



ADDIE

WHO IS SHE, AND WHY SHOULD INSTRUCTIONAL DESIGNERS CARE?

INSTRUCTIONAL DESIGN & LEARNING SIG
SOCIETY FOR TECHNICAL COMMUNICATION

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A WARM WELCOME

Today's agenda:

- Review instructional design (ID)
- Introduce ADDIE as a reliable process for ID work
- Showcase tools to support various steps within ADDIE process

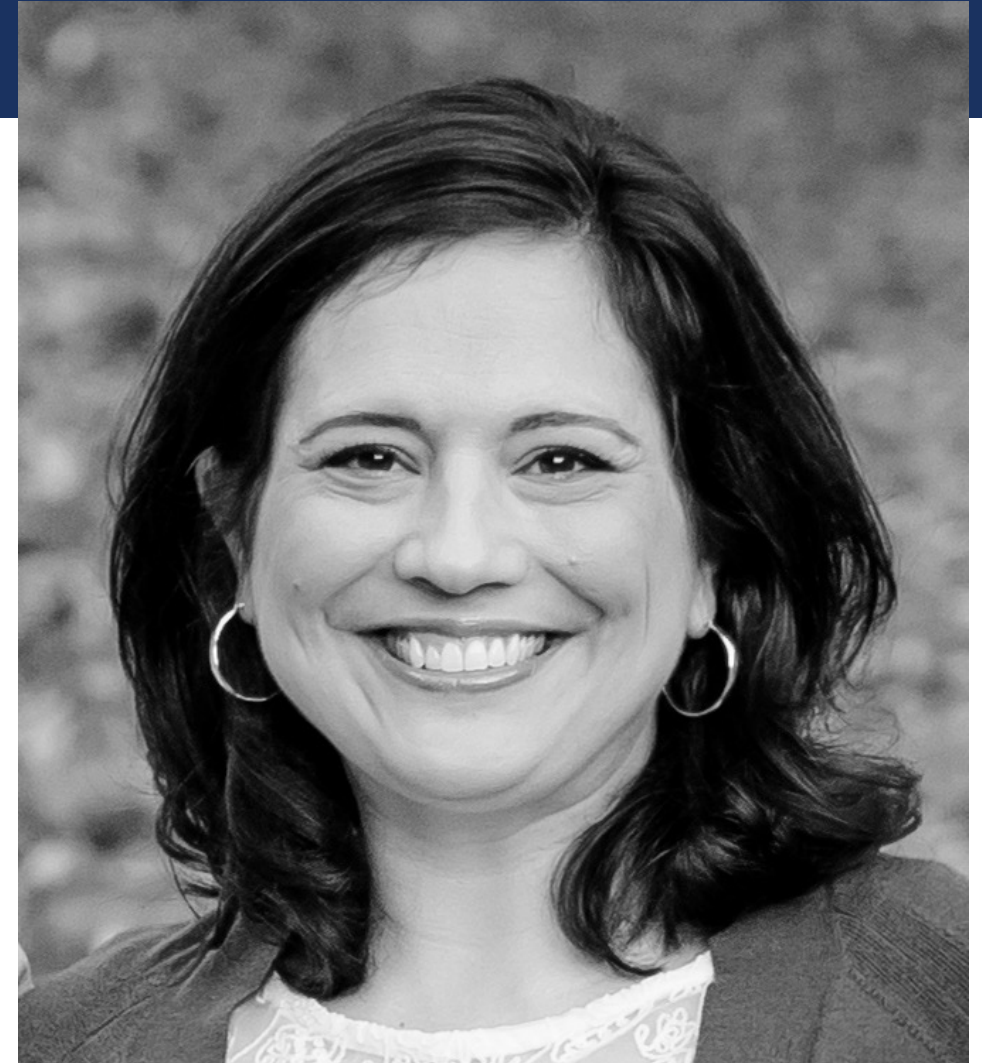
ABOUT ME

20+ years in L&D

- Instructional design
- Technical writing
- Needs assessment
- Learning measurement
- Training

Industries

- Government/military
- IT
- Tech
- Higher Ed



I LOVE LEARNING!

WHY I LOVE LEARNING

Internally:

- Personal growth
- Challenge
- Greater understanding of the world around me
- Awareness of systems
- Empathy for others
- Better at problem solving


Externally:

- Professional development
- Helping others
- Solving problems
- Bringing people together
- Enabling growth, empowerment
- Supporting continuous improvement



WHAT IS INSTRUCTIONAL DESIGN?

THE CREATION OF A TARGETED LEARNING EXPERIENCE
TO HELP SOMEONE PERFORM BETTER ON THE JOB,
SOLVE A PROBLEM, OR USE A PRODUCT.



