

Certificate Course Descriptions

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InSync Training, LLC has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 8405 Greensboro Drive, Suite 800, McLean, VA 22102. In obtaining this approval, InSync Training has demonstrated that it complies with the ANSI/IACET Standards which are widely recognized as standards of good practice internationally. As a result of their Authorized Provider membership status, InSync Training is authorized to offer IACET CEUs for its programs

Prerequisite Course

Learn How to Learn Online

Before designing or delivering synchronous courses, you need to make sure you understand the learner experience. *Learn How To Learn Online* focuses on learning in the synchronous environment. It demystifies the technology for the participants so they have a positive learning experience. The program explores using synchronous collaboration tools (whiteboard, chat, audio, etc), synchronous learning ground rules, and creating the optimal desktop environment for online learning.

This session is a pre-requisite to all other sessions.

At the conclusion of this session, participants will be able to ...

- Effectively participate in a synchronous learning environment using basic collaboration tools
- Create an effective desktop learning environment for themselves
- Explain the role of the learner in the synchronous environment
- Explain a synchronous learning experience

Synchronous Facilitation Certificate

*Are you having trouble recognizing and managing the “Body Language in the Bandwidth?” The **Synchronous Facilitation Certificate** provides ten hours of live, online instruction blended with self-directed exercises and assignments. This program will help you to maximize the engagement of remote participants and manage the logistics of facilitating synchronous events. In each session, best practice tips for synchronous facilitation will be explained, modeled, and reinforced.*

InSync Training is authorized by IACET to offer 2.0 CEUs for this program.

Target audience: Individuals whose job responsibilities or future responsibilities include facilitating synchronous online sessions for their internal / external clients.

Facilitation 1 – Creating Audience Engagement

This session explores how the roles of facilitators have changed with the introduction of learning technologies. Emphasis is placed on the need to keep participants energized, focused, and motivated. Tips and techniques for teaching synchronously are discussed and guidance is provided on how to be a Facilitator in this medium.

At the conclusion of this session, participants will be able to...

- Describe the job description of an online facilitator
- Identify the steps necessary to prepare to be an online facilitator
- Identify key techniques for engaging participants without the benefit of eye contact and body language

Facilitation 2 - Be A Broadcaster

In the synchronous environment, voice is the most essential instructional tool. In using the Facilitator's voice, and the voices of participants, an effective learning interaction is created. Topics include creating an engaging audio environment and reading participants' "body language."

At the conclusion of this session, participants will be able to:

- Use their voices to effectively engage participants
- Create an effective audio environment
- Craft questions to which participants can effectively respond
- Identify participant cues that take the place of body language and eye contact

Facilitation 3 – Synchronous Team Teaching

This session focuses on working with a Producer during a synchronous learning event. A Producer, or Assistant Facilitator, can help transform synchronous programs into trouble-free, fast moving, interactive events that keep learners involved and the Facilitator on track. In short, the facilitator can stay focused on content while the Producer takes care of everything else. Topics include the Producers' job description and the various ways in which the Producer supports the synchronous Facilitator. Numerous practice opportunities are provided.

At the conclusion of this session, participants will be able to:

- Define the Producer's role
- Demonstrate how the Producer can support the synchronous Facilitator
- Identify ways to create a more interactive session when a Producer is not possible

Facilitation 4 –Disaster Recovery

In the synchronous environment – Murphy's Law applies! What do you do when things start going wrong? This session addresses live participant issues, audio problems, hardware / software trouble shooting – and when should you just call it a day.

At the conclusion of this session, participants will be able to:

- Discuss various ways to manage audio issues
- Talk participants through a technical issue with the virtual classroom software
- Manage disruptive participant behaviors before they turn into disasters

Facilitation 5 – Prep And Practice

In order to deliver an effective learning event for participants, the Facilitator must be ready, willing and able to teach. This session allows participants to identify numerous asynchronous activities that need to be completed before and after an online learning event, including:

- Marketing and Communications
- Participant preparation
- Technology considerations
- Logistics
- Rehearsals
- Post class follow up

At the conclusion of this session, participants will be able to:

- Create a checklist to manage the planning, production, and follow-up of an online event
- Communicate with participants, managers, and other parties about their roles in supporting the successful online event
- Plan for their upcoming InSync teach back final

Facilitation Certificate Final Project

- You and another participant will deliver a modified version of *Learn How To Learn Online*. All instructional materials will be provided.
- You may adapt and personalize *Learn How To Learn Online* if you wish – but in order to ensure a consistent experience for all participants, you may not use a class that you have developed.
- You and your partner will rehearse one time with an InSync facilitator, and as often as you like on your own.
- You should plan to have at least 3-5 colleagues attend this session as your audience. Your delivery partner will have the same requirement.
- You have one month from the date of the final class to have your rehearsal and your final delivery. You will receive feedback from your audience and InSync Facilitator.

