



SELCERT

Skills Development and Certification
for Trainers of Synchronous
Electronic Learning

GUIDE BEST PRACTICES FOR SYNCHRONOUS ELECTRONIC LEARNING (Dos and Don'ts)

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DIMITRA Education & Consulting

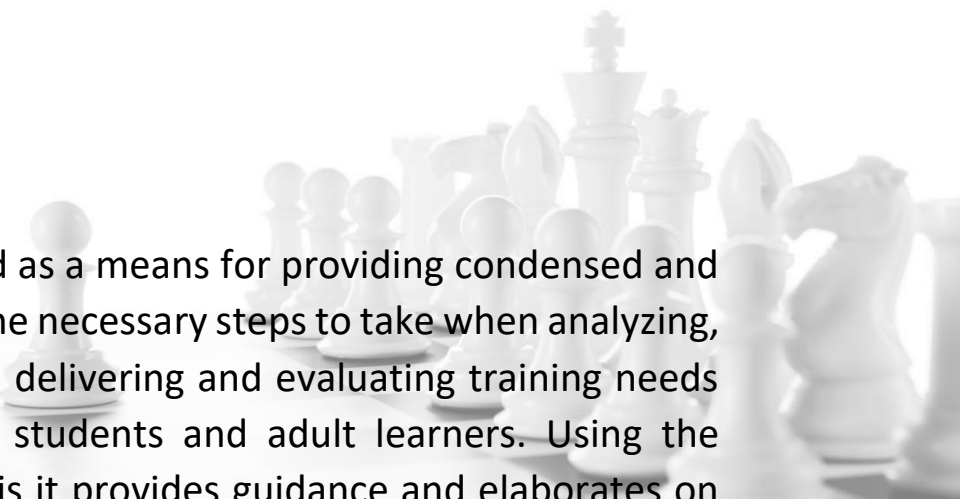
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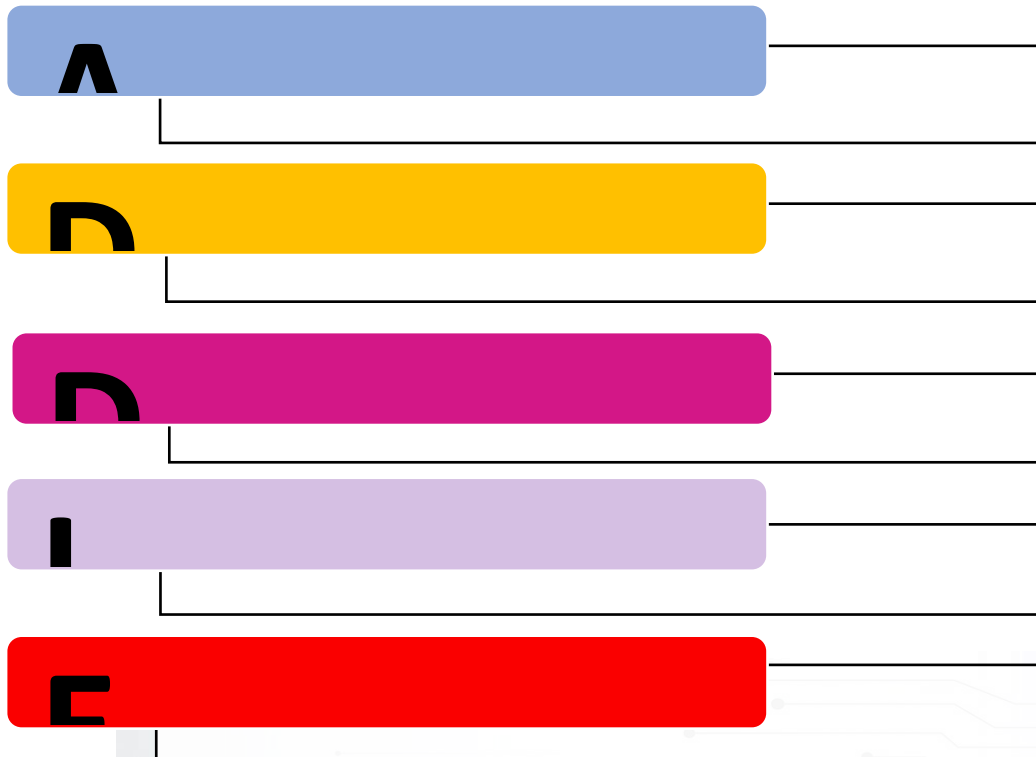
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Introduction

