WESTGATE RESORTS

ADDIE MODEL

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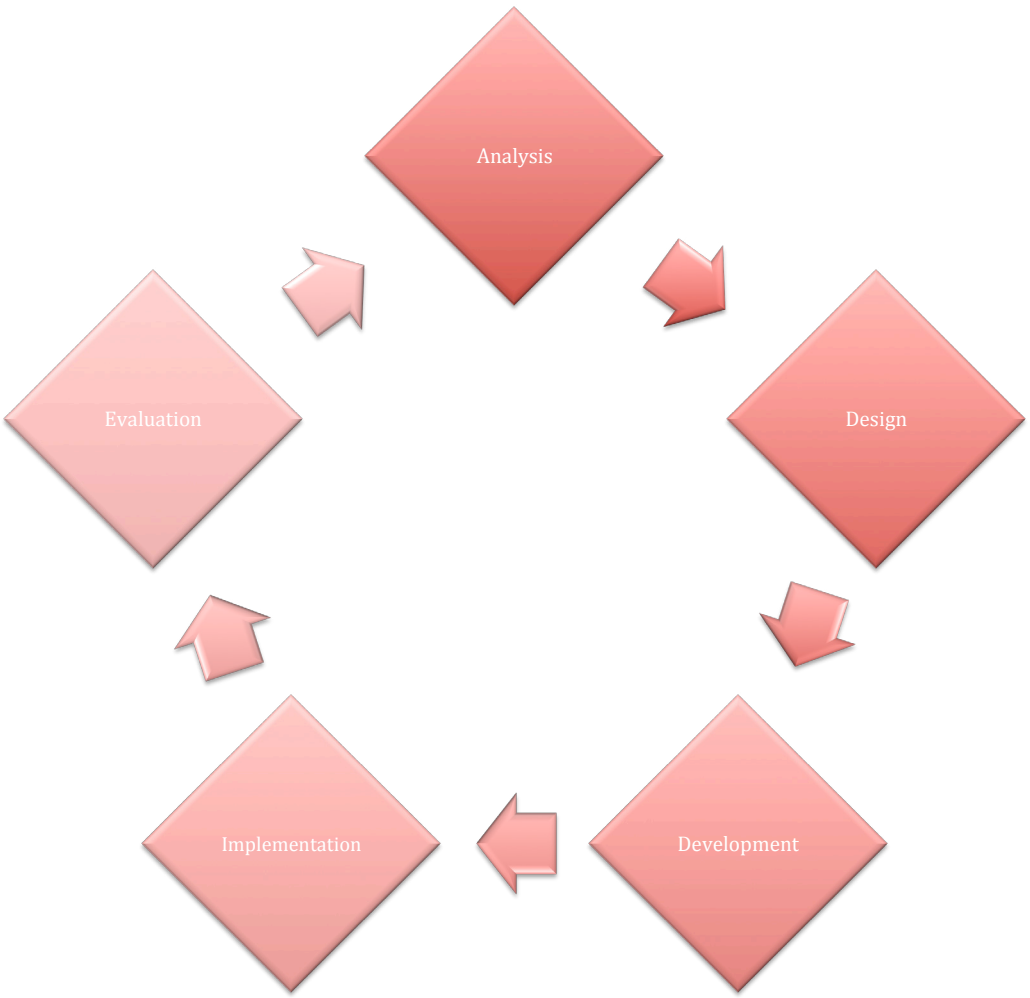
INTRODUCTION

These guidelines have been written for a training context in which the ADDIE model will be the main delivery source for the educational experience. This training manual is geared towards intermediate learners that are gaining a new concept on the ADDIE model. The benefit of learning this information is so you have the ability to create an effective training or educational course to meet the needs of your learners. It is important to implement the information within this manual in order to be a successful instructional designer or training developer.

WHY ADDIE?

The ADDIE model is the standard template for training development for technical and nontechnical content. It stands for analysis, design, development, implementation, and evaluation, which describe the instructional design life cycle. The first three steps are to ensure you have clear, prioritized technical training development plan in place. The last two steps reflect the development work inherited in creating and delivering those technical training skills.



ANALYSIS

The purpose of this first step is to understand the nature of the problem that needs to be solved and to learn more about the target audience in order to build an appropriate solution. Things to consider during this step include the target audience, various types of training methods and platforms, resources, constraints, and data collection methods and tools. The output of this phase often includes the instructional goals, and a list of tasks to be instructed.

Target Audience
To gain a clear picture of the needs of the target audience, you must determine education levels, current performance levels, target audience's perceptions of its unmet needs, mix of learning styles and relevant past experience with the subject matter.

Training Methods
Types of training include skills enhancement, technical, marketing, managerial, cross-cultural, sensitivity, literacy, and traditional academic training.

Training Platforms
Platforms include classroom, on-the-job, multimedia, computer-based, distance learning, teleconferencing, and seminars.

Resources
Available resources may vary for each project but sources to consider are print materials, including manuals, books, videos and other reference materials, existing courseware and materials, facilitators on hand for implementation and support equipment, such as multimedia projectors, video playback equipment, or even computers.

ANALYSIS

Constraints
Deadlines, limited access to training facilities or material, platform-related deficiencies including broken or aging equipment.

Data Collection
Methods to gather and review data during this phase are surveys, materials review, existing programs review, internet and web-based searches.

Questions
During this phase you can ask yourself the following questions:

- How long will it take to complete this project?
- Who is the target audience?
- What is the best training method and platform to use?

Summary
This phase is the foundation for all other phases of instructional design. During this phase, you must define the problem, identify the source of the problem and determine possible solutions. The output of this phase will be the input for the design phase.

