Proposal: As distributed and distance education becomes more and more prevalent in higher education, developing curriculum to support faculty and graduate students in technology-mediated instruction is becoming increasingly important. Teaching with such tools as course management systems and videoconferencing requires a supplementary skillset to basic face-to-face instruction to ensure students remain engaged and motivated to learn outside of traditional classroom environments. This best practices presentation summarizes the experiences of developers, facilitators and participants who took part in two augmented Instructional Skills Workshops (ISW) which were adapted to support University of Victoria instructors and graduate students hoping to improve their teaching with online and videoconferencing technologies.

Developed over 30 years ago in British Columbia and now delivered in countries all over the world, the ISW model is a multi-day face-to-face training event that uses microteaching and peer-based feedback to enhance lesson delivery and participatory learning in higher education. This presentation will introduce the ISW model as well as examples of its use in online and videoconferencing environments by demonstrating and sharing online resources, documentation and video footage from past workshops and suggesting best practices for supporting participatory instruction in distributed and distance education.