This guide was created as a means for providing condensed and clear information on the necessary steps to take when analyzing, designing, developing, delivering and evaluating training needs and material for VET students and adult learners. Using the ADDIE model as a basis it provides guidance and elaborates on the needs analysis, target groups, elements of innovation, expected impact and transferability potential of the process of creating educational programs.



What is the ADDIE model?



The ADDIE model is a commonly used framework for the development of training material in learning. It comprises of five (5) phases or stages in the creation of tools aiming to support training: analysis, design, development, implementation, evaluation. It was developed as a means for increasing the effectiveness of education and training and has proven to be an excellent tool for the purpose it serves.

This guide aims to present you with the best practices for synchronous electronic learning according to the ADDIE model.

Analysis

The Analysis stage of the ADDIE model serves two purposes:

- a) it investigates whether a training course is needed and if so,
- b) the learning outcomes that it should produce

Ready- made tools to be used

To do so, there is a series of steps to be followed. Here's what you need to know:

STEP 1: *Identification of the instructional goals*

This step refers to identifying what the aim and objectives of the training material is. In simple words, what gaps in knowledge does the specific training aim to cover?

STEP 2: *Identification of the instructional analysis*

This step's aim is to break down the activities needed to develop the training material such as the aim of the course, the activities that will be included, the expected learning objectives. It is basically a breakdown of the training material's design.

STEP 3: Identification of the learners' knowledge skills and gaps

This is the moment that you need to focus on getting familiar with your audience's:

- level of knowledge
- gaps in knowledge
- specific needs

For example, in VET and Adult Learning the target group is very specific: VET students need to improve specific skills aiming to be absorbed in related jobs, adult learners aim to upgrade their skills but have specific needs to be catered (e.g., their available time for training is short due to real-life obligations)

STEP 4: Identification of the Learning Objectives

Learning objectives (or learning outcomes) refer to the things that learners should be able to do upon completion of the course. They are usually in the form of:

- Skills
- Attitude
- Knowledge

The most common phrase to use when writing a learning objective is:

"Upon completion of this course, learners are expected to be able to....."

The description of learning objectives is a key component of the Analysis phase and calls for a lot of attention. There are certain verbs to use when describing learning objectives in order to emphasize according to Bloom's Taxonomy.

BLOOM'S TAXONOMY					
KNOW/ REMEMBER	COMPREHEND/ UNDERSTAND	APPLY	ANALYZE	SYNTHESIZE/ EVALUATE	CREATE
Cite	Arrange	Adapt	Appraise	Assess	Adapt
Define	Associate	Compute	Detail	Assemble	Anticipate
Draw	Classify	Coordinate	Determine	Build	Collaborate
Enumerate	Convert	Demonstrate	Calculate	Choose	Combine
Find	Describe	Develop	Categorize	Compare	Communicate
Label	Discuss	Dramatize	Classify	Construct	Compose
List	Explain	Employ	Compare	Debate	Construct
Locate	Exemplify	Establish	Contrast	Estimate	Create
Match	Identify	Examine	Correlate	Formulate	Design
Memorize	Interpret	Extrapolate	Critique	Generate	Facilitate
Name	Locate	Illustrate	Defend	Integrate	Forecast
Recall	Match	Implement	Detect	Judge	Generate
Recite	Paraphrase	Instruct	Dissect	Justify	Initiate
Record	Report	Interview	Distinguish	Manage	Model
Recognize	Research	Manipulate	Examine	Organize	Negotiate
Select	Sort	Modify	Inspect	Predict	Organize
State	Summarize	Operate	Inventory	Prescribe	Perform
Tabulate	Translate	Order	Research	Prepare	Plan
		Practice	Solve	Prioritize	Produce
		Predict	Summarize	Produce	Propose
		Prepare	Test	Propose	Revise
		Produce		Recommend	Resolve
		Utilize		Structure	Structure
				Synthesize	Substitute