DESIGN

The design phase is where much of the work takes place. The purpose of this step is to use the outputs from the Analyze phase to plan a strategy for developing the instruction. In this phase, it is important to outline how the determined goals from the Analyze phase will be reached and to expand on the foundation.

Develop a design plan that will work as a map for the project. This will preform as the blueprint for the training and will include all the objectives written for the training program along with a list of additional items needed such as:

- printed support materials including manuals and handouts
- audio and video support materials
- scripts and storyboards for computer-based projects
- evaluation materials, including tests, quizzes, and other formal evaluations
- lesson plans and other forms of facilitator support
- program documentation strategies
- staff assignments and responsibilities
- project management plan with milestones and deadlines.

The key elements of the design phase include having plans for ordering and structuring a lesson, course, or instructional program. Order and structure are very closely related. Order is the arrangement in which skills or information is taught, while structure refers to the relationships among skills and topics.

DESIGN

Questions

In the design phase you can ask yourself the following questions:

- What type of media are you going to use?
- How long will it take to complete each task?
- What resources do you need?

Summary

This phase is where a set approach of tools is determined to solve the problem. During this phase, you must figure out what it will to take to reach the instructional goals. The output of this phase will be the input for the development phase.

DEVELOPMENT

The development phase takes the longest to complete. This step builds on both the Analyze and Design phases. The purpose of this phase is to generate the lesson plans and lesson materials. The project moves from the blueprint to construction stage using the design plan as a guide. In various ways, the entire ADDIE model depends on this step. It is significantly important that designers be systematic when transferring designs to actual content, graphics and materials.

In this phase, you will:

- prepare manuals and materials in draft form for review
- prepare and review non-print media such as audio, video, and technology-based programs
- test the programs, incorporate needed changes into the final program, and modify materials as necessary
- package and distribute programs in preparation for implementation

Summary

This phase ensures the information gathered in the analysis phase and utilized in the design phase is appropriately transferred to students in the implementation phase. It is critical to analyze how well this step will meet the overall instructional goals and needs before moving on to implementation phase.

IMPLEMENTATION

The implementation phase is where the students are given instructions and materials that were prepared from the previous three phases. This phase allows opportunity for feedback by questions and discussions taking place as the material is presented. During this phase you can expect to:

- evaluate the learner's ability to meet program objectives
- evaluate program design with input from facilitators
- review materials prepared for the program
- review implementation-specific elements such as class size, format, and so on
- modify design and materials as suggested by evaluation

Questions
Things to can consider are:

- What will you do if presenting activites to students do not go as planned?
- What emotional feedback have you received?
- Are you implementing for a small scale or a large scale?

Summary
This phase is crucial for testing the work created from the past three phases and receiving feedback on that work. Therefore, once you receive the feedback it allows you to determine whether or not your design process was a success, where you can improve, and how better to approach the rest of the model in future.

EVALUATION

The evaluation phase is the final step in the ADDIE model. This phase measures the effectiveness and efficiency of the instruction. During this phase, formative and summative evaluations areconducted. Although, evaluation does take place at every point throughout the ADDIE process.

Formative Evaluation
This evaluation is ongoing during and between phases. Formative Evaluation is conducted to improve the instruction before the final version is implemented. It concerns the instructional materials themselves and how well they are facilitating the learning process. This type of evaluation is largely done through feedback from learners and instructors, but it can also be derived from usage reports from the CMS or large-scale observation of student performance on criterion-referenced quizzes. Formative evaluation is often continuous and gets fed back into the design process on a reiterative and recursive cycle of content revision.

Summative Evaluation
This evaluation usually occurs after the final version of instruction is applied. It assesses the overall effectiveness of the instruction and refers to the measurement of learners' achievement. Summative evaluation usually takes the form of a test or quiz where verification is given that the student has learned the desired knowledge or skill. After receiving this information, a decision is usually made to either continue or discontinue with this process of instruction.

EVALUATION

Questions

In this phase you can ask youself:

- When will you ask for the users feedback?
- How will you collect feedback from the users?
- Are the students able to perform the objectives you set out for them?

Summary

This phase is detrimental to the ADDIE model. The evaluation phase determines if process you created was successful or unsuccessful. If unsuccessful revisions need to be made and may cause you to go back to the analysis phase to be more precise on the objects that need to be met.

SUMMARY

This concludes the five steps of the ADDIE model process. The ADDIE framework is an effective way to work through and outline the steps traditionally used by instructional designers and training developers. Each phase of the model is important to the process, allowing designers the ability to make decisions critical to the design and development of any end product. Following each step correctly will ensure an effective training or educational course to meet the needs of your learners.

PRACTICAL APPLICATION ACTIVITY

The following questions will test your knowledge on the ADDIE model.
Write the correct answer to each question.

Analysis

1) What is the purpose of this phase?

2) What are some things you should consider during this step?

3) What could potential happen if you skip this step in the ADDIE process?

Design

1) What is conducted during this phase?

2) Why is this step important and how does it effect the next phase in the ADDIE process?

3) **True or False:** The analysis step is not necessary in order to do this step in the ADDIE model? Explain Why.

Development

1) What is the reason for this step?

PRACTICAL APPLICATION ACTIVITY

2) What are some things you might do during this phase?

3) What does the development phase ensure?

Implementation

1) What occurs during this phase?

2) How can feedback be collected from the learners?

3) How will receiving feedback affect your work?

Evaluation

1) Why is this step crucial?

2) What is Formative Evaluation and why is it important?

3) What is Summative Evaluation and why is it important?

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