructed our world is. All those things that I used to think were natural or innate (attitudes, for example) are just a reflection of what our culture has taught us! The module will peel back the layers of your taken-for-granted sense of reality and have you viewing your everyday life differently.

Regular Interaction: Criterion F

Monitoring the student's academic engagement and success and proactively engaging in substantive interaction

Regular Interaction: Criterion F

Criterion F - 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	Instructor periodically engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.	Instructor consistently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.
and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

RSI Self-Assessment for Online Faculty Regular Interaction: Criterion F

Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

RSI Rubric Criteria	RSI Components Please check all that apply to your online course. Components are listed in ascending order of importance. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check <i>all that apply</i> to your online course.
F - Monitoring the student's academic engagement and success, for prompt and proactive engagement in substantive interaction when needed	Monitor student engagement & success Total Activity & Last Activity (People tab in the Course Navigation Menu) New Analytics tool in Canvas (click on student name in Gradebook) Regularly & throughout the semester, reach out to students who: Are not participating in the course Are participating but missing assignments Are submitting assignments but not doing well Remediate via Tutoring/Counseling Offer additional help Refer to Tutoring Collaborate with Tutoring Contact Counseling	Communication Plan (explaining interaction based on monitoring engagement/success) In the Syllabus In the Introductory Module Canvas Gradebook "Message Students Who" tool People tab in The Course Navigation Menu "Student Interactions Report" tool (People tab in the Course Navigation Menu, three vertical dots)

About the Course

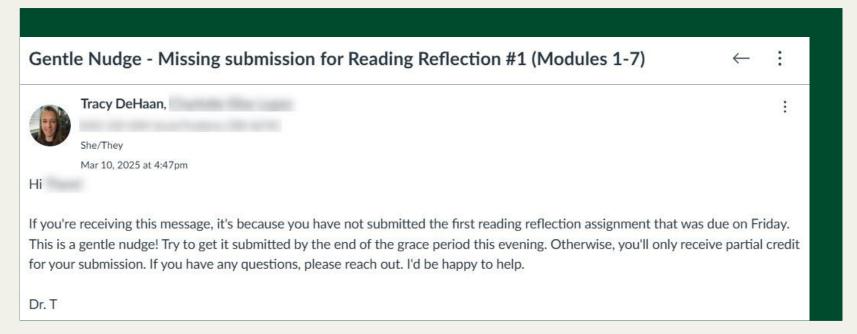


Tracy DeHaan

SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 42 Students
- Course Length: Full Semester

Message Students Who...



Regular Interaction

Q & A

Substantive Interaction

Engages students in teaching, learning, and assessment, consistent with the content under discussion, and meets **at least two** of the four criteria (A, B, C and D).

Substantive Interaction: Criterion A

Providing direct instruction through synchronous facilitation

Substantive Interaction: Criterion A

Criterion A - Providing direct instruction. (Note: this method only applies in synchronous courses.)

Initial	Emerging	Developed	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation	Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield equitable student outcomes

RSI Self-Assessment for Online Faculty Substantive Interaction: Criterion A

Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

RSI Rubric Criteria	Please check all that apply to your online course. Components are listed in ascending order of importance. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) • Please check all that apply to your online course.
A - Providing direct instruction Note: this method only applies to synchronous courses. Skip if you are teaching an asynchronous course.	SYNCHRONOUS via Zoom: Live lectures & presentations (while in a Zoom meeting) Live discussions that facilitate student engagement (this includes Zoom Chat and Zoom Breakout rooms) Live interaction focused on critical thinking, dialogue, culturally-diverse topics & equity Note: Delivery of SUBSTANTIVE course content to meet SLOs/course objectives.	Zoom Tab in Canvas Course Navigation Menu (list / schedule of all synchronous meetings) Syllabus or dedicated Canvas Page (list / schedule of all synchronous meetings) Communication Plan (found in Syllabus or Introductory Module) Panopto Tab or Files (repository of Zoom meeting recordings) Note: Zoom meeting recordings are not required (but helpful).

Substantive Interaction: Criterion B

Assessing or providing feedback on a student's coursework

Substantive Interaction: Criterion B

Criterion 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	Periodically 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	Frequently 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.

RSI Self-Assessment for Online Faculty Substantive Interaction: Criterion B

Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

RSI Rubric Criteria	RSI Components Please check all that apply to your online course. Components are listed in ascending order of importance. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check all that apply to your online course. (*) might not be visible to reviewers
B - Assessing or providing feedback on a student's coursework	Assessment (grading) with non-automated (not rubric-based) feedback Meaningful (substantive) comments On some assignments On most assignments Timely (per Communication Plan) Personalized Detailed Meaningful comments that include constructive feedback and suggest improvements needed to master course content Note: Only SUBSTANTIVE feedback and comments count (those that contain content-specific language).	Assignment Comments in SpeedGrader Written Audio Video In-line Annotations in SpeedGrader Canvas Discussions Comments on main thread (visible to all) Comments to individual student posts (visible to all) Assignment comments to individual students via Discussion SpeedGrader (private) Discussion summary/trends via Announcements Feedback delivered during Office Hours Canvas Inbox messages in response to student submissions (private)* Communication Plan (found in Syllabus/Introductory Module) Clearly describes expectations for receiving assessment & feedback, for example how & when. Pronto*

About the Course



Amira Alkeswani

MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- > Avg Enrollment: 35
- Course Length 17 Weeks

MATH-241-BusinessCalculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length 6-Week

Example Language:

Break down to feedback.

Student's Name good attempt.

Here is my feedback:

YES AGREE THAT THE CORRELATION IS NOT LINEAR ... GOOD JOB.

Yes I agree the r values is so small but also it is negative. This has an interpretation ... think about it.

Keep in mind that this r value measures the correlation between the variables deduced from one sample " the ADD HEALTH PARTICIPANTS"

Here's the official way to interpret the p-value:

The p-value is statistically significant, as it is less than the alpha level (0.05). Therefore, we should reject the null hypothesis and accept the alternative hypothesis. This means we are 95% confident that there is an association age when one starts working a fulltime job and number of spouses AMONG AMERICAN ADULTS, with only a 5% chance of being incorrect.