Follow the link or scan the QR
by J Code to watch an interesting
video on the Analysis stage hv

<https://youtu.be/JZdv5lrJs4U>



Design

The Design stage of the ADDIE model uses all the information collated in the Analysis phase and translates it into a learning design.

General good practices on starting, delivering and completing an online training

The purpose of the Design stage is basically the creation of the learning material's structure and it determines:

- The target groups
- Expected learning objectives
- An overview of the course/ module
- Planning (type of activities, total duration, duration per activity, tools and methods to be used)
- Resources/ references to be used

Let's break down the best practices to follow when working on fulfilling the above.

Target Groups

Why: Understand your audience (skills and level of knowledge, needs, preferences) to ensure that their needs and skills are met

How: Conduct surveys, training needs assessments, analyze data collected from their background

Why: By defining expected learning objectives you give purpose to your training material but also help learners understand why they need the specific training.

Expected Learning
Objectives

How: Use SMART (specific, measurable, achievable, relevant, time-bound) technique to define the learning objectives always in relation to the target groups' needs.

Why: Learners need to be aware of the way and the reason why the training is taking place. It is reassuring and makes them feel active participants of the process.

Course Overview

How: Present the overall course's structure and purpose using clear headings, bullet points, examples where needed.

Why: Learners need to be aware of the way the training is taking place. It is reassuring and makes them feel active participants of the process.

Planning

How: Present the overall course's structure and purpose using clear headings, bullet points, examples where needed. Use interactive tools such as videos, links, collaboration documents, real-world scenarios to enhance engagement.

Resources/

References

Why: They add value to the content and are an excellent way for learners to extend their knowledge and practical skills.

How: Provide links or downloadable resources such as articles, studies and theoretical content. Mention the resources needed for fulfilling each activity (e.g., markers, whiteboard).

Follow the link or scan the QR Code to watch an interesting video on the Design stage by J. Clark Gardner:

<https://youtu.be/BhLliF9QyTo>



Development

This is the stage that all the assets and training materials described in the Design phase become reality.

Adopting different training techniques to synchronous electronic learning

The Development phase in synchronous electronic learning is a struggle for creating training techniques that respond well to technological educational advancements, include interactive learning methods and provide real-time engagement for learners.

Here are some examples of such techniques:

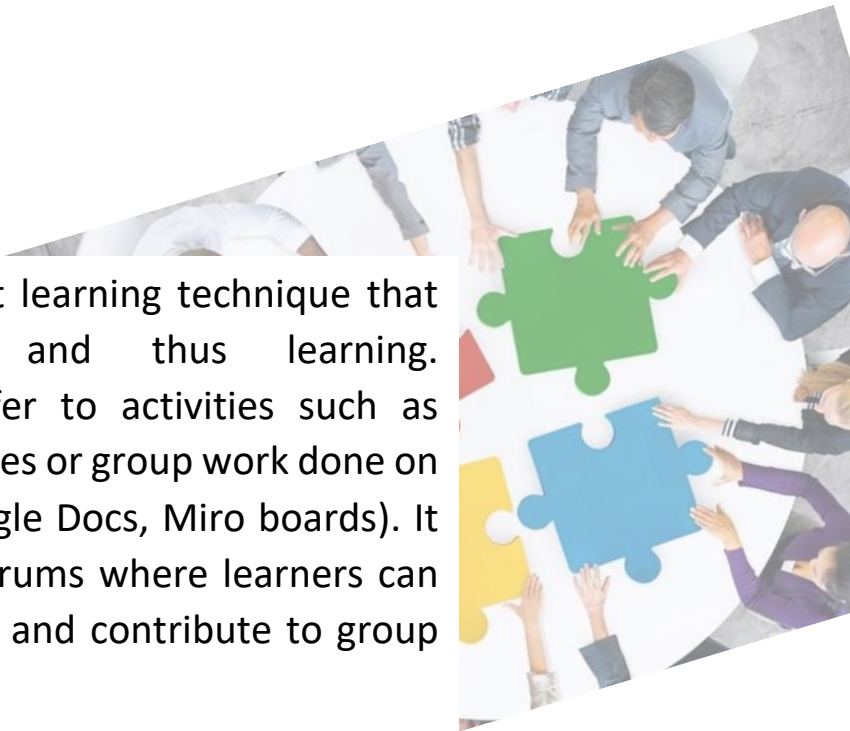
- *Webinars*

Also known as “Live Virtual Classrooms”, this training method uses reliable platforms (e.g., Microsoft teams, Zoom, Webex) that support real-time communication, screen sharing and recording. By using these platforms, trainers are able to share with learners lesson plans and interactive elements (e.g. videos, slides, polls, quizzes).



- *Collaborative Activities*

Group work is an excellent learning technique that enhances participation and thus learning. Collaborative activities refer to activities such as problem-solving, case studies or group work done on shared platforms (e.g. Google Docs, Miro boards). It also refers to discussion forums where learners can exchange views with peers and contribute to group presentations.



- *Gamification*

It includes interactive and gamified elements like quizzes, polls, trivia that turn learning into fun. They are an excellent way for the learning content to be imprinted easily on the learners' mind. The most common tools to use with this technique are Kahoot!, Quizizz, Socrative, Mentimeter, Blackboard, Crowdprur and Vevox. This learning method is specifically useful for checking learners' understanding of the information absorbed- a way to check if they have comprehended the new data presented to them during the training session.



