

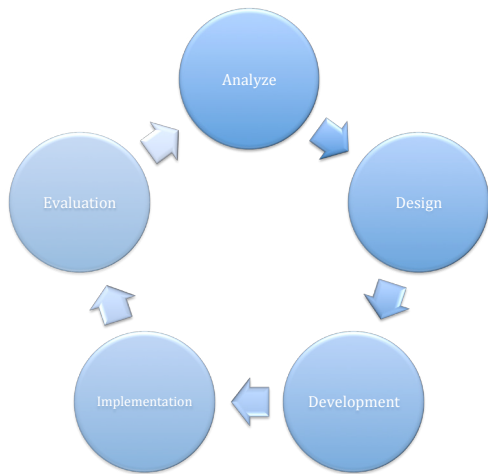
# Westgate Resorts Adult Learning Principles



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# 1. ADDIE MODEL



The ADDIE model is an Instructional Systems Design framework that includes a five step process. This framework is used by instructional designers and training developers. The five phases are Analyze, Design, Development, Implementation and Evaluation.

## 1.1 Analysis

This is the first phase in the ADDIE model, it's where the problem is identified. After that, the goals and objectives are set out to solve this problem, along with a set timeline on finishing the project. Questions you can ask yourself during this phase is:

- How long will it take to complete this project?
- Who is the target audience?
- What are the delivery options?

## 1.2 Design

The second phase in the ADDIE model, is where a set approach of tools is determined to solve the problem. Such as learning objectives, exercises, content, media section and lesson planning. Questions to ask yourself during this phase are:

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

## 1.3 Development

This is the third phase in the ADDIE model, is where the actual content is created based on the design phase. Steps that can be considered during this phase are:

- Create documentation of instructions, prototypes and storyboards
- Design user interface and content
- Apply graphic design

## 1.4 Implementation

The fourth phase in the ADDIE model, is where procedures are developed for training facilitators and learners. In this phase, it is the trainers facilitators responsibility to cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Materials are also distributed during this phase. Things to consider are:

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

## 1.5 Evaluation

This is the last phase in the ADDIE model, it's where a formative and summative evaluation is conducted. The formative evaluation is presented in each phase of the ADDIE process. The summative evaluation consists of tests designed criterion-related referenced items and providing opportunities for feedback from the users. This is where revisions are made if necessary. Things to plan for are:

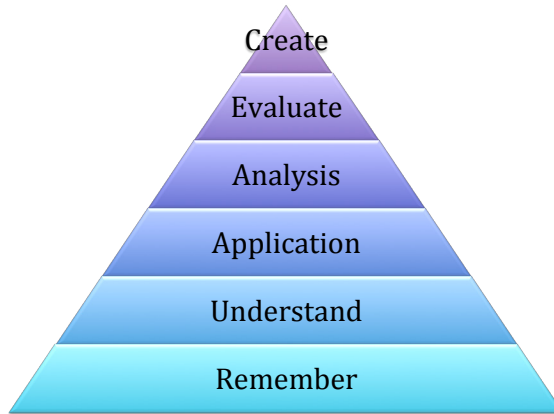
- When will you ask for the users feedback?
- How will you collect the feedback from the users?
- What factors or criteria will the effectiveness of project be determined?

## 1.6 Why ADDIE?

The ADDIE model is a step-by-step framework that ensures course development and learning without a haphazard, unstructured way. It is designed to ensure:

- Learners will achieve the goals designed for the course
- Allows evaluation for the learner's needs
- Training materials are designed and developed
- Evaluation of effectiveness of the training program

## 2. BLOOM'S TAXONOMY



Bloom's Taxonomy consists of three hierarchical models which are used to classify educational learning objectives into different levels of remembering, understanding, applying, analyzing, evaluating, and creating. The three domains covered in the learning objectives is cognitive, affective and sensory.

## The Cognitive Domain

### 2.1 Remember

Remembering is having the ability to recall or retrieve previous learned information such as facts, terms, and concepts. Characteristics may include knowledge of terminology, facts, classifications, categories, principles and generalizations.

### 2.2 Understand

Understanding is being able to comprehend and demonstrate the knowledge learned by translating, interpreting, giving descriptions, and stating the main ideas. It is the ability to state the information in your own words.

### 2.3 Apply

Applying is being able to use the information learned in a new situation or unprompted use of an abstraction. An example would be having the ability to apply what was learned during training to a working environment.

## 2.4 Analyze

Analyzing consists of separating material or concepts into component parts by determining how things relate and distinguishing between facts and inferences. Characteristics may include analysis of elements, relationships and organizations.

## 2.5 Evaluate

Evaluating is having a personal opinion about the value of ideas or materials. It is the ability to have a preception on internal evidence and external criteria. An example would be what is the best kind of pizza and why?

## 2.6 Create

Creating consists of building a structure or pattern from diverse elements. The ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Characteristics may include production of a unique communication, a plan and deduction of a set of abstract relations.

# The Knowledge Domain

## 2.7 Factual

This is the basic element that a student must know to be acquainted with a discipline or be able to solve problems. It is being able to have knowledge of specific details and elements.

## 2.8 Conceptual

The connection and relation among basic elements within a larger structure that enable them to function together. Having the knowledge of theories, models, and structures.

## 2.9 Value

The ability to know how to do something, knowledge of criteria for determining when to use appropriate procedures, knowledge of subject-specific techniques and methods.



## 2.10 Metacognitive

The ability to have strategic knowledge, having knowledge about cognitive tasks, including appropriate contextual and conditional knowledge.

## 2.11 Why Bloom's Taxonomy?

The Bloom's Taxonomy consists and clarifies learning objectives. Some points that can be ensured are:

- Learning goals are important to establish so that teachers and students alike can understand the purpose of interchange
- Teachers will most likely benefit from using the framework to organize objectives
- This allows clarification of objectives for themselves and the students
- Having an organized set of objectives will allow teachers to plan and deliver appropriate instruction

## 3. E-LEARNING METHODOLOGIES



E-Learning is the ability to utilize electronic technologies such as a computer to access educational curriculum outside of a traditional classroom. It allows both teachers and students to connect that are physically miles apart from each other to have an enjoyable learning experience.

### 3.1 Approaches

There are two different types of approaches when it comes to e-learning: self-paced and facilitated. **Self-paced** is where an individual learns by themselves and at their own pace with no set schedule. They define personal learning paths based on their individual needs and interests. **Facilitated** provides different levels of support from tutors, instructors and collaboration among learners with a set schedule from an online learning platform.

### 3.2 Components

The components that can be included in e-learning is content, e-tutoring, collaborative learning and a virtual classroom. **E-learning content** can include resources such as powerpoints and documents, e-lessons, and electronic stimulations. **E-tutoring** is where a student can seek individual help and feedback from a tutor through online tools. **Collaborative learning** is where students interact through discussion posts and work together on a project. **Virtual classroom** is where an instructor teaches remotely in real time to a group of students using a combination of materials.

### 3.3 Methods

The two different of methods with e-learning is synchronous and asynchronous. **Synchronous** takes place in real time which requires both the teacher and the students to be present. An example of a synchronous activity is a audio/video conference. **Asynchronous** is time-independent such as a self-paced course because the student can choose the time they would like to do the necessary work.

## 3.4 Why E-learning?

E-learning is the new approach to teaching that allows the student to utilize educational curriculum from their home or on the go. Some benefits included in e-learning are:

- 24/7 Accessibility which allows someone to learn at their own pace
- Improved Pedagogy with the use of gamification it enhances the learner engagement and improves retention
- Enhanced Collaboration by being able to gain instant reach from colleagues and trainers