

# Logical Operations Certified Virtual Educator

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## Exam Information

### Candidate Eligibility:

To take Logical Operations' *Certified Virtual Educator* exam, candidates must attend the Certified Virtual Educator workshop. The exam is included with your workshop registration. By accessing the exam on the CHOICE platform, you agree to our [Candidate Agreement](#).

### Exam Prerequisites

In addition to meeting the candidate eligibility requirements for the Certified Virtual Educator exam, candidates should have some previous experience training adult learners in the use of software applications or in other computing or information technology subjects.

### Exam Specifications

**Number of Items:** 46

**Passing Score:** 34 out of 46 (74%)

**Duration:** While there is no formal time limit for the exam, set aside approximately 60 to 90 minutes for your test session.

**Exam Options:** Online via Logical Operations' CHOICE LMS

**Item Formats:** Multiple Choice/Multiple Response/True-False

### Exam Description

#### Target Candidate:

This certification exam is designed for individuals who deliver training sessions to an audience of learners regardless of the subject matter or duration of delivery. The audience can be corporate, technical, academic, or public. The ideal candidate may be called upon to facilitate learning in a variety of locations and modalities, which could include but is not limited to face-to-face, virtual, mixed, and asynchronous learning environments.

### Exam Objective Statement:

This exam will certify that the candidate has the knowledge, skills, and abilities to effectively facilitate learning by delivering content in a number of modalities, which can include face-to-face sessions, remote sessions, mixed learning environments, and asynchronous sessions, using a variety of tools. The successful candidate will also be able to manage the classroom, monitor learner progress, and troubleshoot common technical and student issues.

To ensure exam candidates possess the required knowledge, skills, and abilities, the Certified Virtual Educator exam will test them on the following domains with the following weightings:

Domain	% of Examination
<b>1.0 Delivery Modalities</b>	35%
<b>2.0 Delivery Preparation</b>	15%
<b>3.0 Conducting a Class</b>	19%
<b>4.0 Technical Troubleshooting</b>	31%
<b>Total</b>	<b>100%</b>

The information that follows is meant to help you prepare for your Logical Operations certification exam. This information does not represent an exhaustive list of all the concepts and skills that you may be tested on during your exam. The exam domains, listed above and included below, represent the high-level content areas covered on the exam. The objectives within those domains represent the specific tasks associated with the job role being tested. The bulleted lists that follow the numbered objectives provide illustrative examples of the types of concepts, tools, skills, and abilities that relate to the corresponding domains and objectives. All this information represents the industry-expert analysis of the job role related to the certification and does not necessarily correlate one-to-one with the content covered in your training program or on your exam. Logical Operations strongly recommends that you independently study to familiarize yourself with any material identified here that was not explicitly covered in your training program or products.

### Objectives:

#### Domain 1.0 Delivery Modalities

##### Objective 1.1 Explain key concepts and processes that are necessary for successful asynchronous delivery of course material.

- Online office hours
  - Posting
  - Ample availability
    - Number of sessions
    - Distribution of sessions
  - Hosting platform

- Phone
    - Web conferencing
  - Synchronous component of asynchronous learning
- Face to face office hours (if applicable/required)
- Syllabus
  - Readily available to students
  - Elements
    - Topics
    - Required materials
    - Assignments
    - Deadlines
    - Completion/grading (closing out the session)
      - Ensuring all tasks are complete
      - Grading criteria
- Learner guidance
  - Email
  - Discussion forum posts
  - Recorded lectures
  - Books
  - Websites/blogs/general research
  - Videos
- Asynchronous lab/practice environment considerations
  - Physical hardware and software configuration
  - Virtual lab environment
- Learning Management Systems/Content Management Systems
  - Characteristics and features
  - Uses

**Objective 1.2 Explain key concepts and processes that are necessary for successful synchronous delivery of course material.**

- In person delivery
  - White board/flipchart
  - Eye contact/body language
- Remote delivery
  - Web conferencing tools
    - Screen sharing
    - Virtual white board
    - Chat
    - Webcam
      - Considerations for eye contact/body language
    - Learner engagement tools
      - Substitutions for eye contact/body language

- File sharing
  - Breakout rooms/sessions
  - Notes
  - Polls
  - Session recording
- TAs/facilitators
- Multiple monitor management
- Multiple login management
  - Instructor machine
  - Student machine
- Mixed learning environment delivery
  - Mixed classroom student interaction management
  - Building a shared communication space
- Synchronous lab/practice environment considerations
  - Physical hardware and software configuration
  - Virtual lab environment