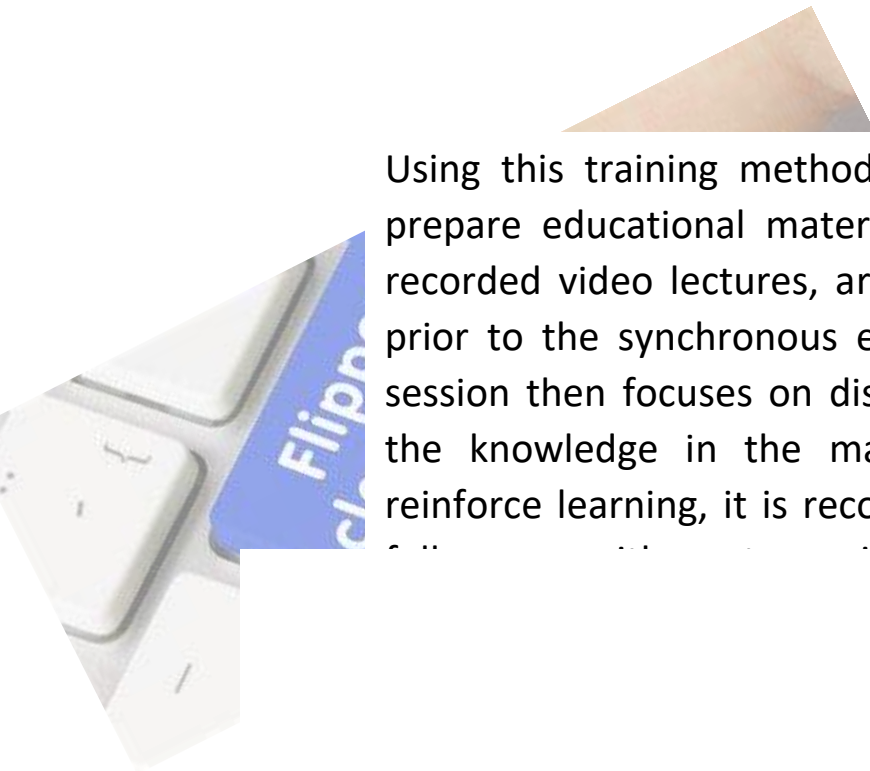
- *Experiential Learning*

Live simulations using VR/AR platforms that promote immersive learning and role-play activities during webinars. This technique allows learners to apply their knowledge real-time in a safe, structured environment that makes them feel safe when failing and enables



- *Flipped Classroom*

Using this training method means that you have to prepare educational material for your learners (e.g., recorded video lectures, articles, interactive tutorials) prior to the synchronous e-learning session. The live session then focuses on discussion and application of the knowledge in the material provided prior. To reinforce learning, it is recommended that the trainer use various assessment methods (e.g., quizzes,



Follow the link or scan the QR Code to watch an interesting video on the Development stage by J. Clark Gardner:

<https://youtu.be/VzYDNWhQWYA>



Implementation

The Implementation phase deals with the actual delivery of the training course to the learners. In instructional design literature it is referred to as “the teaching part”.

Delivering online learning to different target groups

The implementation of a training course/ program depends greatly on the type of audience. For example, if the learners you are about to teach are adults with minimum digital skills, you will have to adapt: perhaps spend more time familiarizing them with step-by-step instructions on how to use the platform that the training will be implemented with.

Here are some things to keep in mind when delivering online learning to different target groups:

- *Understanding your target group*
 - What is their age and background?
 - What is the level of their digital literacy?
 - Are they proficient in using the selected for the training language?
 - Do they have any specific learning needs or difficulties?
 - What needs do they aim to cover by attending the training program?



Depending on the answers you get to the questions above, you need to develop/ adapt the synchronous online learning materials and ensure that the content is accessible to the learners' specific skills levels and needs.

- *Choosing the right online environment*

Choose an appropriate platform for delivering online learning, one that promotes learners' engagement via multimedia content and interactive tools (e.g., Moodle, Blackboard, BigBlueButton, Zoom, Microsoft, Teams). Make sure that the platform is user-friendly and allocate time for helping the target group get familiar with it.

- *Enhancing course's structure and design*

The design of the course should be clear and shouldn't contain large chunks of information per module/ unit. The content should be interactive to promote learners' active participation (e.g., includes videos, quizzes, discussion forums, collaborative work). The use of assessment tools is highly recommended as they allow constructive criticism and promote engagement (e.g., polls, quizzes).

- *Maintaining the course's timeframe structure*

Once the structure of the training course has been modified to accommodate the target group's needs present an overview and stick to it. Adult learners especially, need to have a clear overview of the timeframe that the training will take place as they have busy schedules and are full of obligations.

- *Monitoring and providing support/ feedback*

Using the feedback that you receive from the learners throughout all stages of the course, monitor their performance and provide feedback and support when needed. Not only does this enhance their learning but it also promotes engagement as it makes them feel valued and part of the process.



- *Providing support post- learning*

Make sure that you incorporate in your training material links, articles and other sources for out-of-real-time learning. This is crucial as it allows learners to deepen knowledge and at their own time and promotes continuous skills development on a personal effort.

Follow the link or scan the QR Code to watch an interesting video on the Implementation stage by J. Clark Gardner:

<https://youtu.be/q8yky6-P1Uw>



Evaluation

This is the final stage of the ADDIE model. Its purpose is to measure the overall effectiveness of the training material developed by collecting information to check whether it needs modifications in order to respond better to learners' needs and skills gaps. It is a very useful tool for detecting the things that you need to avoid when designing, developing and implementing training material.