You may reattempt and revise assignments for a better grade — just submit corrections by Thursday.

Assignment Comments

good attempt. Here is my feedback:

X

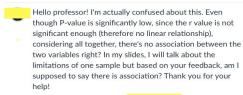
YES AGREE THAT THE CORRELATION IS NOT LINEAR ... GOOD JOB.

Yes I agree the r values is so small but also it is negative. This has an interpretaion ... think about it.

Keep in mind that this r value measures the correlation between the variables deduced from one sample " the ADD HEALTH PARTICIPANTS"

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Amira Alkeswani, May 11 at 9:35pm







Yes, you are supposed to say that there is an association. The r-value is just evidence from the sample, and it does not need to align with the p-value.

I also recorded my response

Download Submission Comments

Screen Recording 2025-05-20 at 12.14.45 PM.mov

Amira Alkeswani, May 20 at 2:25am

X

Amira Aik

Substantive Interaction: Criteria B

Assignment Feedback

Submitted: Mar 22 at 7:33pm



Assessment

Grade out of 20

18

Assignment Comments



Very Good. QUANT ---> QUANT model needed a Correlation test not ANOVA.

Also, please use the first presentation measure slide to check the types of the two variables since I think your model is CAT-->CAT.

Amira Alkeswani, Mar 31 at 4:50pm

Download Submission Comments



Example Language:

Attach a PDF copy of your written Solution to the Exam



♦ Edit

⟨SpeedGrader

Related Items

↓ Download Submissions

47 out of 48 Submissions Graded

Exam One - Written Submission Instructions

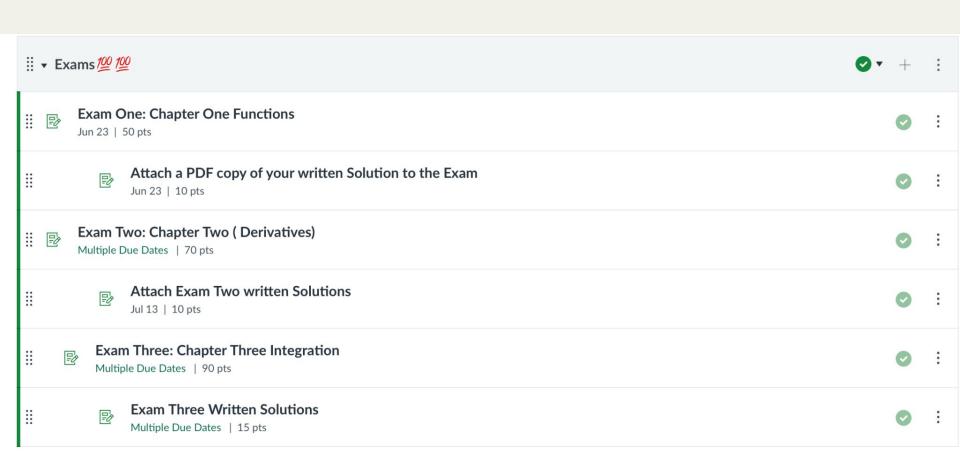
- Submit your handwritten solutions for all 10 Exam One questions you attempted it on MyOpenMath.
- Work must be neat, legible, and clearly numbered
- · Submit as one PDF file only
- Do not upload photos use a scanner app (e.g., Adobe Scan, Genius Scan, or Notes on iOS)

10

Submitting a file upload

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Points



About the Course



Emanuela Quaglia

- MART 362 Intro to Digital Photography
 - Modality: Online Asynchronous
- Avg Enrollment: 30 Students
- Course Length: Full Semester





Substantive Interaction Examples





- Feedback in Speedgrader
- Comments in Discussion Boards
- Chats

Sample Regular Feedback/Interaction - SPEEDGRADER



Dear Alex

Thank you for your thoughtful work! Here's some feedback on your composition assignment:

Composition

- Strong use of framing and visual balance—your subject placement is effective.
- Try experimenting with different points of view to deepen your narrative.

Creativity

- · Your choice of subject feels personal and meaningful-well done!
- · Consider exploring contrast or patterns to enhance visual impact.

Technical

- Exposure and focus are well handled.
- Be mindful of small background elements that might distract from the subject.

Overall

- You're showing great progress—keep exploring and shooting!
- Feel free to reach out if you'd like to review any images together.

Wonderful work, Alex!

Emanuela

Dear Ann,

Thank you for submitting your composition assignment! Here's my feedback:

Composition

- You made excellent use of leading lines and space—your eye for structure is strong.
- Try playing with asymmetry to add more dynamic energy to some of your shots.

Creativity

- Your subject choices are engaging and expressive—there's a real sense of intention behind each image.
- Don't be afraid to push the creative boundaries even more in future work!

Technical

- Great job managing light and depth—your exposures are clean and well-balanced.
- Watch your focus points to ensure the subject stays sharp and central to the viewer's attention.

Overall

- · You're clearly developing a personal style, which is exciting to see!
- Let me know if you'd like to discuss ideas or techniques—happy to support you.

Great work, Ann!

Emanuela

Substantive Interaction: Criteria B

Substantive Interaction: FEEDBACK

Personalized Feedback Tools:

Text Comments

- Use kind, supportive language.
- Be specific about what worked and what can be improved.

Audio Feedback

- Personal and warm tone helps build connection.
- Great for students who benefit from hearing tone and nuance.

Video Feedback

- o Adds visual presence and personal touch.
- Helps explain visual/artistic concepts more clearly.

Annotations (if enabled)

- Comment directly on images or PDFs.
- Highlight areas of interest or suggestions.



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93

Personalized Feedback Strategies:

Start with a POSITIVE Note

Highlight a success or something the student did well.

Be SPECIFIC and Actionable

Instead of "Nice composition," say, "Your use of the rule of thirds really draws the viewer's eye to the subject."

Encourage REFLECTION

Ask a follow-up question: "What would you do differently next time?"