Note: If your final projects are completed/submitted after the established deadline, a \$250 fee may be assessed. You should discuss any potential conflicts with your facilitator as soon as they arise.

Note: A fee of \$250 may be assessed should an individual not meet the submission deadlines or performance requirements for each certificate, yet still wishes to pursue the certification.

Synchronous Design Certificate

*Whiteboards, Application Sharing, Record and Playback.... Sure, these tools all seem “cool,” but what good are they from an instructional perspective? The **Synchronous Design Certificate** provides fourteen hours of live, online instruction blended with self-directed exercises and assignments. Learn how to create collaborative exercises using synchronous tools, and how to design instructional materials to support your programs. In each session, best practice tips for synchronous design will be explained, modeled, and reinforced. Participants will design exercises and introduce them during the live sessions and receive feedback from the facilitators and other participants.*

InSync Training is authorized by IACET to offer 3.8 CEUs for this program.

Target audience: Individuals whose job responsibilities or future responsibilities include designing synchronous online courses.

Design 1- Creating Collaborative Synchronous Exercises

This session discusses and explores the concerns that many online Facilitators have: how to keep participants engaged and active in the online environment so that the learning outcome is of the same quality as a classroom-based delivery. The session focuses on what the instructional designer can do via the design process in order to alleviate the Facilitator's concerns and provide a quality learning experience for the participants.

The design concepts addressed in this session include:

- Interaction vs. collaboration
- Concurrent and serial collaboration
- Uses for interaction vs. collaboration
- Best practices for online collaboration and its design

At the conclusion of this session, participants will be able to...

- Choose the correct event type from among meetings, presentations, and learning events
- Explain a 3-step instructional design technique used to determine which instructional objectives can be taught in a synchronous environment
- Define online interaction and online collaboration
- Explain when and how interaction and collaboration should be designed into synchronous events
- Discuss the design of serial and concurrent collaboration

Design 2 –Using Whiteboard And Chat

This session begins to look at specific tools and how they can be used to create participant interaction and engagement. The first half of the session focuses on the use of whiteboard exercises and the second half of class focuses on chat exercises.

The design concepts addressed in this session include:

Whiteboards: Whiteboard activities are demonstrated to illustrate that they can be used for more than just the display or highlighting of information. The whiteboard can be used to share ideas, create collaboration and keep participants visually and mentally engaged in the learning process.

Chat: The chat function is used as a communication tool between the Facilitator and participants and between the participants themselves; it can also be used for group brainstorming and idea sharing in a concurrent manner which is not achievable in a classroom-based course.

At the conclusion of this session, participants will be able to...

- Design effective whiteboard and chat exercises that maximize interaction and collaboration
- Create instructions for participants to guide them through activities that use these two tools
- Identify instructional uses, constraints and best practices for each tool

Design 3 - Application Sharing

Application sharing is one of the most attractive features in the synchronous environment, but to fully engage participants we need to move beyond “watch me demonstrate” and allow participants to interact with the application. This session discusses creative ways of encouraging collaboration in a virtual classroom setting using application sharing. Topics include instructional uses of the tool, best practices and techniques, ground rules for collaborative exercises and exercise design.

At the conclusion of this session, participants will be able to...

- Design effective application sharing exercises that maximize collaboration
- Create instructions for participants to guide them through their activities
- Create Facilitator guide instructions for Facilitator's to manage the activities
- Identify the Producer's role in supporting application sharing

Design 4 –Breakout Exercises

In a live classroom setting, there is no better way to involve students than to split them into smaller discussion groups. Now, similar capability is available in virtual breakout rooms. This program discusses creative ways of encouraging collaboration in a virtual classroom setting using breakout rooms and exercises.

