

Moving to the Virtual Classroom: A Roadmap to Success

Reference Guide

Four Types of Live Online Sessions

Meetings

- Collaboration & Action Items
- Use a platform like GoToMeeting, WebEx Meeting Center, or Adobe Connect for Meetings

Webcasts

- Speaker presenting information to large audience (like an evening newscast)
- Use a platform like GoToWebcast or WebEx Event Center, or Adobe Connect for Webinars

Webinars

- Wide range of experiences, like university classes (some are large, some are interactive, some are just lectures, it varies from class to class)
- Use a platform like GoToWebinar, WebEx Event Center, or Adobe Connect for Webinars

Training

- Learner centered experience, focused on learning objectives, usually small audience
- Use a platform like GoToTraining, WebEx Training Center, or Adobe Connect for Learning

Three Key Implementation Steps

When migrating from traditional to virtual training...:

Create
interactive
designs

Select & prepare
facilitators

Prepare
participants

The Participant Experience

Most participants in virtual classes feel *isolated* and are often *uncertain*. They are *distracted* by their environment. In order to learn, they must feel *connected*, *confident*, and *engaged*.

Move from ...	To
Isolated	Connected
Uncertain	Confident
Distracted	Engaged

Five Principles of Interactive Design

Participants should interact with the platform, with the facilitator, or with each other at least every _____ minutes during a live virtual event.

- Participants are easily distracted by their surroundings.
- Participants think they can multi-task, yet learning requires focus.
- Participants learn best when they are engaged in their own learning!

There are five key techniques for engaging participants with interactive designs:

5 Keys to Engaging Participants with Interactive Design

Set Expectations	Communicate with learners ahead of time, and at every opportunity, to let them know it will be an interactive event.
Interact from the start	Have on-screen activities ready for learners upon login.
Select activities for maximum involvement	When choosing activities, go for ones that involve as many participants as possible (for example, group chat instead of individuals speaking).
Keep moving at a brisk pace, with focus on engagement	Maintain an appropriate yet quick pace in the classroom, Keep learners involved and engaged in activities that lead toward the learning outcomes.
Create opportunities for collaboration	Choose activities that let learners interact with each other for dialogue and discussion.

A Three-Step Design Model for Virtual Training

Use this 3-step model when designing virtual training programs.



Five Key Online Facilitation Skills

There are five key skills that effective virtual facilitators must master in order to be successful in the online classroom. Use this criteria to select virtual facilitators.

Effective Virtual Facilitators are..

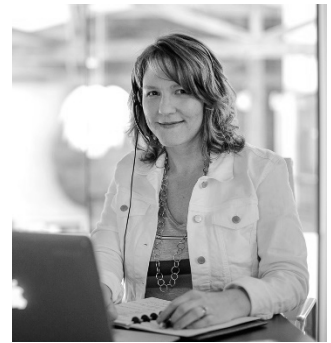
Technology-Savvy	Comfort with technology comes from expertly learning the virtual platform and every one of its features. If this skill doesn't come naturally, a willingness to learn, explore, and experiment is essential to success.
Able to engage an unseen audience	Virtual learners join online from remote locations. Even though they are alone, they need to feel connected to the content and to their fellow classmates. It's the facilitator who enables these connections.
Make learners feel comfortable with the technology and the virtual classroom	Learners will be able to focus on the content and practicing new skills when they are comfortable with the technology. Make it simple and easy for everyone to join in, follow along, and participate.
Able to multi-task with ease	Practice switching from one task to another with speed and agility. Keep your eyes on the participant list and communication tools, with just quick glances to other parts of the screen. Just like driving, it gets easier over time.
Apply adult learning principles in the virtual classroom	Remember everything you already know about adult learners, and apply that information to the online classroom. Adults want to be involved, engaged, and in control. They bring their wealth of experience, and need to know 'what's in it for me?'

Individual Action Plan

Use this form to create an individual action plan for moving your programs to the virtual classroom.

Action	By When?	Comments
<i>ex. Use the platform at least once per week to practice using tools</i>	<i>March 31, 2018</i>	<i>Use for weekly team meetings, coordinate with Emma and John for this.</i>
<i>ex. Review marketing and communication plans for program implementation</i>	<i>April 15, 2018</i>	

About Your Facilitator: Cindy Huggett, CPLP



Cindy Huggett, CPLP is the author of three books on virtual training: [*Virtual Training Tools and Templates: An Action Guide to Live Online Learning*](#) (2017), [*The Virtual Training Guidebook: How to Design, Deliver, and Implement Live Online Learning*](#) (2014), [*Virtual Training Basics*](#) (2010), and the coauthor and contributor to many other articles and publications. She partners with her clients to help them transition from the face-to-face to the virtual classroom, and works with them to design online and blended learning solutions.

Cindy is a sought-after conference speaker, and has presented multiple times at the ATD (formerly ASTD) International Conference and Expo, TechKnowledge, Training, DevLearn, as well as the Online Learning Conference, Masie's Learning, and the Annual SHRM Conference. Her online webinars have been attended by thousands of people around the globe. And she's one of only a handful of worldwide trainers to have been chosen to deliver ATD's Master Trainer and Master Instructional Designer Programs.

With over twenty-five years of overall professional experience, Cindy has worked in various industries including technology, construction, higher education, retail and the public sector. Her management and global experience includes serving as the regional Director of Training and Operations for an international software training company, and the Learning and Development manager for a global mechanical contractor.

Cindy holds a Master's degree in Public and International Affairs from the University of Pittsburgh, and a Bachelor's degree from James Madison University. Cindy was also one of the first to earn the prestigious Certified Professional in Learning and Performance (CPLP) designation.

As Chair of ASTD's National Advisors for Chapters, Cindy served on the national ATD (formerly ASTD) Board of Directors in 2009-2010. She was recognized by the *Triangle Business Journal* as a "40-Under-40" Award recipient in 2003. She also co-founded a non-profit organization to promote volunteering and community service in her local area. She's passionate about helping others succeed and brings that dedication and commitment to every project she undertakes.