Invite CONTINUED DIALOGUE

"Feel free to email me or drop into office hours if you want to talk more about this!"

Keep a Tone SUPPORTIVE and Growth-Oriented

Focus on effort and improvement, not just outcomes.







Feedback Examples

Written Assignment Comments using Speedgrader



Dear Olha.

Your work demonstrates a solid understanding of **shutter speed and aperture**, utilizing both techniques effectively to enhance visual storytelling.

Your photos convey a great balance of composition, lighting, and subject matter, and your post-processing in Photoshop Camera Raw helps refine the final presentation.

Below is detailed feedback for each of your images.

1. Freezing Action (Shutter Speed) - Image 1

Photo: Young girl on the beach with waves in motion **Master Photographer Inspiration:** Richard Misrach

✓ Strengths:

- Excellent use of a fast shutter speed to freeze both the subject and the waves in crisp detail.
- The warm, golden lighting enhances the natural tones and creates a beautiful, inviting atmosphere.
- The subject's expression feels natural and engaging, adding a strong storytelling element.

Constructive Feedback:

- Adjusting the exposure slightly in Camera Raw could balance the highlights on the face to prevent overexposure in sunlit areas.
- Experimenting with a slightly lower angle could create a stronger connection between the subject and background elements.





2. Blurring Motion (Shutter Speed) - Image 2

Photo: Ocean waves crashing near a rock formation **Master Photographer Inspiration:** Richard Misrach

✓ Strengths:

- Great execution of motion blur, allowing the movement of the water to be soft and ethereal.
- The composition is well-balanced, with the rock formation serving as a strong focal point.
- The subtle reflection in the wet sand adds depth and visual interest.

Constructive Feedback:

- A longer exposure time (if available) could enhance the smoothness of the water blur even more.
- Increasing the contrast and shadows slightly in Camera Raw might add more definition to the rock's texture.



3. Great Depth of Field (Aperture) - Image 3

Photo: Sunset over a coastal cliffside

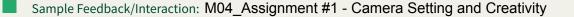
Master Photographer Inspiration: Richard Misrach

✓ Strengths:

- Excellent use of a small aperture (high f-stop) to keep the entire landscape in focus.
- The sunset lighting is beautifully captured, with a strong sense of warmth and drama.
- The composition is very strong, with the cliff's leading lines guiding the viewer toward the ocean horizon.

Constructive Feedback:

- A small increase in **sharpness and texture** on the foreground might add extra depth.
- Experimenting with different white balance settings could slightly enhance the warmth of the sky without oversaturating the blues.





4. Shallow Depth of Field (Aperture) - Image 4

Photo: Portrait of a woman in natural lighting **Master Photographer Inspiration:** Richard Misrach

✓ Strengths:

- Fantastic use of a wide aperture (low f-stop) to create a soft, blurred background, drawing attention to the subject.
- The natural lighting on the subject's face is flattering and creates an intimate, warm feel.
- The composition keeps the subject slightly off-center, adding a dynamic yet balanced aesthetic.

Constructive Feedback:

- Slightly reducing the brightness on the subject's face could make the lighting more even.
- Softening the background shadows subtly in Photoshop could improve contrast while maintaining the natural look.



Final Thoughts & Summary

Your set of images successfully captures the **intended technical and artistic elements of the assignment**. You've made great choices in terms of **lighting**, **framing**, **and post-processing adjustments**, resulting in visually appealing and well-balanced compositions.

- ★ Next Steps for Growth:
- Experiment with longer shutter speeds for an even more dramatic motion blur effect.
- ☑ Use local adjustments in Camera Raw to fine-tune lighting on faces and high-contrast areas.
- ☑ Continue refining composition techniques by incorporating more leading lines and unique angles.
- Excellent work! Congratulations! #

Emanuela

Emanuela Quaglia, Mar 12 at 8:04am

Student's Thankful Response to Substantive Feedback







Hi,

Thank you for your constructive feedback! I will work on these and apply your suggestions . . . I was thinking about incorporating some of them in the Honors Project: Time is Intimately (H)/Ours . . .

Mar 22 at 12:36pm

Download Submission Comments

Student's Thankful Response to Substantive Feedback



To:

Quaglia, Emanuela

Thursday, May 22, 2025 at 6:50 PM



Dear Professor Emanuela.

I was completely taken aback by your generous words for my final—thank you so much. I'm deeply touched and truly honored by your feedback.

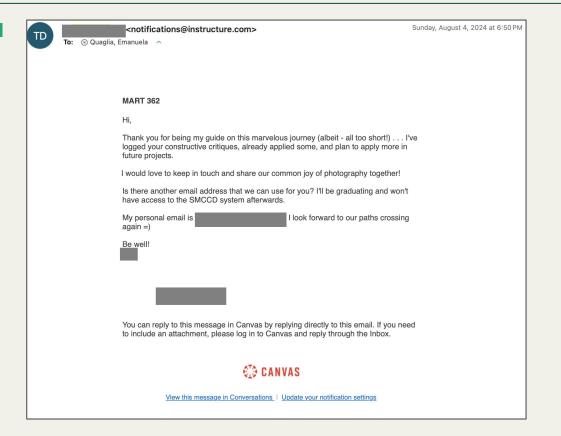
Your support has meant everything to me this semester. I would not be where I am without your encouragement and the extra effort you made to make space for me in your class, despite the many hurdles along the way.

Your kind of care and belief gave me the courage to grow and keep pushing forward. It really tested what I thought I could handle—in positive ways.

Thank you for creating the kind of environment where students can thrive. You really support us like no other. I'm so grateful to be under your tutelage. I look forward to seeing you soon and continuing progressing with menlo studio. Thanks again for your unwavering support. I hope you get some r&r this summer!

