**Defense Acquisition University**

**FPD 200 Participant Guide**

**Module 2, Lesson 1 (The Design Phase and Its Relationship to Analysis)**

***Revised January 20, 2012***

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Lesson Snapshot

Topics for This Lesson

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| * ADDIE * Design * Analysis |

What You Will Be Able to Do

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| * Lesson terminal learning objective (TLO): Describe the interaction between the analysis phase and the design phase of the ADDIE model. * Participant Guide enabling learning objectives (ELOs) for this lesson:  1. Recall the essential elements of the analysis phase of the ADDIE process. 2. Describe the elements of the design phase of the ADDIE process. 3. Explain how the analysis and design phases of the ADDIE process interrelate. |

Assessment

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| The assessment for this lesson will consist of:   * A lesson quiz in which you will be expected to demonstrate all of the stated learning objectives for this lesson. |

Section 1: Introduction

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| **ELOs for This Section**   1. Recall the essential elements of the analysis phase of the ADDIE process. |

Let’s begins with a quick review of what you learned in Module 1 about the **ANALYSIS** phase of the ADDIE model. By reviewing and activating your prior knowledge, you can more readily contextualize the new information in this module. This will also help you make connections between what you already know and what you will learn.

The purpose of analysis is to assist the designer in understanding:

* Whether there is a valid need for instruction
* The difference between the learner’s current performance and the desired performance
* The goals and needs of instruction
* The learner characteristics critical to the learning goals
* The means of instructional delivery
* The content, human, technology, and facility resources

The analysis phase prepares the designer for the **DESIGN** phase. The purpose of the design phase is to synthesize information gleaned during the analysis phase for:

* Creating measurable objectives that will delineate what the learner will know or be able to do at the end of instruction
* Determining and developing appropriate means of assessing the learner to validate that the learner has achieved the learning objectives
* Developing instructional strategies that are aligned with and support the learning objectives and the means for assessing those objectives

Section 2: What Is Design?

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| **ELOs for This Section**   1. Explain how the analysis phase and the design phase of the ADDIE process interrelate. |

**Design** is the first “D” in the A**D**DIE model, and as such defines the second phase of the instructional design process. This phase provides a framework for the rest of the ADDIE process. This framework is a practical approach to keeping the designer focused on assuring that the needs, purposes, goals, objectives, strategies, and assessments stay aligned throughout the process. Without this framework, there is a danger of including activities beyond the scope of the project, and content that is unrelated to closing identified performance gaps. Think of this phase as akin to the design for a house. If a house were built without a blueprint, the result would likely be aesthetically and functionally inefficient at best. With a blueprint, all aspects of the construction can be considered and synthesized into an efficient, functional, and aesthetically pleasing product. So it is with instructional design – during the design phase of the ADDIE process, you will be producing your blueprint for instruction.

Section 3: Putting It All Together

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| **ELOs for This Section**   1. Summarize how analysis phase data informs learning objectives in the context of the ADDIE model. |

Let’s think back to the first chapter and review the definition of *instructional design*. We said that instructional design is a systematic and reflective process through which the principles of learning and instruction are translated into intentional plans for implementing instructional materials, activities, information resources, and evaluation in a learning endeavor. It is a process of purposefully arranging learning conditions to support learner attainment of intended outcomes.

During the analysis phase, the instructional designer gathers as much information as possible about the variables that directly affect instruction. This supports the designer in making fact-based decisions, rather than assumption-based decisions, relative to validating an observed performance gap. It also helps him or her understand important characteristics of those learners who have demonstrated that performance gap. With this information, the instructional designer is able to be more exacting in determining possible means of delivering the instruction and identifying all of the needed resources. There is an interrelationship among all of the elements included in the analysis phase. This systematic approach of understanding the variables affecting instruction is consistent with the process that defines instructional design.

We also defined instruction as a set of events that affects the learner in such a way that learning is facilitated. During the design phase, the instructional designer develops a blueprint for going forward by incorporating the information he or she gleaned during the analysis phase. Based on information from the analysis phase, the instructional designer can develop instructional objectives that target identified learning gaps, create appropriate and relevant assessments that lead to learning that will close the identified learning gaps, and craft instructional approaches that are best suited to the identified learners and are aligned with the objectives and the assessments of learning.

This symbiotic relationship between and among elements and processes of the ADDIE model will become more apparent as we move through each of the teaching modules. As you continue, make note of how each of the phases of the ADDIE model depend and build upon the phases that precede it.