At the conclusion of this session, participants will be able to ...

- Design effective breakout room exercises that maximize collaboration
- Create instructions for participants to guide them through their activities
- Create Facilitator guide instructions for Facilitator's to manage the activities
- Anticipate the issues involved with participant's self-management of activities
- identify the Producer's role in supporting breakout exercises

Design 5 – Web Browsing

With online learning, the entire World Wide Web has become the classroom – the challenge lies in using it appropriately. This program discusses creative ways of encouraging interaction and collaboration in a virtual classroom setting using synchronized web browsing. Topics include instructional uses of the tool, frequently asked questions, best practices and techniques, ground rules for collaborative exercises, and exercise design.

At the conclusion of this session, participants will be able to ...

- Design effective web browsing exercises that maximize interaction and collaboration
- Create instructions for participants to guide them through their activities
- Identify instructional uses, instructional constraints, and best practices for web browsing
- Anticipate the issues involved with participant's self-management of activities

Design 6 – Record and Playback

When training sessions are recorded and delivered asynchronously, or "on-demand," the designer needs to consider how to create the program to be effective for all of the intended audience types. This session addresses the differences that need to be considered in content, exercises, program design, and scripts to ensure effective asynchronous knowledge transfer.

At the conclusion of this session, participants will be able to ...

- Explain how designing programs for playback is different than designing for live events
- Design exercises that are appealing to an asynchronous audience
- Apply 'infomercial' design techniques to create maximum engagement

Design 7 – Creating Materials for the Synchronous Classroom

In order to achieve interactive and "high touch" synchronous programs, it is critical to have leader and participant materials that adequately support the content. This program provides design strategies for creating learner-centered materials that tie together synchronous and asynchronous components of blended online programs, encouraging participant completion of self directed work, and assisting the Facilitator in managing the online program.

At the conclusion of this session, participants will be able to ...

- Identify what instructional materials are necessary for a synchronous learning event
- Create instructional materials for a synchronous learning event
- Consider the overall curriculum design approach including pre- and post-work, communications, etc.

Design Certificate Final Project

- Using templates provided in class, you will design a one-hour synchronous lesson, including facilitator materials, participant materials and slides.
- Your facilitator will review your final design and return detailed feedback.
- You have one month from the date of the final class to submit your materials.

Note: If your final projects are completed/submitted after the established deadline, a \$250 fee may be assessed. You should discuss any potential conflicts with your facilitator as soon as they arise.

Note: A fee of \$250 may be assessed should an individual not meet the submission deadlines or performance requirements for each certificate, yet still wishes to pursue the certification.

Capstone Certificate

Now that you've mastered both synchronous facilitation and design, the **Capstone Certificate** pulls it all together. Combining the **Facilitation** and **Design** certificates with topics such as **Evaluating Synchronous Learning** and **Learning Styles Theory** makes YOU the synchronous training expert in your organization.

InSync Training is authorized by IACET to offer 2.0 CEUs for this program.

Target audience: Individuals whose job responsibilities or future responsibilities include designing, delivering and promoting synchronous training within their organization.

Capstone Topic 1 – Applying Bloom's Taxonomy, Adult Learning Theory, and Learning Styles To Synchronous Training Design

This session explores Bloom's Taxonomy which helps identify and organize learning goals; and adult learning theory and learning styles which shape the approach to training – how it should be presented so that it is appealing to the participants, keeps them engaged, and allows them to internalize and assimilate the knowledge or skills we are attempting to transmit.

Capstone Topic 2 – Evaluating Synchronous Learning

This session concentrates on the evaluation of training programs. It is not enough that people enjoyed the training or that attendance was high – the true hallmark of successful training is that the trainees are able to go back to the workplace and implement what they learned. But how do we know they have done that? How do we know when WE have achieved success through the transfer of knowledge and skills? This session explores ways to prove the success of training offerings.

Capstone Topic 3– Implementing Synchronous Learning In Your Organization

This session focuses on implementing synchronous training in the workplace. Three topics, Motivating the Online Learner, Critical Success Factors, and Blended Learning, explore online learning from the viewpoint of the learner and the organization. It is not enough to assume that, "if we build it they will come." We must take responsibility for ensuring the success of online training by understanding and mitigating the typical forces that work against it.