With love and appreciation,

Student's Thankful Response to Substantive Feedback



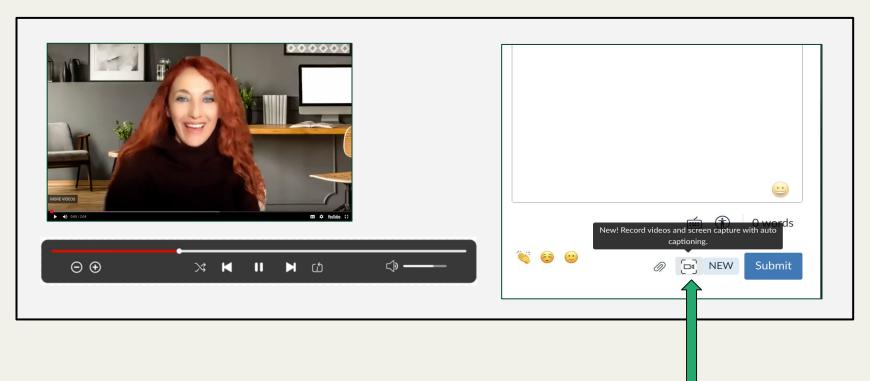




Feedback Examples

Audio/Video Assignment Comments using Speedgrader

Example Video Feedback in Speedgrader



How to Record Audio Feedback in SpeedGrader

1. Go to SpeedGrader

- Open your course in Canvas > navigate to Grades or Assignments > click the assignment you want to grade.
- Open SpeedGrader for the student you want to give feedback to.

2. Locate the Comment Box

o In the "Assignment Comments" text box, you'll see a media icon (looks like a play button inside a square)

3. Click the Media Icon

o This opens the **Upload/Record Media** window.

4. Choose "Record Media"

- o Click the tab that says "Record Media" (sometimes the default is "Upload Media," so switch it).
- You can then record audio (or video) using your device's microphone.

5. Start Recording

- Click the record button (red circle) and speak your feedback clearly and supportively.
- Click "Finish" when done.

6. Review and Save

o Click "Save" to attach the recording to the student's feedback.

7. Submit



Cañada College: RSI Showcase | July 2025

10

Student's Thankful Response to Video Feedback

From:

Date: Tuesday, March 22, 2022 at 4:52 PM

To: Quaglia, Emanuela <quagliae@smccd.edu> **Subject:** Thank you! Web Gallery assignment

Hello again,

Got up early and while I was "fresh" watched your video demonstration once. Then I set up my ipad right next to my computer and listened to it again as I followed along. yay! I made a site. Needs work but at least it is a start.

2 adjustment questions?

- 1) how to have less space at the bottom of the gallery page
- 2) how to make the last section (with ggbridge) smaller all together? thank you, your video was great!

About the Course

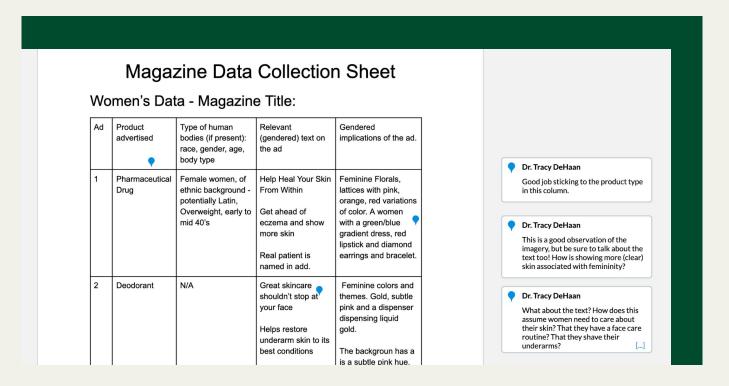


Tracy DeHaan

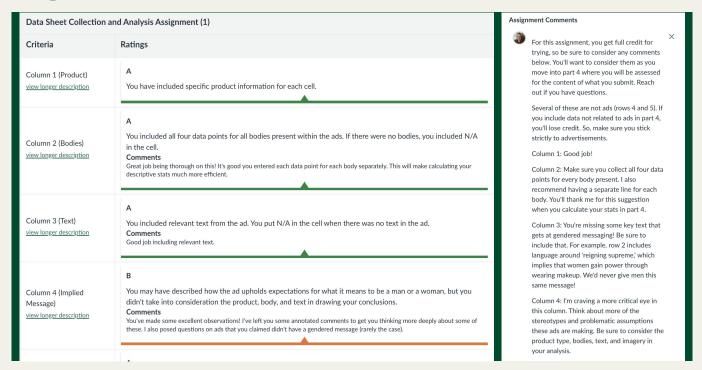
SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 42 Students
- Course Length: Full Semester

Annotated Feedback



Grading & Rubric Comments



Substantive Interaction (A & B)

Q & A

Providing Information or Responding to Questions about Course Content

Criterion 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.	Periodically provides substantive information pertaining to the course content. Periodically encourages	Consistently provides substantive information from various sources or mediums to engage students with course content.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key
Responds to questions pertaining to the course content.	participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently encourages participation and questions and responds in a timely manner.	concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

RSI Self-Assessment for Online Faculty Substantive Interaction: Criterion C

Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

RSI Rubric Criteria	RSI Components Please check all that apply to your online course. Components are listed in ascending order of importance. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) Please check all that apply to your online course. (*) might not be visible to reviewers
C -Providing information or responding to questions about the content of a course or competency.	Instructional content (lectures, audio, video) clearly created by instructor Note: Third party tools are not included. Additional substantive content from various sources (e.g., sent periodically via Announcements) Occasionally Frequently Substantive responses to student questions Timely In-depth (beyond the scope of the question Posting announcements with student comments enabled to create additional opportunities for substantive interaction Periodic reminder announcements about instructional content and reaching SLOs Encouraging student participation and question asking In-depth content analysis (e.g., connections to previously covered topics, trends in assignments, trends in student questions, key concept highlights) Note: Only SUBSTANTIVE information and responses count (those that contain content-specific language).	Module Pages with original content Lectures Audio Video Note: Third party tools are not visible to the reviewers. Lectures within Pages Presentations (Powerpoint or Google Slides) Lecture recordings (Panopto) Interactive lectures Announcements providing additional meaningful content Addressing student questions Q&A Discussion Forum that instructor monitors and contributes to (visible to all) Announcements (question trends) Canvas Inbox (private)* Pronto* Communication Plan (found in Syllabus/Introductory Module) Clearly describes expectations for receiving content information and instructor responses, for example how & when.

