# Storyboard

# OVERVIEW

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|---|---|
| Course Title: | ADDIE Model |
| Department: | |
| Instructional Designer: | Nereida Rondon |
| Learning Objectives: | Identify the 5 phases of ADDIE |
| | Describe the process of each phase |
| | Apply each phase to development of a course |
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# STYLE GUIDE

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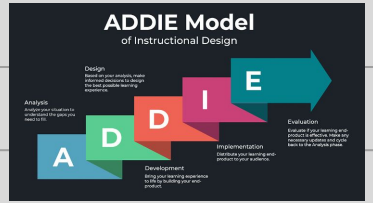
| Logos: |  |
| Cover Photo: | |
| Custom/Brand Colors: | |
| Color Palette: | #b8a7d0 #4F2271 #1f232c |
| Font 1: | AvenirNext LT Pro Regular |
| Font 2: | |
| Additional Notes: | |
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# MODULES

| # | Title | Content |
|---|---|---|
| 1 | Objectives | Learning objectives for course |
| 2 | Intro | Introduction to ADDIE model |
| 3 | Blinds animation | Explains each phase of ADDIE |
| 4 | Analyze | Explanation and Questions asked during this phase |
| 5 | Design | Explanation and Questions asked during this phase |
| 6 | Development | Explanation and Questions asked during this phase |
| 7 | Implementation | Explanation and Questions asked during this phase |
| 8 | Evaluation | Explanation and Questions asked during this phase |
| 9 | Quiz | Summative assessment on ADDIE process |
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| SLIDE | 1.1 cover page | Image: | |
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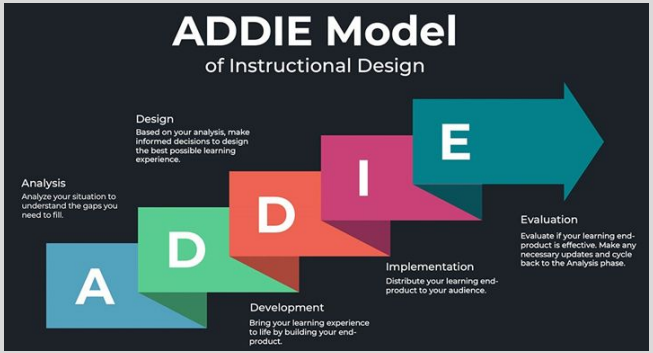
| Voice Over (VO): | |  | |
| Animation Notes: | | | |
| Programming Notes: | | | |
| On-Screen Text (OST): | | | |

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| **SLIDE** | 1.2 Objectives | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | After this course, you will be able to:<br><br>Identify the 5 phases of ADDIE<br><br>Describe the processes of each phase<br><br>Apply each phase to development of a course | | |

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| **SLIDE** | 1.3 Intro to ADDIE | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | Each word of ADDIE flies in after previous animation | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | The ADDIE model is an instructional design methodology used to help organize and streamline the production of course content. Developed in the 1970's, ADDIE is still the most commonly used model for instructional design. Why? – It's simple and effective!<br><br>ADDIE is an acronym for the five stages of a development process:<br>A nalysis (Fly in)<br>D esign (Fly in)<br>D evelopment (Fly in)<br>I mplementation (Fly in)<br>E valuation (Fly in) | | |

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| **SLIDE** | 1.4 Question | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | Which of the following are phases of ADDIE? Select all that apply.<br>Approach<br>Development<br>Evaluation<br>Investigation<br>Enable<br>Implemenatation<br>Draft | | |

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| **SLIDE** | 1.5 Blinds | **Image:** | Background |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | 5 Long tiles, click on a tile and that blind slides open, click on arrow to close blind, all tiles return<br>**BUTTON:** A disabled NEXT button appears after 8 seconds | | |
| **Programming Notes:** | **BUTTON:** After clicking on the E tile, NEXT button is enabled<br>**BUTTON:** Click NEXT button to move on to next slide | | |
| **On-Screen Text (OST):** | Click on each phase of the ADDIE model<br><br>ADDIE | | |

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| **SLIDE** | 1.5 "A" | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | Click < arrow to close blind | | |
| **On-Screen Text (OST):** | Analysis Phase<br><br>In the analysis phase, the instructional problem is clarified and training needs are identified.<br><br>The instructional goals are established, along with who the intended audience will be. The learning environment and learner's existing knowledge and skills are considered. | | |

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| **SLIDE** | 1.5 "D" | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | Click < arrow to close blind | | |
| **On-Screen Text (OST):** | Design Phase<br><br>The design phase should be systematic (logical) and specific (detail-orientated). This phase deals with...<br>learning objectives<br>storyboards and scripts<br>lesson planning with a backwards design<br>exercises/ learning activities<br>assessment tools<br>media selection<br>evaluation tools | | |