Capstone Certificate Final Project

- You will evaluate your synchronous design project against the theories and principles of adult learning, learning styles, and Bloom's taxonomy of knowledge, redesigning to accommodate best practices in workplace learning, if necessary.
- You will design Level 1, Level 2 and Level 3 evaluations (Kirkpatrick) for your design project
- Within 4 weeks of your final class, you will deliver your course to your own organization and provide a link to a recording as well as Level 1 evaluation data, for InSync review.
- Finally, you will write a 3-5 page Reflection Paper which discusses how your approach to training synchronously has evolved over the course of the certification process.
- At the completion of this process you will receive the designation **Synchronous Learning Expert**.

Note: If your final projects are completed/submitted after the established deadline, a \$250 fee may be assessed. You should discuss any potential conflicts with your facilitator as soon as they arise.

Note: A fee of \$250 may be assessed should an individual not meet the submission deadlines or performance requirements for each certificate, yet still wishes to pursue the certification.

Synchronous Trainer's Survival School

*Have you just been thrown into synchronous training and need to get the basics under your belt? Then the **Synchronous Trainer's Survival School** is for you. Four hours of live, online instruction will put you on the fast track towards creating and delivering successful learning events right out of the gate!*

Target audience: Individuals whose job responsibilities or future responsibilities include designing or delivering synchronous training within their organization.

Note: This is a stand-alone certificate, not part of the SLE program.

Survival School 1 – Tips For Teaching Synchronously

This session explores how the roles of trainers have changed with the introduction of learning technologies. Tips and techniques for teaching synchronously are discussed and guidance is provided on how to be a facilitator in this medium.

During this session, participants will ...

- Identify key techniques for engaging participants without the benefit of eye contact and body language
- Investigate questioning techniques appropriate for the virtual classroom
- Experiment with synchronized web browsing to create engagement both independently and collaboratively, while appealing to additive, kinesthetic, and visual learners.

Survival School 2- Elements Of Synchronous Design

You've mastered the 'point-and-click' of the virtual classroom tools, but how can they help you you're your participants) instructionally? This immersive experiential session allows you to open up the design potential of the collaboration tools, and start the migration from content heavy presentations to collaborative learning events.

During this session, participants will participate in and debrief the effectiveness of collaborative exercises of the following virtual classroom tools:

- Synchronous Multi-User Whiteboard
- Group Chat
- Application Sharing
- Breakout Rooms
- Polling

In addition, participants will discuss:

- The design implications for online meetings, presentations, and learning events
- Best practices for designing exercises using the collaborative tools

Final Project: Participants will write a 3-5 page Reflections Paper within two weeks of the final online session, summarizing what they have learned and how they will implement their ideas in their organization.

Expert Synchronous Producer Certificate (ESP)

ESP...It is said that great Expert Synchronous Producers can “read minds.”

InSync Training is authorized by IACET to offer 1.2 CEUs for this program.

Synchronous learning initiatives are changing from “Let’s try it” to “We have to make this work, and we have to do it quickly.” With this transition, the role of the Synchronous Producer is taking center stage as a key player in the success of synchronous learning events.

“The multi-tasking requirements to monitor the technical aspects of the training while effectively monitoring the input and engagement of the participants is a tall task, and the role of the Producer has become increasingly clear. The practiced teamwork of the two people involved in the session is critical to maximizing the learning opportunity for participants.” InSync Graduate

The Expert Synchronous Producer Certificate program provides 8 hours of live synchronous instruction that provide multiple practice opportunities. At the conclusion of this program, you will have the knowledge and foundational skills necessary to expertly produce all synchronous sessions in any organization.

Note: This course focuses on the skills a Producer needs to ensure a successful live-online session. Supporting virtual classroom technology is primary topic addressed. This class does not, however, teach the specific functionality of a particular virtual classroom platform. InSync provides platform specific How To classes upon request.

Prerequisites:

- Learn How to Learn Online (Note: You may participate in Learn How to Learn Online before or after you enroll for a certificate program.)
- Proficient knowledge in a virtual classroom technology

Target audience: Individuals whose job responsibilities or future responsibilities include supporting synchronous training and other synchronous events within their organization.

Note: This is a stand-alone certificate, not part of the SLE program.