About the Course



Amira Alkeswani

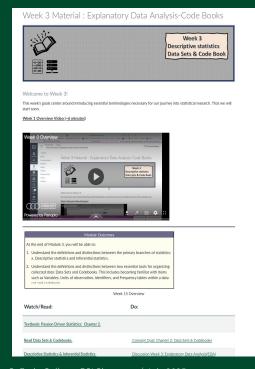
MATH-200-Elem. Probability & Statistics

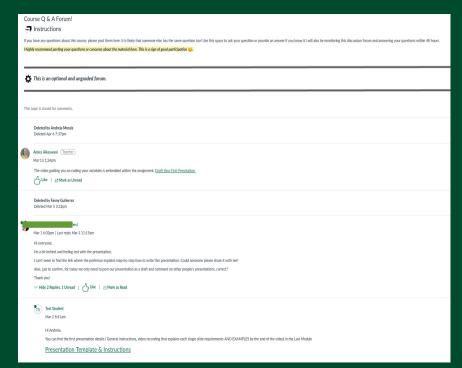
- Modality: Asynchronous
- > Avg Enrollment: 35
- Course Length 17 Weeks

MATH-241-BusinessCalculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length 6-Weeks

Assignment Comments





Announcement Feedback



Amira Alkeswani AUTHOR | TEACHER

Created Mar 11 8:18am | Posted Mar 11 8:18am

Major confusion in computing probability & Rolling Dice Assignment is extended - Desoms Calculator.

Hey everyone.

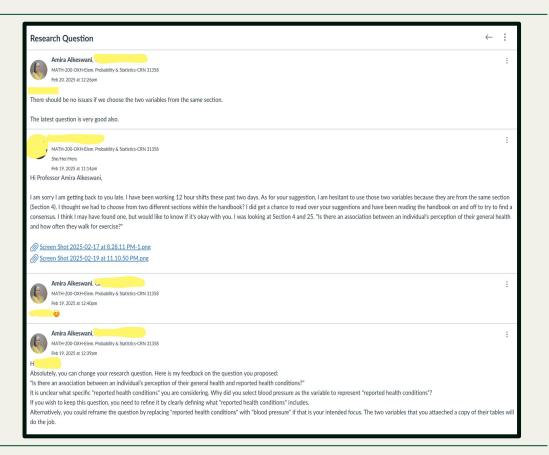
I noticed some confusion with computing the probability (particulay is using addition rule and product rule) in Part One/ week 8 discussion. I'll be sending private feedback if you had any mistakes and where they happened. I'm also attaching \downarrow the answer key so you can check your work.

The Rolling Dice Assignment deadline is extended until today.

For this week's assignment, you'll need to use the **Desmos Calculator to compute CDF and percentile**. If you need help, check out the video or drop by my office hours at **5 PM** today—we can go over it together!

This topic is closed for comments.

Assignment Comments



About the Course



Tracy DeHaan

SOCI-100-Introduction to Sociology

- Modality: Online Asynchronous
- Avg Enrollment: 42 Students
- Course Length: Full Semester

Q&A Discussion Board

Question & Answer Café



Stop in any time to ask questions about course content or assignments, share course-related information, or report a technical issue like a broken link. If you know the answer to a classmate's question, please reply! For personal issues such as grades, please send me a message in Canvas Mail.

Note: This discussion is optional and ungraded.

Reply

Instructional Content



In this lecture video, I explore some of the key arguments made in Kimmel's chapter Guyland. I'll encourage you to see how this social realm is exclusionary, as well as toxic for most people in society. I'll argue that Guyland is a highly structured environment that encourages particular types of men in society to conform to ideals of hegemonic masculinity.

I recommend taking notes as you watch and paying special attention to the key terms in the study guide.

Viewing time: 5m40s

You can also view this video outside of Canvas =>.

Guyland





- Structured → Social → Pervasive
- ative" stage of life for men

- · Violence against women

Content-Specific Announcements

This Week

We'll consume our last content module of the semester this week! <u>Module 13</u> explores the subfield of family sociology. What is family? How that's defined depends greatly on where you are in history and where you are in the world (time and place). This variation reveals that family is a social construction. Then, we'll explore gender inequality in the family and how it's linked to the globalization process we learned about a few weeks ago.

I came across this short video on transnational families. We'll read an article about the mothers of transnational families. This documentary interviews the mothers, fathers, and children of transnational families. So, I thought this complemented the module materials nicely. It's not required, but check it out if you get a chance.

Viewing time: 11m15s



Facilitating a group discussion regarding the content of a course or competency

Criterion 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.	Periodically provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Consistently provides comments or guidance in discussions to enhance course content/competency mastery.	Frequently provides comments or guidance in discussions, such as to pose questions, propose alternative viewpoints, connect ideas, and encourage students, in order to enhance course content/competency mastery.

RSI Self-Assessment for Online Faculty Substantive Interaction: Criterion D

Check all boxes that apply to you. The more boxes that are checked, the better RSI in your online courses!