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| **SLIDE** | 1.5 "D" | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | Click < arrow to close blind | | |
| **On-Screen Text (OST):** | Development Phase<br><br>The development phase is where the developers assemble and create the content assets that were determined in the design phase. Here the storyboard is brought to life. | | |

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| **SLIDE** | 1.5 "I" | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | Click < arrow to close blind | | |
| **On-Screen Text (OST):** | Implementation Phase<br><br>During this phase, the course or training is available to learners. Instructors will be trained on how to teach the course and the testing procedures. Learners will be prepared to use the new tools. | | |

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| **SLIDE** | 1.5 "E" | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | Click < arrow to close blind | | |
| **On-Screen Text (OST):** | Evaluate Phase<br><br>In the evaluation phase, feedback from the learners and instructors is used to make revisions to the course or training. With the analysis of the feedback, the process starts all over again and leads to a redesign, development, another implementation and so on. | | |

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| **SLIDE** | 1.6 Matching | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | Match each activity on the right to the phase of the ADDIE model to which it belongs.<br>Analysis, Design, Development, Implementation, Evaluation<br><br>• Learner characteristics and training needs<br>• Course objectives, delivery method and storyboards<br>• Creating course content and materials for training<br>• Creating course content and materials for training<br>• Instructors are trained, course is available to learners<br>• Instructor performance and student satisfaction and feedback | | |

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| **SLIDE** | 1.7 Analysis | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | Let's look at the ANALYSIS Phase... | | |

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| **SLIDE** | 1.8 Goal-Setting Stage | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | The Analysis phase can be considered the<br>"Goal-Setting Stage."<br>The focus in this phase is on the target audience.<br><br>Instructors distinguish between what the students already know and what they should know after completing the course. Data is collected, Subject Matter Experts (SME) are consulted.<br><br>This is also when you decide the proper solution and whether that is a course, training, or job aid. | | |

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| **SLIDE** | 1.9 Analysis Questions | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | These are some of the questions that are addressed during the analysis phase:<br>Who is the audience and their characteristics?<br>What do the students need to accomplish at the end of the program? What are the learner's needs?<br>What are the desired learning outcomes in terms of knowledge, skills, attitudes, behavior etc.?<br>What types of learning constraints exist?<br>What are the delivery options? What type of learning environment is preferred?<br>What is the timeline for project completion? | | |

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| **SLIDE** | 1.10 Design | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | DESIGN<br>Phase | | |

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| **SLIDE** | 1.11 Project Management Stage | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | The Design phase can be considered the<br>"Project Management Stage."<br>In this stage, the focus is on learning objectives, content, subject matter analysis, lesson planning, identifying assessment instruments to be used and media selection. Here is where every aspect of the course should be mapped to a learning objective.<br><br>This process should be systematic with a logical, orderly process for planning every aspect of the course. | | |

| SLIDE | 1.12 Design Questions | Image: | |
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| Voice Over (VO): | | | |
| Animation Notes: | | | |
| Programming Notes: | | | |
| On-Screen Text (OST): | These are some of the questions that are addressed during the design phase:<br>What are the available resources for completing the project?<br><br>How much time is to be assigned to each task, and how will learning be implemented, tracked?<br><br>How will you design your project activities so as to appeal to diverse learning styles and interests of students?<br><br>How will learners' feedback be obtained? | | |

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| **SLIDE** | 1.13 Development Phase | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | DEVELOPMENT<br>Phase | | |

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| **SLIDE** | 1.14 Creation Stage | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | The Development phase can be considered the "Creation Stage."<br><br>This stage starts the production and testing of the methodology being used in the project. If the two previous stages required planning and brainstorming, the Development stage is all about putting it into action.<br><br>Heavily guided by the storyboards, each element of the course should be developed to match the design phase with an added level of detail. Instructor and learner materials are produced as well as any relevant media. | | |

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| **SLIDE** | 1.15 Development Questions | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | These are some of the questions that are addressed during the development phase:<br>Is the time frame being adhered to in relation to what has been accomplished in terms of material? Are you creating materials as per schedule?<br><br>Are SMEs and designers working together as a team?<br>Are the materials produced for the course up to task on what they were intended for?<br><br>Has the course been tested?<br><br>Has every aspect of the course planned in the design phase been produced? | | |

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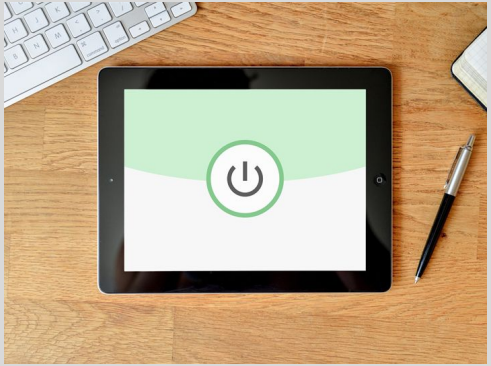
| **SLIDE** | 1.16 Implementation Phase | **Image:** | |
| **Voice Over (VO):** | |  | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | IMPLEMENTATION<br>Phase | | |

