



Need Help Converting Live Programs to Virtual?

Socratic Arts can help redesign your courses and programs to suit your organizational and learner needs.



Here's How We Do It

- **Analyze goals and current course**
Socratic Arts will work with your learning team, stakeholders, and subject-matter experts to examine the course or program's business goals, performance/ skill-development objectives and existing design approach and materials.
- **Identify interactive opportunities**
We look for where there are (or should be) engaging discussions and hands-on activities and consider how we can best facilitate these virtually (video-conferencing and virtual classroom technology has come a long way, even in the last year!).
- **Seek opportunities for improvement**
Determine how to improve the instructional approach, involving more authentic practice, learning-by-doing, and engagement.
- **Determine modality**
We consider options and preferences for sustaining a fully synchronous live format, versus converting the program to a blended, partially asynchronous, or even self-study approach.
- **Scope the effort**
We collaborate toward a vision for the future state of the program, evaluate the required tasks and deliverables to be produced to support the learners and instructors in the new framework, and develop an estimate for the components you need our support in producing.
- **Produce the course**
Then it's time to roll up our sleeves, develop a detailed project plan and produce the course or program!



A range of delivery modalities tailor the experience to your needs

Virtual Instructor-Led Training (vILT)
Synchronous

Independently-Driven Online Course
Web-based, asynchronous, independent or guided

Blended Solutions

Details on each modality follow



Virtual Instructor Led Training (vILT)

Synchronous, Virtual-Classroom-Based Training Programs

These include:

- **New program agendas**
Where the course is broken into segments appropriate for virtual course delivery (shorter course segments are preferred in the vILT format).
- **Revised learner activities and logistics**
For running interactive and/or hands-on components of the program, appropriate to the virtual-classroom framework and given the constraints of the available technologies.
- **Updated facilitator guides**
Clearly delineating which visuals to share with participants as they conduct the session, and new timing aligned to the slides.
- **More learning-by-doing opportunities**
We aim to situate learning to be in service of helping participants accomplish relevant, authentic tasks. Cognitive Science research shows people learn, retain, and appropriately retrieve what they've learned when the learning context is highly relevant and similar to the real-world usage context. In short, people learn best when they learn by doing!



Independently-Driven Online Course

Flexible, web-based, individual or team-based approach, with or without an instructor.
Delivered over days, weeks, or longer.



Includes a course website that:

- **Engages learners immediately** in the course.
- **Includes high-level instructions** for working through the program.
- **Has assignment or “task” pages** so participants know the work they need to do and submit.

How participants do the work:

- Individual participants or participant teams may do their work in a **self-paced manner**, or according to a prescribed schedule.
- Learners access a **“plan of attack”** to guide their work process, and performance support/instructional material for deep-dive assistance on the concepts and skills they’ll use to do their work. These may be documents, videos/lectures, web links, references to book chapters, etc.
- Participants (or participant teams) **submit their work through a course LMS, or simply via email.**

Interaction with instructors, aka “mentors”:

- Instructors may kick off the course and key assignments with a **synchronous virtual meeting** to introduce the assignment and provide preliminary Q/A sessions, overview instructions, and to ensure participants are prepared to do the assigned work.
- They may also hold **virtual meetings for brief tutorials**, either with the full group, individuals or teams.
- **Course instructors review and provide feedback** on deliverables and/or point learners to expert examples housed on the course website, so they can compare their work to the experts’.