ESP 1: Role and Responsibilities of the Producer

What does it mean to be a producer and what does a producer do? These are the questions that will be addressed in detail during this session.

At the conclusion of this session, you will be able to:

1. Define the role of Producers
2. Identify behaviors that a Producer will utilize in supporting the Facilitator
3. Recognize the primary responsibilities of a Producer before, during and after a synchronous session.

This session focuses on the key communication skills needed by the Producer to ensure participants are engaged and benefiting from the learning experience. Participants are asked to volunteer and take on the role of the Producer for some activities.

ESP 2: Communicating Effectively as a Producer

At the conclusion of this session, participants will be able to:

1. Explain how a facilitator's guide supports the role of the producer
2. Respond to clues and cues that reflect participant engagement
3. Demonstrate communication skills to support the facilitator
4. Be an advocate for the participant

ESP 3: Producer Preparedness

Participants will learn the simplicity and effectiveness of applying a 4-step process to recover from common technical disasters. Participants will also identify technical knowledge needed to support primary features included in most virtual classroom platforms.

At the conclusion of this session, participants will be able to:

1. Implement a four step process for disaster recovery.
2. Map a path to become an expert in their virtual classroom technology

ESP 4: Building Technology Expertise

Participants collectively build their expertise supporting the virtual classroom technology as they share specifics about their assigned virtual classroom feature. Multitasking tips to concurrently support the Facilitator, Participants and the technology are discussed. Next steps to become an expert synchronous producer are shared.

At the conclusion of this session, participants will be able to:

1. Demonstrate expertise in virtual classroom technology
2. List multitasking strategies
3. Identify personal goals to become an Effective Synchronous Producer

Final Project

Participants choose 1 to 3 goals from their ESP Action Plan (Note: These goals must involve actual *producing* for a synchronous class). After producing a synchronous class, participants write a reflection on the achievement of their goal. They must indicate what went well and what improvement steps they can take.

Alternative Final Project if participants cannot produce a live online class: Participants need to interview and observe another Producer facilitate a synchronous session. In a reflection paper, participants document how the Producer they observed supported the facilitator, the participants, and the technology before, during and after the session. In a concluding statement participants list 1 to 3 goals from their ESP Action Plan and explain how they will achieve these goals.

The final reflection is due four weeks from the date of ESP 4. The paper is no more than 2-4 pages.

Effective Application Training Via The Virtual Classroom

The problem with most application-based training that is delivered virtually is that it is simply “watch me do it;” it doesn’t allow for interaction, collaboration or hands-on experience. This certificate program covers more effective usage of the virtual classroom technology allowing for engaging learning events.

InSync Training is authorized by IACET to offer 1.7 CEUs for this program.

Target audience: Individuals whose job responsibilities or future responsibilities include designing and delivering application-based training within their organization.

Note: This is a stand-alone certificate, not part of the SLE program.

Pre-requisites

- PowerPoint 2007
- The participant must have a software application they will use as the basis for their final project; if it is proprietary or confidential they must first get permission to share information outside of their organization

Topics include:

AppTrain 1: Whiteboarding: How to teach application training without using the application!

The whiteboard can be used as an introductory tool, review tool, questioning tool and more. It is the foundation for all application-based training.

At the conclusion of this session, participants will be able to design whiteboard activities - to teach and reinforce learning points - that engage the learner with the application.

AppTrain 2: Effective Demonstrations: Keeping the conversation going

Participants do not have to sit quietly while watching a demonstration, they become active participants when application training is designed to *teach*, not *show*. The first half of this session will discuss ways to involve the participants in the demonstration. The session concludes with a discussion of blended learning – what really must go on-line and what can we teach asynchronously? What design considerations are crucial to a successful blend?

At the conclusion of this session, participants will be able to:

- Keep trainees engaged and involved with the technology, the instructor, and one another during a demonstration
- Design training that allows participants to set the agenda for the training / demonstration
- Determine what is essential to teach online and what can be delivered in another manner (creating a blend)

AppTrain 3: Participants Hands-On: Ensuring Learning Occurs

This session demonstrates various ways to allow participants to work independently in the application while the Facilitator is on hand to assist.

At the conclusion of this session, participants will be able to design various hands-on activities.

Final Project: Participants will design or re-design a 30-minute segment of application training incorporating the techniques learned throughout the certificate process.