Learn to successfully design virtual instructor-led training programs that establish learner engagement, incorporate collaborative activities, and enable you to create effective instructional materials.

Develop the skills you need in this program presented in partnership with synchronous learning experts InSync Training. You’ll see best practices for virtual training design modeled through 12 hours of live, online instruction; you’ll also receive templates for facilitator and participant guides and an interactive planning tool. For virtual training to have a meaningful impact, instructional designers must follow unique best practices in building learner engagement to create the same learning experience as face-to-face in the classroom.
Derived From ATD Research, Backed by Our Competency Model

ATD’s Designing Virtual Training Certificate program follows the key knowledge and actions that successful trainers must have to meet business needs when facilitating virtually, as defined by research.

Flawless facilitation of virtual instructor-led training is a core competency for learning professionals. Learn to maximize the engagement of remote participants, gain the skills and confidence to successfully facilitate synchronous learning events, and manage the logistics of facilitating virtual learning.

In this program, you will:

• Gain virtual learning design skills that require a different way of thinking about interactivity to increase learner engagement and learning outcomes.
• Create online training that maximizes learning transfer.
• Build learner-centric, collaborative exercises using tools such as whiteboards, chats, breakout rooms, application sharing, and synchronized web browsing.

After this program, you will be able to:

• Apply collaborative design techniques to turn online presentations into online learning events.
• Create collaborative synchronous exercises using whiteboards, chats, breakout rooms, application sharing, and synchronized web browsing.
• Create synchronous facilitator and participant guides.
• Anticipate issues and design solutions to address participants’ self-management of activities.

Related Learning Offerings

ATD Master Trainer™ Program
Prove your ability. Elevate your design. Develop impactful learning solutions.

Facilitating Virtual Training Certificate
Engage your audience in the virtual classroom.

Instructional Design Certificate
Leverage exclusive ATD tools and templates to develop the most powerful, bottom-line focused learning.

Microlearning Certificate
Use bite-sized learning to enhance employee development.

Scenario-Based E-Learning Certificate
Immerse learners in real-world scenarios to accelerate expertise development and increase learning transfer.
COURSE OVERVIEW

Module 1: Collaborative Synchronous Activities
- Event Types
- Three-Step Process
- Teach the Tango Activity
- Delivery Methodology Worksheet
- Interaction and Collaboration
- Two Types of Collaboration

Module 2: Whiteboard and Chat Activities
- Whiteboard and Chat
- Whiteboard Activity One: Making Connections
- Whiteboard Activity Two: The Reveal
- Whiteboard Activities
- Chat Activities

Module 3: Web Browsing Activities
- Synchronized Web Browsing
- Follow the Leader Activity
- Work On Your Own Activity
- Participant Design Showcase Notes

Module 4: Breakout Rooms Activities
- Breakout Exercises
- Introduction to Breakout Activities
- Breakouts in the Traditional Classroom
- Group Breakout: What’s the Story? Activity
- Independent Breakout #2 Activity
- Design Guidelines—Preparing Participants
- Breakouts in the Virtual Classroom
- Participant Design Showcase Notes

Module 5: Application Sharing Activities
- Blended Programs, Materials, and Other Considerations

Module 6: Blended Programs, Materials, and Other Considerations
COURSE OVERVIEW

Module 5: Application Sharing Activities

- Application Sharing
- Passing Control
- Independent Work Activity
- Best and Worst Case Scenario
- Design Guidelines
- Participant Design Showcase Notes Activity

Module 6: Blended Programs, Materials, and Other Considerations

- Revisiting the Design Methodology Worksheet
- Scenario One: Baking a Cake Activity
- Scenario Two: Changing a Tire Activity
- Scenario Three: Navigating Google Activity
- Scenario Four: Planning a Party Activity
- Changing the Culture
- Facilitator Guide Activity
- Participant Guide Activity
- Slides and Participant Communication Activity

What Participants Are Saying

"The program had some great topics on creating synchronous learning sessions that provide a rich, valuable experience to the online learner. The blended learning section was great."

—Joshua Smith, Designing Virtual Training Certificate Participant

ADDITIONAL TOOLS AND RESOURCES:

- Design Submission Sheet
- Facilitator Guide Template
- Design Submission Sheet example
Virtual Classroom Delivery Methodology Worksheet:

Adults learn through collaboration, analysis, and reflection, all of which are well suited to the virtual classroom environment. This worksheet helps designers identify which course objectives can be taught in the virtual classroom and achieve the desired outcomes.

**Step 1: Identify the Course Instructional goal and Performance Objectives**

An **instructional goal** is the course mission statement. It links the course content to the business need to be addressed. The instructional goal answers the question, “Why are we investing in this course?”

- What is the course’s **INSTRUCTIONAL GOAL**?
- What is/are the course’s **PERFORMANCE OBJECTIVE(S)**?
- By the end of the course, participants should be able to...

  1. 
  2. 
  3. 

**Step 2: Determine assessment needs and potential assessment techniques.** Determine how mastery of an objective could be assessed and tested online.

<table>
<thead>
<tr>
<th>Assessment Options for Objective #1</th>
<th>Can this objective be assessed in the VC? (y/n)</th>
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<tbody>
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<tr>
<th>Assessment Options for Objective #2</th>
<th>Can this objective be assessed in the VC? (y/n)</th>
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**Virtual Classroom Delivery Methodology Worksheet:**

**Step 3: Determine if collaboration would improve the learning outcomes.**
Is a better learning outcome attained as a result of participant collaboration? (Note: There may be fewer objectives to test if you determined some cannot be assessed in a virtual classroom.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Collaborative? (y/n)</th>
<th>Explain the benefit(s) of the collaboration.</th>
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**Additional Considerations:**
What impact, if any, do the following factors have on the decision to deliver the content in the virtual classroom environment?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>Cost</td>
<td></td>
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<td>Audience</td>
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<td>SMPs</td>
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<td>Course Duration</td>
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<td>Content Stability</td>
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<tr>
<td>Course “Shelf Life”</td>
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<tr>
<td>Facilitation Location</td>
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**Computing the Results**
If your assessment results in a “Yes” for virtual classroom delivery, “Yes” for collaboration, and no overwhelming negative impact from the Additional Considerations list, the program is a good candidate for a virtual classroom.

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Over the last 75 years, our mission has been to empower talent development professionals with the knowledge and skills they need to be successful and remain competitive. We accomplish this by providing learning that sticks and leads to measurable results in your on-the-job performance.

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