D - Facilitating a group discussion regarding the content of a course or competency Content Discussions Instructor provides prompts, questions, suggests topics etc. Whole class discussions Smaller group discussions Discussions distributed regularly through the semester Q&A Forum Students ask substantive questions for the instructor to answer. Instructor contributes meaningful (substantive) discussion comments Occasionally Frequently Timely (not Communication Plan) Content Discussions Canvas Discussions Comments on main thread (visible to all) Comments to individual student posts (visible to all) Assignment comments to individual students via Discussion SpeedGrader (private) Announcements (summarize discussion trends) Communication Plan (found in Syllabus/Introductory Module)	RSI Rubric Criteria	RSI Components Please check all that apply to your online course. Components are listed in ascending order of importance. Aim for the highest possible marks.	Location in your Canvas Shell (Where the reviewers will look for EVIDENCE) • Please check all that apply to your online course.
Instructor contributes highly-developed discussion elements for students to master course content Provides guidance/tips/discussion flow Offers alternative viewpoints Connects ideas (discussion-wide or course-wide) Encourages students who might be struggling Note: Only SUBSTANTIVE discussion comments count (those that contain content-specific language). Clearly describes expectations for receiving instructor comments within discussions, for example which discussions and how frequently.	discussion regarding the content of a course or	Instructor provides prompts, questions, suggests topics etc. Whole class discussions Smaller group discussions Discussions distributed regularly through the semester Q&A Forum Students ask substantive questions for the instructor to answer. Instructor contributes meaningful (substantive) discussion comments Occasionally Frequently Timely (per Communication Plan) Instructor contributes highly-developed discussion elements for students to master course content Provides guidance/tips/discussion flow Offers alternative viewpoints Connects ideas (discussion-wide or course-wide) Encourages students who might be struggling Note: Only SUBSTANTIVE discussion comments count (those that contain	Comments on main thread (visible to all) Comments to individual student posts (visible to all) Assignment comments to individual students via Discussion SpeedGrader (private) Announcements (summarize discussion trends) Communication Plan (found in Syllabus/Introductory Module) Clearly describes expectations for receiving instructor comments within discussions, for example which discussions

About the Course



Amira Alkeswani

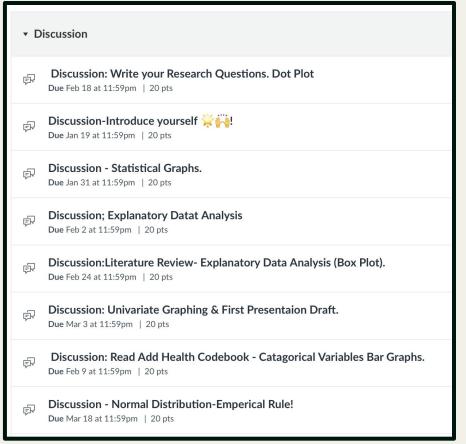
MATH-200-Elem. Probability & Statistics

- Modality: Asynchronous
- > Avg Enrollment: 35
- Course Length 17 Weeks

MATH-241-BusinessCalculus I

- Modality: Asynchronous
- Avg Enrollment: 45
- Course Length 6-Week

Content Specific Discussions



Discussion Prompt

Sample Prompt

Welcome to Week 10 Discussion!

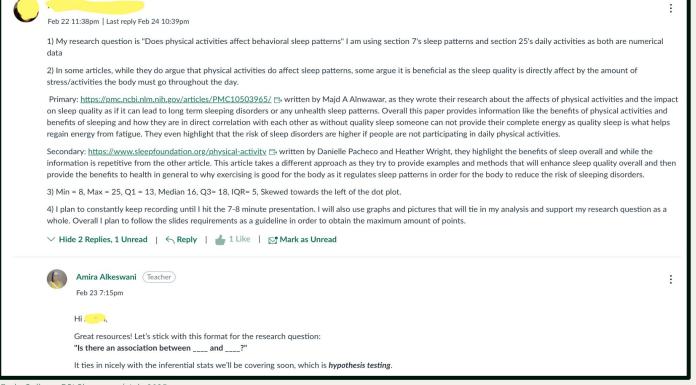
This discussion aims to guide you in verifying the steps needed to examine the association between your two variables. We are supposed to make several decisions before we discuss how mathematics will assist us in verifying an answer to your question. This step is crucial since your final presentation depends on your planning.

 Please read and review the previous Canvas pages to respond to the discussion prompt.

POST TO THE DISCUSSION

- List the steps required to examine the association between two variables in statistics.
- 2. How many types of causal models do we have?
- 3. How many statistical tests do we have?
- 4. What is your research question?
- What is the explanatory variable, and what is the response variable in the association you are studying? Explain the rationale behind your choice.
- Define your causal model by identifying the explanatory variable and the response variable in the association you are studying. Then draw the causal model by adding an arrow connecting the two variables: using the variable names and their types. For example, (WEIGHT ---> AGE, QUANT ---> QUANT).
- 7. According to your model, do you need to collapse your variables? What type of bivariate graph do you need, and what type of statistical model do you need?

Discussion Responses



Discussion Responses

View Availability



Amira Alkeswani AUTHOR | TEACHER

Created Apr 18 9:31pm | Posted Apr 18 9:31pm | Last edited Jul 2 3:52am

Discussion

Hi all,

We're still chatting about Chi-squared hypothesis testing, so feel free to jump in—share your thoughts, ask questions,

or just drop a quick comment. I'd love to hear what you're thinking!

Really great stuff in the discussion this week. Thank you for all the awesome work..

For your two insightful sentences, check out Lauren's post—

I love how she used the data to dig deep into the association. Also, Me Me for asking a great question about the Chi-squared value.

Make sure to take a look—these kinds of questions will come up again when you're working on those final presentation slides. Talk to you later ...

This topic is closed for comments.









Fri 4/25/2025 10:17 AM

Hi Professor Amira,

To:

Alkeswani, Amira

Thank you so much for extending the deadline for this week's work, I really appreciate it.

I am currently working on my final project and watching your videos for guidance. I wanted to ask if you will be able to provide feedback on our last assignment before we submit the final project.

Receiving your feedback would be incredibly helpful to ensure we are on the right track.

Thank you again, and I hope you have a wonderful and blessed day!

^

Question 4

Not yet graded / 5 pts

Any final thoughts for Amira? How can you offer constructive feedback to help her improve as an instructor?

Your Answer:

Thank you so much for the work you've put into making this course a possibility. I can tell you really care about your students, as you always respond to discussions and emails. It feel quite counterintuitive and tedious to require responses to other peoples discussion posts, i feel that giving responses to other students is not beneficial in a math course, considering most answers are objective. That being said, if found your responses help full and appreciate that you always give extensive explanations during office hours, and that made the course thoroughly enjoyable. It helped me realize that I am more capable of math than I had initially believed.

