

ASTD FACILITATING SYNCHRONOUS LEARNING CERTIFICATE PROGRAM

TABLE OF CONTENTS

Facilitation 1 – Creating Audience Engagement

The Job Description of an Online Facilitator	2
Preparing to be an Online Facilitator	3
Creating Audience Engagement.....	4

Facilitation 2 - Being a Broadcaster

The Broadcasting Model	6
Best Practices for Creating an Engaging Audio Environment	6
Manage Participant Questions	7
Asking Questions	7
Answering Questions	7
Questioning Techniques.....	8
Effective Facilitator Communication	9
Read Participant Body Language.....	9

Facilitation 3 - Synchronous Team Teaching

The Producer’s Job Description	11
3 Kinds of Producers	11
How the Producer Works With the Facilitator	12
How the Producer Works With the Facilitator	15
Managing On Your Own.....	16

Facilitation 4 - Disaster Recovery

Preemptive Disaster Recovery	18
Preemptive Disaster Strikes	19
4-Step Disaster Recovery Process.....	20
7-Step Facilitator Recovery Process	23
Managing Disastrous Behaviors.....	24
The Facilitator’s Role.....	27

Facilitation 5 - Preparing and Practicing

Marketing and Communications	29
Participant Preparation.....	30
Technology	31
Logistics	32
Rehearsal.....	33
Post Class Follow Up	34
Event Types	36

Facilitation 6 - Creating Collaborative Synchronous Exercises

Instructional Design Process	38
Interaction and Collaboration.....	39
Interaction	39
Collaboration.....	39

Levels of Interaction and Collaboration	40
Serial.....	40
Concurrent	40
Best Practices for Designing Online Collaboration	41
Appendix A Disaster Recovery Checklist.....	42

PROGRAM DESCRIPTION

During this program participants will learn to maximize the engagement of remote participants and manage the logistics of facilitating synchronous learning.

Facilitation 1 - Creating Audience Engagement

This topic explores how the role of facilitators has changed with the introduction of learning technologies. Participants will learn proven techniques for keeping learners energized, focused, and motivated. Best practice tips and guidance for facilitating in the synchronous medium will be explained, modeled, and reinforced.

After this topic, 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 body language and eye contact.

Facilitation 2: Being a Broadcaster

In the synchronous environment, voice is the most essential instructional tool. Interactivity and learner engagement are driven by the facilitator's and participants' voices. This topic will uncover how synchronous facilitators can use their voice and questioning techniques to maximize engagement in the audio environment and read participants "body language in bandwidth."

After this topic, participants will be able to:

- Use their voice 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

A producer, or assistant facilitator, can help transform synchronous programs into trouble-free, fast moving, interactive events that keep learners involved and facilitators on track. Through numerous practice exercises, this topic provides insight on how facilitators can stay focused on content while the producer takes care of everything else.

After this topic, participants will be able to:

- Define the producer's role
- Demonstrate and practice how the producer can support the synchronous facilitator
- Identify ways to create a more interactive session when a producer is not possible (which may often be the case in the real world).

Facilitation 4: Disaster Recovery

In the synchronous environment Murphy's Law applies! What do you do when things start going wrong? This topic covers live techniques for effectively addressing and recovering from participant issues, audio problems, and hardware/software trouble shooting.

After this topic, participants will be able to:

- Discuss various ways to manage audio issues
- Solve a variety of technical issues that may occur in the virtual classroom software
- Manage disruptive participant behaviors before they turn into disasters.

Facilitation 5: Preparing and Practicing

As with topic participants will discover the numerous off-line activities that need to be completed before and after an online learning event, including marketing and communication, participant preparation, technology considerations, logistics, rehearsals, and post-session follow up.

After this topic, participants will be able to:

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

Facilitation 6: Creating Collaborative Synchronous Exercises

This topic 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 topic 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.

After this topic, 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.

For more information, contact ASTD Customer Care at 1.800.628.2783 or 1.703.683.8100

Email: customercare@astd.org

(Monday – Friday 8 a.m. to 6 p.m. US EST)