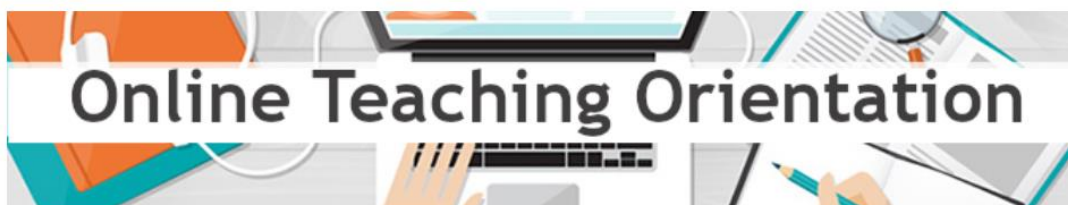


Microteaching Demonstration – Jacki Soister – Fall 2020

Faculty Training Module on Online Engagement & Interaction

This microteaching demonstration involves one module of a three-module training that equips faculty new to online teaching to engage and interact with their online students. It covers three core online learning activities: text-based threaded discussions (Moodle), video-based discussions (VoiceThread), and synchronous video-conferencing sessions (Zoom technology).



Online Teaching Orientation Lead Instructor:

Jacki Soister - Senior Instructional Designer - jacki.soister@denverseminary.edu

Technical Support Contact: educationaltechnologies@denverseminary.edu

▼ Welcome Online Instructors!



Welcome to the Online Teaching Orientation Course!

If you are in this course, then you are new to teaching online at Denver Seminary. Thank you for joining us on this virtual adventure in education!

Why is this important?

We want you to be equipped with the basics of teaching one of our online courses, and confident in your Online Teacher Roles & Responsibilities, *before* you begin your semester. We realize that teaching & learning online is a unique experience. The OTO Course provides an introduction to our philosophy of online education, some guidance in how to engage with your students in our highly interactive ILAs (Interactive Learning Activities), and practical training in how to navigate the Moodle LMS that will serve as your online classroom.

What's next?

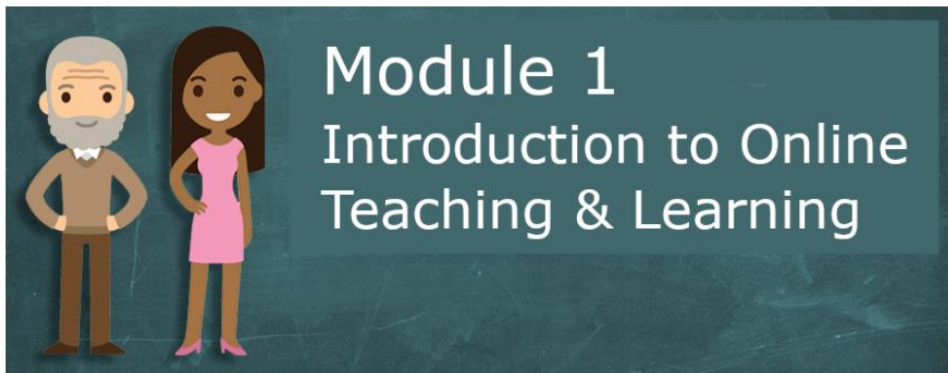
Becoming an effective online instructor involves theory and practice, as well as a bit of technological know-how. This course is divided into three modules that will present the "What - Why - How" for (1) grasping some crucial aspects of online teaching at Denver Seminary, (2) utilizing the Moodle LMS (Learning Management Systems), and (2) interacting with your online students all over the globe. This course should take about 5½ - 6 hours and should be completed at least two weeks prior to the first day of class. You'll continue to have access to this course for reference throughout your time teaching with us.

Let's get started!

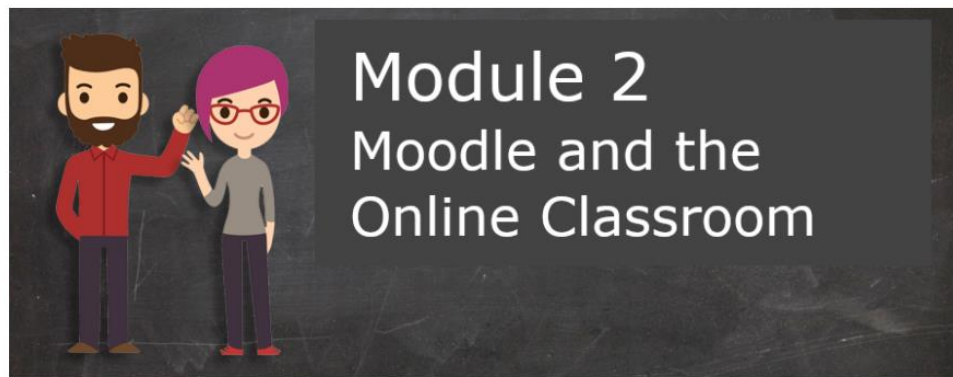
Learning Objectives:

1. Faculty will be able to identify and describe best practices in online engagement and interaction based upon current philosophies of online learning in higher education.
2. Faculty will be able to identify and describe best practices in online engagement and interaction based upon the particular philosophies of online learning at Denver Seminary.
3. Faculty will acquire the skills to utilize the format and functionality of each of the three core types of online discussions in the Denver Seminary Moodle online classroom.
4. Faculty will apply their learning and skills to samples of the specific platforms of engagement and activities within Denver Seminary's online classroom.