About the Course

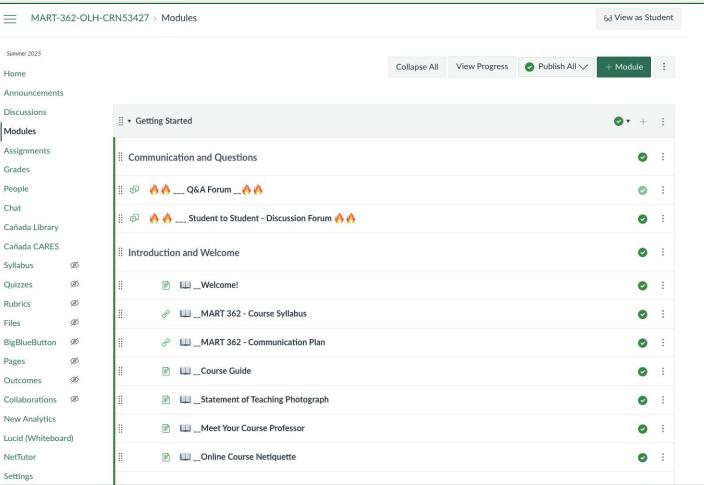


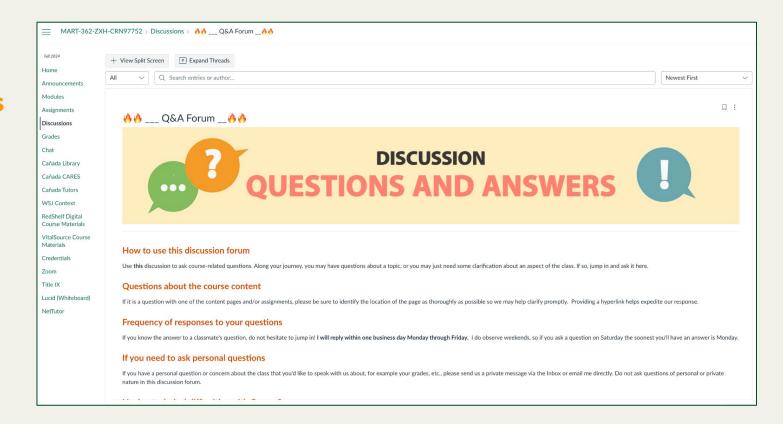
Emanuela Quaglia

- MART 362 Intro to Digital Photography
 - Modality: Online Asynchronous
- Avg Enrollment: 30 Students
- Course Length: Full Semester

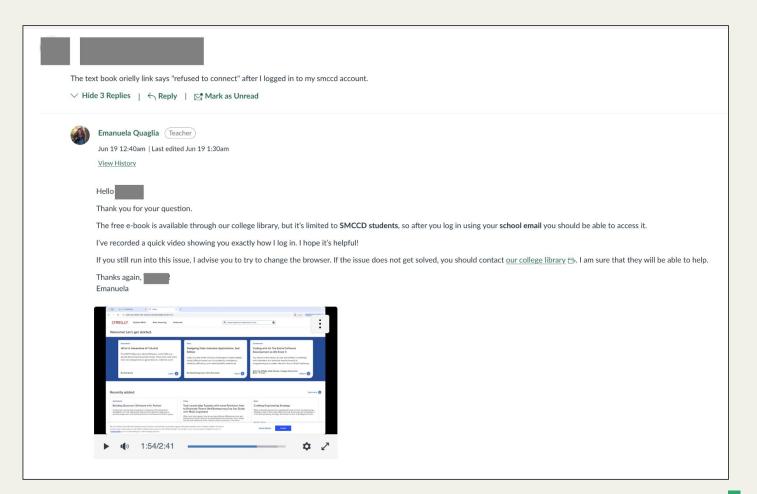


Q&A and Weekly Discussions Boards

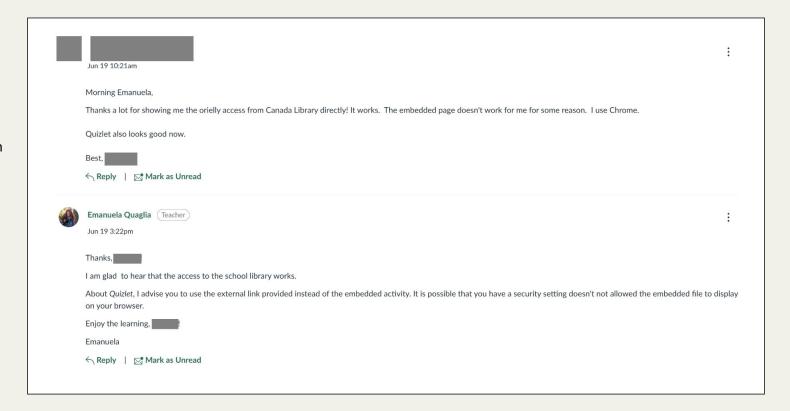


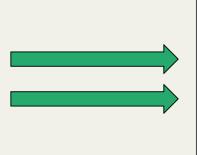


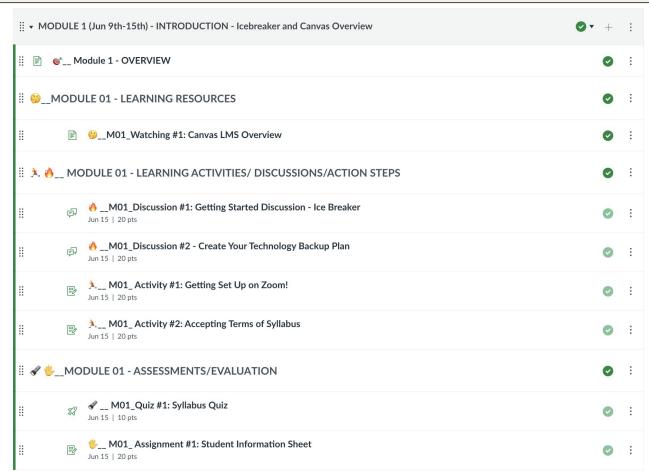
Instructor's Response



Student's Appreciation Comment







Ice Breaker Example

__M01_Discussion #1: Getting Started Discussion - Ice Breaker



DISCUSSION INTRODUCTIONS



To get things moving along this week, let's start off with a simple icebreaker.

