

# Regular and Substantive Interaction (RSI) and Academic Engagement Research and Resources

## Analysis and Unpublished Articles

Online Learning Consortium. (2019). Regular and substantive interaction: Background, concerns, and guiding principles. *Online Learning Consortium*. <https://eric.ed.gov/?id=ED593878>

Poulin, R., & Davis, V. (2019, April 23). *Interpreting what is required for "Regular and substantive interaction"*. WCET Frontiers. <https://wcetfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/>

## Relevant Articles and Books

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.

Baker, C. (2010). The impact of instructor immediacy and presence for online student affective learning, cognition, and motivation. *The Journal of Online Educators*, 7(1).

Boettcher, J. V., & Conrad, R. M. (2016). *The online teaching survival guide: Simple and practical pedagogical tips*. John Wiley & Sons.

Darby, F., & Lang, J. M. (2019). *Small teaching online: Applying learning science in online classes*. John Wiley & Sons.

Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2–3), 87-105. [http://dx.doi.org/10.1016/S1096-7516\(00\)00016-6](http://dx.doi.org/10.1016/S1096-7516(00)00016-6)

Lehman, R. M., & Conceição, S. C. (2010). *Creating a sense of presence in online teaching: How to "be there" for distance learners*. John Wiley & Sons.

Miller, M. D. (2014). *Minds online : Teaching effectively with technology*. Harvard University Press.

Moore, M. G. (2013). The theory of transactional distance. In M. G. Moore (Ed.), *Handbook of distance education* (pp. 84-103). Routledge.

Yamagata-Lynch, L. C. (2014). Blending online asynchronous and synchronous learning. *International Review of Research in Open and Distance Learning*, 15(2). <http://www.irrodl.org/index.php/irrodl/article/view/1778/2837>