**Domain 2.0 Delivery Preparation**

**Objective 2.1 Describe the process of preparing course material for delivery.**

- Content review
  - Read, highlight, take notes, research
  - Perform activities
    - Effects of software updates
  - Create/revise slide decks
    - Amount of content appropriate per slide for live vs. remote/mixed
    - Adding notes
    - Animation considerations
- Content personalization
  - Instructor experience/value add
    - Personal stories/anecdotes
    - Additional resources
    - Supplemental activities
- Content timing/planning
  - Sequencing/chunking
    - Lessons
    - Topics
  - Need to know vs. nice to know
  - Percentage of time lecturing
  - Percentage of time on activities/practice
  - Breaks
  - Attention span considerations

- Frequent changes of pace (lecture, activity, videos, discussions)

**Objective 2.2 Identify the key tasks associated with rehearsing for course delivery.**

- Rehearsal
  - Dry runs using all equipment and supporting materials
    - Hands-on demonstrations
    - Hands-on activities
    - Slide decks
    - Delivery modality
      - Asynchronous platforms
      - Synchronous platforms
  - Delivery timing
    - Adjust plan as necessary
  - Practice delivery to colleagues/friends/family
    - Requesting that the audience asks typical student questions
    - Answering student questions during rehearsal
  - Evaluating delivery style
    - Non-verbal communication/body language
    - Conversational delivery
    - Nervous habits
  - Record and review video

**Objective 2.3 Explain the process of setting up the classroom environment, both in a physical space and in terms of technical needs.**

- Environment setup
  - Physical space
    - Projection system
    - Instructor station
    - Whiteboard/easel
    - Walkways/clear paths
    - Seating arrangement
    - Webcam
    - Speakers
  - Technical needs
    - Hardware
    - Software
    - Configuration
    - Instructor and student machine considerations
  - Distribution of activity files
  - Internet connectivity
  - Classroom note-taking supplies
    - Online whiteboard
    - Flipchart and markers

- Pen/graphics tablets

### **Domain 3.0 Conducting a Class**

#### **Objective 3.1 Initiate a class or cohort session, whether for synchronous or asynchronous delivery.**

- Welcoming environment
  - Fully prepared and set up upon student arrival
    - Lack of distractions
    - Clutter-free
  - Lighting
  - Ambient noise level
- Beginning the course
  - Introductions/housekeeping
    - Daily schedule
    - Student names/reasons for taking class
    - Mobile device/phone use
    - Handling of urgent matters (business, personal, etc.)
    - Facility amenities
  - Expectation setting
    - Course outline
    - How courseware is to be used in class
    - Notetaking
    - Balance of lecture and activities
  - Tools/technology orientation

#### **Objective 3.2 Conduct a class or cohort session.**

- Instructor delivery
  - Voice inflection/tone
  - Speed of delivery
  - Volume control
- Effective use of supporting materials
  - Visuals and slides
  - Supplemental media
  - Software/product demonstrations and activities
    - Guiding students through steps
    - Narrating the process
    - Fading (less support as the class advances)
    - Screen sharing
- Classroom management
  - Content management
    - Complete content coverage vs. particular student needs
    - Varying depth-of-coverage based on student questions/reactions
  - Responding to student questions

- Listening to full question
  - Repeating/restating for clarity and so all can hear
  - Considering/deciding upon appropriate response(s)
  - Verifying with student before continuing
  - Out of scope questions/content to be covered later
- Learner management
  - Challenging students (resistant/disruptive)
  - Less experienced
  - More experienced
  - Encouraging engagement/student interaction
    - Asking for feedback
    - Asking questions
      - Student personal experience (reflective questions)
      - Active discussions (open-ended questions)
- Assessing learner progress
  - Formal and informal assessments
  - Observation of hands-on activities
  - Recognition of signs of confusion, frustration, etc.

**Objective 3.3 Perform class finalization and follow-up tasks.**

- Ending the course
  - Reviewing and/or summarizing content
  - Next steps
  - Future support/remaining in contact
- Collecting student feedback
  - Surveys
  - Instructor ratings

**Domain 4.0 Technical Troubleshooting**

**Objective 4.1 Troubleshoot common course-specific technical issues.**

- Course-specific technical issues
  - Hardware
  - Software
  - Configuration
  - Back-up plans
    - Local copies of assets
    - Extra, imaged machines for students/instructor
    - Contact information for IT support

**Objective 4.2 Troubleshoot common online tool issues.**

- Online tool issues (LMS or web conferencing)
  - TA/moderator for platform assistance
  - Vendor tech support contact information
  - Audio call-in vs. VOIP

- Frozen screen resolution
- Failover plans
  - Secondary software/service provider

**Objective 4.3 Identify important elements of troubleshooting facility-related issues.**

- Power
- Internet connection troubleshooting
- Backup supplies
  - Batteries
  - Power/extension cords
  - Spare headsets and speakers
  - Projection bulbs/lamps