What to avoid when delivering online learning

Up until now the guide's focus was the things that should be done in order to create an effective synchronous online training course/ program specifically designed for VET students and adult learners. Let's have a look now at the things that need to be avoided:

- *Neglecting to analyse target group's needs/ skills*

By assuming that all learners' skills are on the same level you enable only some of them to profit avail from the learning. Additionally, by setting out the structure of the training without over-viewing specific needs of the target group causes disturbance in the implementation stage. Imagine, not having a clear image of the learners' digital skills and end up using an online platform that requires advanced technological knowledge. Do not omit this step and make sure that all aspects are covered to ensure that the learning process will be effective for all.



- *Neglecting to set/ communicate clear goals and expectations*

At the start of the training course, you must set out clear learning objectives and expectations for the learners. Neglecting to do so or providing goals and expectations that are unclear undermines the gravity of the course and causes confusion to the learners.

- *Information overloading*

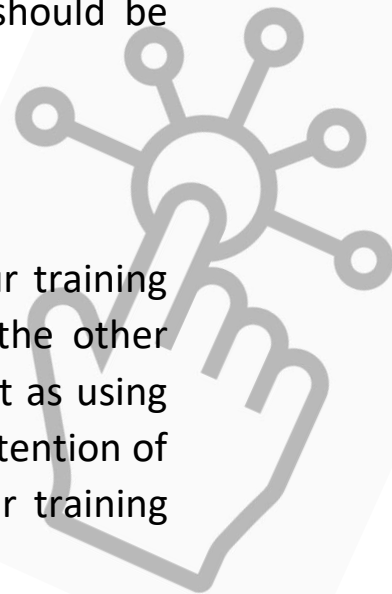
Presenting too much information at once or in a short period of time leaves learners feeling overwhelmed and may withdraw from the learning process. Content should be broken into manageable sections and all information provided should be clear and concise.

- *Lack or excessive use of interactive tools*

Do not neglect incorporating interactive tools in your training material as it magnifies learners' engagement. On the other hand, be mindful and don't go over your head with it as using too many interactive elements can lead to abstract retention of information. Combine interactive learning with other training methods to maximize effectiveness.

- *Lacking adaptability*

You have created the training material based on your audience's needs and skills and it is supposed to be perfect and effective. Regardless, there might have been misconceptions when you were analyzing the learners' needs or maybe simply new data has come to light which means that you need to adapt. Make sure that you have a plan B or that your adaptation skills are up-to-date. There are trainer-of-the-trainers sessions designed to prepare learning facilitators for such occurrences.



- *Inconsistency in communication*

When you fail to communicate information in a timely effective manner it becomes less important. VET students and adult learners especially, need consistency in communication as it is time- saving and an expected behavior in a learning environment designed for them. Whether the communication relates to information about the training material's content, their performance or simply and answer to a question if it is sporadic and incomplete it causes the learners to lose their interest eventually.

- *Disregarding feedback*

Collecting feedback is not just a standardized part of the correct learning process. It is an essential tool for making improvements to it when needed. Failing to recognize and follow up cues of confusion or constructive criticism from the learners means that you have no actual evaluation of the effectiveness of your training. Moreover, by disregarding learners' feedback you send out a message that their opinion is less important.

Follow the link or scan the QR Code to watch an interesting video on the Evaluation stage by J. Clark Gardner:



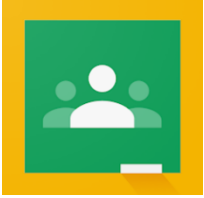



<https://youtu.be/CBoI0wBo4vw>



Tools




Chapter 1: PLATFORMS

Here we present to you several tools and focus on choosing the appropriate platform(s) for e-learning) and other material and apps that will make synchronous electronic learning more interactive and exciting.

	https://moodle.org
	Microsoft Teams
	Google Classroom
	https://zoom.us
	https://www.classcraft.com
 <i>by SafetyCulture</i>	https://www.edapp.com







Chapter 2: ICEBREAKERS OR ENERGIZER

Here we present to you several tools and focus on choosing the appropriate ICEBREAKERS OR ENERGIZER and other material and apps that will make synchronous electronic learning more interactive and exciting.