Discussion Description

Respond to this discussion prompt. Please type the following in the "Reply" box:

- 1. Please introduce yourself to the class.
- 2. What's your Major? What's you career goal? (optional)
- 3. Provide three statements that will tell us more about who you are; but, include one that isn't true.
- 4. Provide at least one interesting fact about yourself
- 5. Include why you are taking the course, and what you expect to get out of it.
- 6. Publish one of your favorite images (an image that you took) and tell us why you like it
- 7. Publish an image representing yourself think FB avatar
- 8. Share the name of your favorite photographer or photographic movement and explain the reason why you like it.

Note: When you post your images, please, use the "Embed Image" button in the rich text editor, and embed the images to your posts. You can check this article if you wish to have clear instructions about it: How to Embed an Image to a Discussion Post.

Please reply to at least two of our classmates' posts. Try to guess which one of your classmates' statements is false by asking questions. You may also discuss how your exceptions for the course are similar or vary.

Grading Rubric

This introduction is worth a maximum of 20 points. Your Introduction will be graded using the rubric M01 Discussion: Introduction Rubric.



To view the rubric click on the icon with the three dots at the top right corner of this discussion.



Ice Breaker Example

Instructor's Post





Jun 9 9:37am | Last edited Jun 9 10:58am | Last reply Jun 15 2:04pm

View History

Hello everyone!

My name is Emanuela, and I'm really excited to be in this class with all of you. I am originally Italian from Florence, but live in the Bay Area and I share my life with a wonderful dog named Petra. She's an Australian Shepherd and truly my best friend.

Major & Career Goal:

I have a strong background in the visual arts and education. My passion lies in the intersection of creativity, teaching, and digital storytelling.

Three Fun Facts (One is not true - can you guess?):

- 1. I've photographed a sunrise over the Grand Canyon.
- 2. I won a few agility competitions.
- 3. I've lived and taught art and design in different countries.

An Interesting Fact About Me:

I once took a 3-months solo road trip up in the south of India. Such a magical experience!

Why I'm Taking This Course:

I truly believe we never stop learning, and every class that I teach is a new wonderful opportunity to grow and connect for me too.

Favorite Image I've Taken:



I have so many favorite images, it's always hard to choose just one! But this particular photo holds a very special place in my heart. I captured it during Carmen Consoli's visit to San Francisco for her Eco di Sirene tour. As the photographer for the Italian Consulate, I had the incredible honor of documenting her visit. It was such a meaningful and unforgettable experience—especially because I've been a fan of hers since I was a teenager. Carmen is hugely popular in Italy, and being able to photograph her felt like a beautiful full-circle moment.



Ice Breaker Example

Instructor's Post

Image Representing Me:



This digital painting represents me and my beloved dog, Petra.

I created it a few months ago while teaching the Digital Painting course, and it holds a very special place in my heart. I'm so grateful for her presence in my life—she's a true blessing.

Favorite Photographer / Movement:

I really admire Dorothea Lange. Her ability to tell powerful human stories through documentary photography is so moving. Hove how her work blends artistry with purpose, capturing raw emotion in a single frame.

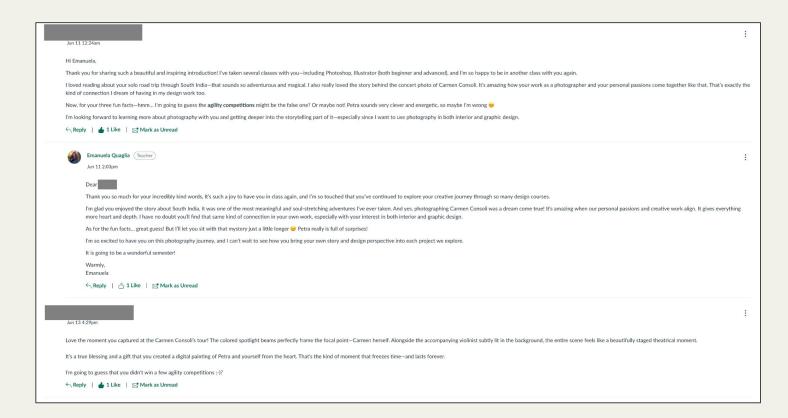
Looking forward to learning and creating alongside all of you!

Warmly,

Emanuela

Ice Breaker Example

Students' Appreciation Responses





. • M0	ODULE 3 (J	un 23rd - Jul 6th) - CAMERA SETTING	•	+
	6* Modu	ale 3 OVERVIEW®*		0
<u> </u>	MODULE	03 - LEARNING RESOURCES		0
:		[™] M03_Reading and Watching #1- Understanding the DSLR Camera		0
		[™] M03_Reading and Watching #2- Working with Camera Setting - Shutter Speed, Aperture and ISO		0
		[™] M03_Reading and Watching #3- Understanding the Exposure Triangle		0
*,	MODULI	E 03 - LEARNING ACTIVITIES/ DISCUSSIONS/ACTION STEPS		0
		** M03_Discussion #1: Working with Camera Setting Jun 29 50 pts		0
		3.		•
₫	MODULE	03 - ASSESSMENTS/EVALUATION		•
		《 U M03_Assignment #1 - Camera Setting and Figure/Ground Jul 6 100 pts		0

Substantive Interaction (C & D)

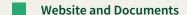
Q & A

Reflection and Wrap-Up



- What are your initial thoughts about the tools and/or strategies presented today?
- What is something you learned or will take away from today's workshop that you want to implement in your online course?

Resources



- Regular and Substantive Interaction (RSI) website
- ACCJC Quality Continuum Rubric for Distance Education
- > ACCJC Rubric Tool
- RSI Self-Assessment for Online Faculty

Videos/Recorded Webinars

- January 2025 Flex: Online Faculty Accreditation Prep: Align Your Courses with Regular Substantive Interaction (RSI) Standards
- October 2024 | How to be ACTION in Our Online Course InterACTION

Trainings

Microcourse: Regular and Substantive Interaction (Self-Paced)

Thank You!