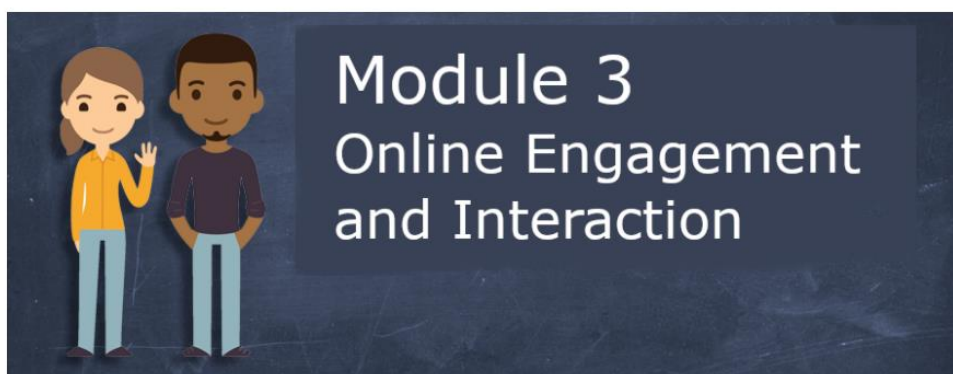
▼ MODULE 1



▼ MODULE 2



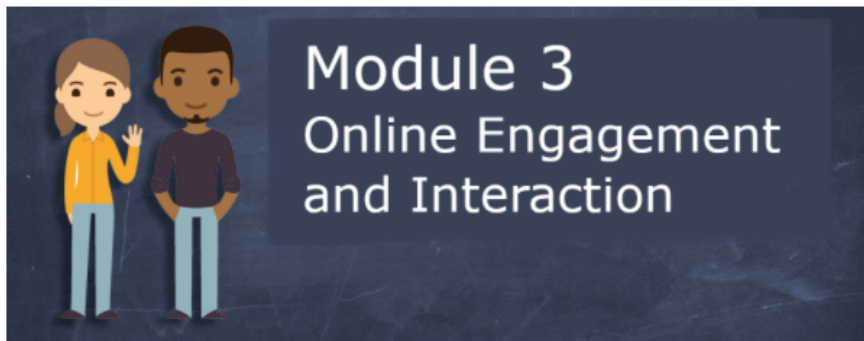
▼ MODULE 3



 [BEGIN: Module 3 - Online Engagement and Interaction \(CLICK HERE OR ON THE IMAGE ABOVE\)](#)

 [COMPLETE AFTER MODULE 3: Quiz - Online Engagement & Online Discussions](#)





- [Online Engagement and Interaction](#)
- [Online Discussions & Feedback](#)
- [Interactive Learning Activities \(ILAs\)](#)
- [Faculty Teaching Notes](#)
- [VT & TD Practice Exercises +](#)
- [Professor-Student Zoom Sessions](#)
- [Congrats!](#)

REMEMBER: to navigate through the modules use the **NEXT** button at the bottom or the **LESSON MENU** to the right.

Now the real fun begins!

Your students' time spent interacting with you and with each other in the online classroom is one of the most crucial parts of online teaching and learning. Our online courses are designed specifically to establish a vibrant and discussion-based learning community. That's why each week's online classroom time is a 50/50 split between content delivery such as lecture videos and Interactive Learning Activities (ILAs) such as threaded discussions.

Best Practices

DOWNLOAD RESOURCE: [Best Practices for Online Engagement & ILA Interaction](#)

VIEW: [Best Practices for Online Engagement & ILA Interaction \(gmin\)](#)
Aaron Johnson, Assoc. Dean, Ed Tech



Online Discussions & Feedback

READ: [Online Discussions - Faculty Focus "How To" articles \(4 pgs\)](#)



PRACTICE EXERCISES



THREADED DISCUSSION ACTIVITY (5min)

CLICK HERE to Participate in a Threaded Discussion:
Who is a Wisdom Figure in your Life?



VOICETHREAD ACTIVITY (5min)

INTE 5250 Fellow Students: You will not have access to this VoiceThread activity.
Instead, click on the link below for a sample VT Discussion:
<https://idt.camden.rutgers.edu/2014/11/06/voicethread-overview-examples/>

OTO VT Assignment Activity - 2 (Slide 1 of 2) Jacki Soister CC

Online Teaching Orientation

What are your reservations about teaching online?
(2-minute video comment)

JH

1x 0:19 / 0:20

Professor-Student Zoom Sessions



Professor-Student Zoom Sessions

ZOOM TUTORIALS: [Teaching with Zoom Moodle site](#)

INTE 5250 Fellow Students: You will not have access to the external Moodle site above.

FACULTY TEACHING NOTES: [Professor-Student Zoom Sessions](#)

PRACTICE ZOOM MEETING: [OTO Course Zoom Meetings Page](#)

Congrats!



Congrats! You have now completed Module 3!

Return to the main [OTO Course home page](#)
to complete a **Quiz on Module 3**.
Then post a reflection in the [Online Journal](#).

You will soon be a graduate of the OTO Course!

Project Summary:

Even though this is a “micro” learning module, it still needs to have all of the elements of a comprehensive learning experience. My first draft included videos, articles, and activities with special focus on providing exposure to the format and methods of each type of online discussion. But then I realized that I needed to add an interactive element, especially since this microteaching is titled: *Online Engagement & Interaction*. Since this is an asynchronous and independent training module, the interaction cannot occur with colleagues. However, it still can include some engagement with me as the course ‘professor’, especially since our LMS gives notifications when a post is made in a threaded or VoiceThread discussion. Now each exercise informs learners that their instructor will be posting replies, and this insures both real-life practice and accountability, so learners do not leave simple “I agree” or “I disagree” posts just to meet basic requirements. I notify learners when to return to the course to see my responses and to continue the conversation, if desired. This now rounds out the microteaching module by providing a complete exercise in the practice and application of instructor engagement strategies.