WHY INSTRUCTIONAL DESIGN?

Instructional

- Focused on learning
- Focused on the learner
- Focused on applying new knowledge immediately

It's instructional because it involves learning—whereby someone is receiving new information, processing it internally, and then applying it in a new set of circumstances.

We call it instructional because it relates to training, or targeted learning, for a specific purpose (usually on the job or with a commercial product).

Design

- Strong, clear writing
- Excellent visual components
- Enhancing the learning experience

There are good ways to present information, but there are also better ways that include design strategies that increase understanding, retention, and eventual application.

Just like you probably use design as a technical writer to make your documents and content more easily understood, instructional designers use design to ensure their training content is clear, understandable, and easy to apply.



WHAT DOES ID PRODUCE?

- Instructional manuals
- User guides
- Checklists
- Procedures
- Guidelines
- Policy documents
- Training
- eLearns
- Animations
- Infographics
- Communications

WHAT TOOLS ARE INVOLVED?




- Word processing (G-Suite, MS Office, etc.)
- Visual design (Adobe CC, Canva, Figma, etc.)
- Interactive design (Articulate 360, Camtasia, etc.)
- Media production (Adobe Audition, Adobe PremierePro, etc.)
- Publication (LMS, intranets, etc.)
- Measurement and analysis (MS Excel, coding, etc.)
- Planning (MS Project, Asana, etc.)
- Plus, so much more!



MEET ADDIE

A PROCESS FOR SYSTEMIC, RELIABLE,
AND CONSISTENT ID WORK



BIG PICTURE: INTRODUCING ADDIE

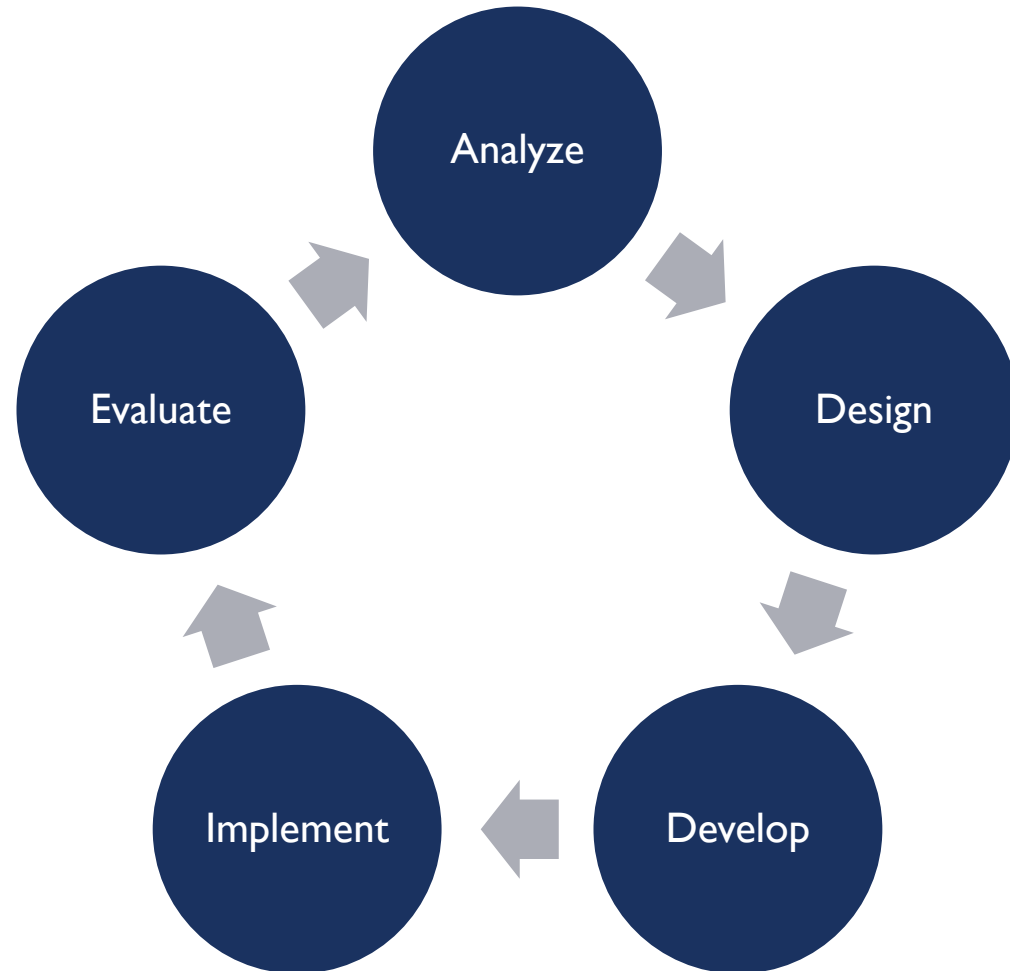
Analyze

Design

Develop

Implement

Evaluate



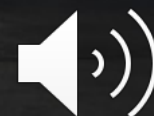
ANALYZE

Study and understand:

- The need or problem
- The outcomes or change desired
- The audience
- The context

Produce: Project plan, project concept document, audience/learner personas, baseline metrics, etc.