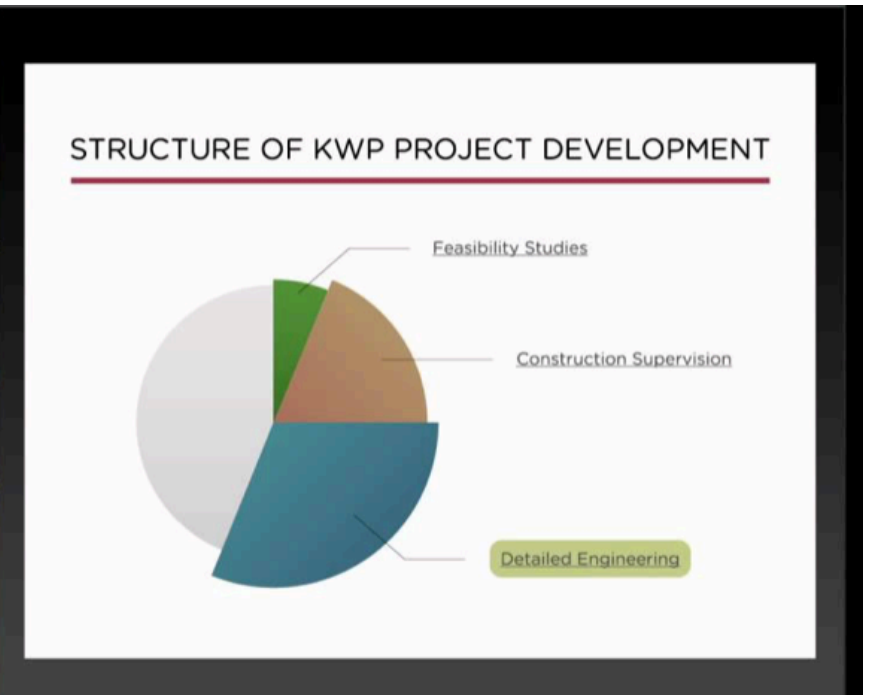
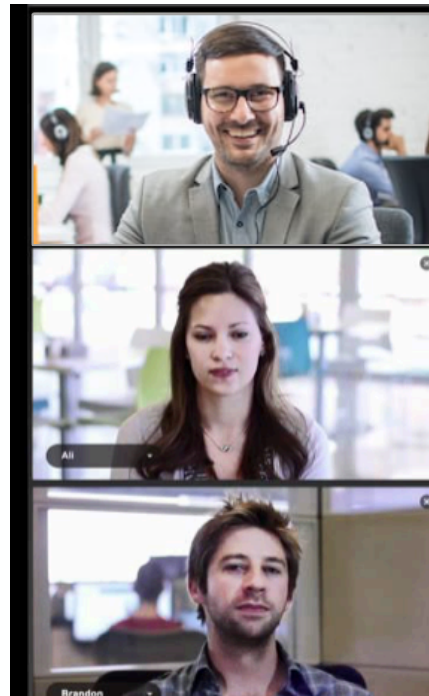
Mentor support:

- **Socratic Arts will convert existing facilitator guides** into guides that help mentors lead the course in this new way.

Blended Solutions

Course conversions can be delivered using a variety of modalities and strategies:

1. **Synchronous virtual audio or video meetings** and workshops
2. **Asynchronous email or text** interactions with their mentor and peers
3. **Online and offline time to work** on deliverables with job aids, templates and other resources, including rich expert tips accessed in text, audio or video formats
4. **Digital on-demand experiences**
5. **Well-curated performance support**, using multi-media approaches where budget allows



Some approaches we use to engage learners in interactive learning experiences



Story-Centered



Real-World Planning



Other

Case Studies

Problem-solve for a real/realist situation.

Simulation/Story-Centered Curriculum

Play a role in a rich, authentic scenario requiring use of targeted knowledge and skills.

Computer-Driven Branching Simulation

Choose a path and experience different outcomes within the story; includes optional scoring.

Observe and Critique

Analyze an imperfect scene, deliverable, or process using learning resources to assist your analysis.

Team for Real-World Problem Solving

Collaborate with peers to problem solve on current, real situations.

Real-World Planning

Plan to achieve personal, professional goals using a structured planning process and help resources.

Extended Structured Experience

Multi-month or year experience involving a range of activities, mentoring and peer support for on-the-job and offline skills development.

Live Interaction with Experts

Live, virtual discussions with experts in the form of Q/A sessions, panel discussions, "straight talk" sessions, where experts share successes, failures, and lessons learned.

Games

Participate in games as a high-energy vehicle to illustrate issues, practice skills, retrieve information, make decisions, and more.

Peer-to-Peer Instruction

Research and teach topics and skills to peers. Each peer group is responsible for different assigned content.



We Know Virtual

Socratic Arts is a completely virtual company. We solve complex business challenges by designing engaging and effective learning experiences for our clients, including Fortune 100 global companies, every day. We use audio, video, and collaboration tools to design & develop courses virtually and have complete confidence you can deliver amazing learning programs virtually too.



Contact Us

Led by artificial intelligence expert and visionary Dr. Roger Schank, our team of experienced instructional design and facilitation experts have developed and delivered performance-improvement solutions to Fortune 500 companies, government agencies, and post-secondary schools for over three decades.

Holly Christensen Sestak, COO

801-633-4553

hchristensen@socraticarts.com

Tammy Berman, SVP of Design

847-948-7948

tammy.berman@socraticarts.com

www.socraticarts.com