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| **SLIDE** | 1.17 Live Stage | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | The Implementation phase can be considered the "Live Stage."<br><br>This stage is where instructors (if applicable) are trained on how to teach the course and course materials are presented to learners.<br><br>This stage gains much feedback both from Instructors and participants alike, much can be learned and addressed. | | |

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| **SLIDE** | 1.18 Implementation Questions | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | These are some things that need to be considered during the implementation phase:<br><br>As the project proceeds, do you see that instructors are able to grasp the topic immediately or do they need help?<br>What will your response be if, after presenting activities to students, things do not go as planned?<br>Did you prepare a backup tool in the event of initial failure of the project? When technical and other problems arise do you have a backup strategy?<br>Will you go for implementation on a small scale or a large scale?<br>When the student group gets the material can they work independently, or is constant guidance required? | | |

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| **SLIDE** | 1.19 Evaluation | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | EVALUATION<br>Phase | | |

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| **SLIDE** | 1.20 Feedback Stage | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | The Evaluation phase can be considered the "Feedback Stage."<br><br>The evaluation phase determines if the goals have been met, and establishes what will be required moving forward in order to further the efficiency and success rate of the project.<br><br>Analyze the collected instructor and student feedback. Implement the required changes to the course or training based off of the feedback that will improve the course. | | |

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| **SLIDE** | 1.21 Evaluation Questions | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | These are some of the questions that are addressed during the evaluation phase:<br><br>Did the learners learn what you wanted them to learn?<br><br>Were learners able to apply new skills?<br><br>Were learners motivated to learn?<br><br>What improvements can be made to the course/training? | | |

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| **SLIDE** | 1.22 Draw from Question Bank | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | Answer question, move on to next random question<br>8 questions will be selected from a bank of 11 | | |
| **On-Screen Text (OST):** | | | |

| ASSESSMENT | | TF = True/False<br>MC = Multiple Choice<br>MS = Multi Select |
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| **#** | **TYPE** | **QUESTION** |
| **1** | **MC** | Jose has just completed conducting a needs analysis to identify the training needs of his team. Which phase of ADDIE is Jose operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |
| **2** | **MC** | Tom and his team are reviewing the results of a needs analysis to determine the performance gap and identify the desired outcome. Which phase of ADDIE are they operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |
| **3** | **MC** | A team of instructional designers is creating a detailed outline of a training program based on the results of a needs analysis. Which phase of ADDIE is the team operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |

| ASSESSMENT | | TF = True/False<br>MC = Multiple Choice<br>MS = Multi Select |
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| **#** | **TYPE** | **QUESTION** |
| **4** | **MC** | Which phase of ADDIE involves creating learning objectives and selecting instructional strategies?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |
| **5** | **MC** | During which phase of ADDIE is the actual training material created, such as course content, slides, and assessments?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |
| **6** | **MC** | Mariah is developing course content, including slides, videos, and quizzes, based on the detailed outline created during the design phase. Which phase of ADDIE is Mariah operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |

| ASSESSMENT | | TF = True/False<br>MC = Multiple Choice<br>MS = Multi Select |
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| **#** | **TYPE** | **QUESTION** |
| **7** | **MC** | Neesha just provided Alexis with an eLearning storyboard. Alexis has started working in Articulate Storyline 360, an eLearning authoring tool, to create the final product. Which phase of ADDIE is Alexis operating within?<br><br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |
| **8** | **MC** | Thomas has just finished creating a training program, and now he is preparing to pilot test it with a small group of learners. Which phase of ADDIE is Thomas operating within?<br><br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |

| ASSESSMENT | | TF = True/False<br>MC = Multiple Choice<br>MS = Multi Select |
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| **#** | **TYPE** | **QUESTION** |
| **9** | **MC** | After creating a training program, Michael is now testing the training on a small group of learners to ensure that it meets the learning objectives. Which phase of ADDIE is Michael operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |
| **10** | **MC** | Amanda is conducting a survey to gather feedback from learners who have completed a training program. She plans to use this feedback to make improvements to the program. Which phase of ADDIE is Amanda operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |

| ASSESSMENT | | TF = True/False<br>MC = Multiple Choice<br>MS = Multi Select |
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| **#** | **TYPE** | **QUESTION** |
| **11** | **MC** | Emily has just completed a pilot test of a new training program and is now analyzing feedback from the learners to determine whether any modifications need to be made before implementing the program more widely. Which phase of ADDIE is Emily operating within?<br>A) Analysis<br>B) Design<br>C) Development<br>D) Implementation<br>E) Evaluation |

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| **SLIDE** | 1.23 Quiz Results | **Image:** | |
| **Voice Over (VO):** | | | |
| **Animation Notes:** | | | |
| **Programming Notes:** | | | |
| **On-Screen Text (OST):** | Quiz Results<br><br>Your Score  Your Points | | |