	Miro
	Kahoot
	Mentimeter

Chapter 3: QUIZZES AND MULTIPLE-CHOICE QUESTIONS

Here we present to you several tools and focus on choosing the appropriate QUIZZES AND MULTIPLE-CHOICE QUESTIONS and other material and apps that will make synchronous electronic learning more interactive and exciting.

	<u>EdAPP</u>
	<u>Flippity</u>
	<u>Wakelet</u>
	<u>Wordwall</u>
	<u>Genially</u>
	<u>Socrative</u>







[Crossword Compiler](#)

Chapter 4: ONLINE BRAINSTORMING, SNOWBALL TECHNIQUES, GROUP AND EXPERIENTIAL EXERCISES



In the context of synchronous electronic learning, these techniques and exercises are adapted to virtual environments, leveraging online tools and platforms to facilitate collaboration, engagement, and learning outcomes among participants and in this chapter, we will explore some of the most popular tools among trainers that stand out as being effective for these purposes.



 miro	Miro
	Cmap
 padlet	Padlet

	<u>Coggle</u>
	<u>Creately</u>
 <p>Mindomo</p>	<u>Mindomo</u>
	<u>Lucidchart</u>

Chapter 5: ONLINE EVALUATIONS OR TRAINING NEEDS ANALYSIS

Versatile platforms that facilitate effective assessment and analysis of training requirements.

	<u>Microsoft Forms</u>
	<u>Google Forms</u>

	Google Sheets
	Netigate

Conclusion

The guide offers a comprehensive overview of best practices for designing, developing and implementing synchronous online learning material for VET and adult learners using the ADDIE model as inspiration.

It emphasizes the importance of using a learner- centered approach in providing training, the need for promoting engagement through interactive learning and the significance of using properly evaluation for improving the learning process and material. The guide focuses on the unique characteristics that VET and adult learners have as a target group and provides enlightenment on the way this audience's needs should be approached and fulfilled in e- learning.

RESOURCES

[*The ADDIE Model Explained: Evolution, Steps, and Applications in 2024 | Research.com*](#)

[*Teaching Synchronously Online | Harvard Business Publishing Education EJ1428280.pdf \(ed.gov\)*](#)

[*Guidelines for Synchronous Online Instruction.pdf \(mtsac.edu\)*](#)

[*Analysis – ADDIE Explained \(usnh.edu\)*](#)

[*Microsoft Word - verbs checklist.doc \(unthsc.edu\)*](#)

[*ADDIE Model: Instructional Design - Educational Technology*](#)

[*14 eLearning Best Practices for Effective Online Learning \(proprofstraining.com\)*](#)

[*Specific Strategies for Engaging Students During Synchronous Online Classes - College of Education Technology Center \(uw.edu\)*](#)

[*Simulation EL Faculty Toolkit Final Final April 8.pdf \(queensu.ca\)*](#)

[*Flipped Classroom Pedagogy | Teaching Commons \(stanford.edu\)*](#)

[*What is Blended Learning? Definition, Benefits, Model \(digitallearninginstitute.com\)*](#)

[*Implementation – ADDIE Explained \(usnh.edu\)*](#)

[*ADDIE Model \(isfet.org\)*](#)

[*The Pros and Cons of 7 Digital Teaching Tools | Harvard Business Publishing Education*](#)

Appendix

[IO4 Materials and digital methodological tools - Google Drive](#)

Program: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Project Title: Skills Development and Certification for Trainers of Synchronous Electronic Learning

Project Acronym: SELCERT

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