DESIGN

Plan for

- Delivery strategies
- Format
- Content
- Structure
- Interactions
- Script
- Graphics
- Layout

Produce: Storyboard, script, layout, interaction logic, flow chart





DEVELOP

Create and build:

- Audio
- Graphics
- eLearn
- Slide decks
- Handouts
- Infographics
- Learning activities

Produce: audio files, graphics, interactive scenarios, eLearns, slide decks, activities, handouts



IMPLEMENT

Perform

- User testing
- DEI/accessibility review
- LMS integration
- Pilot testing
- Measurement initiation
- Comms launch
- Program launch
- Governance planning

Produce: Test reports, monitoring dashboard, launch plan, comms plan



EVALUATE

Track:

- Completion rate
- Testing results
- Performance outcomes
- Badging status
- Future improvement data

Produce: Professional development plan reporting, outcomes report, improvement report, test results



BIG PICTURE: INTRODUCING ADDIE

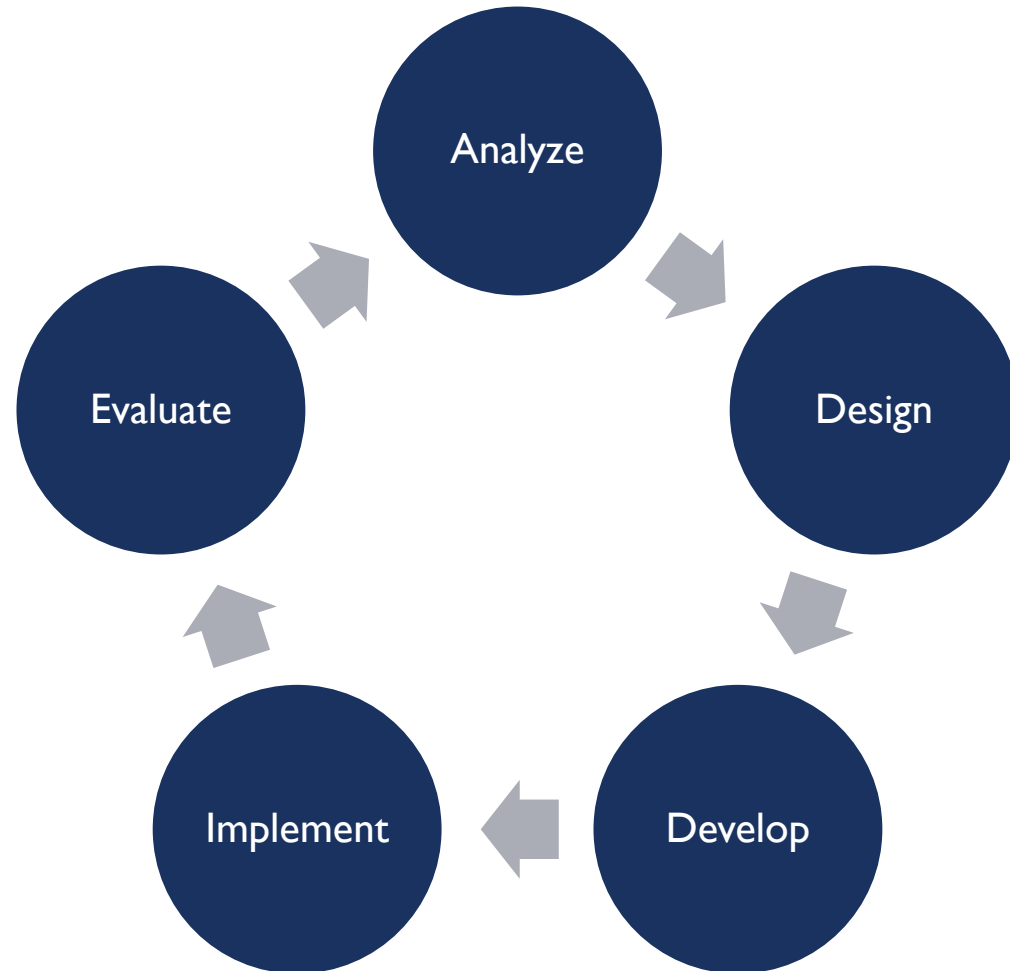
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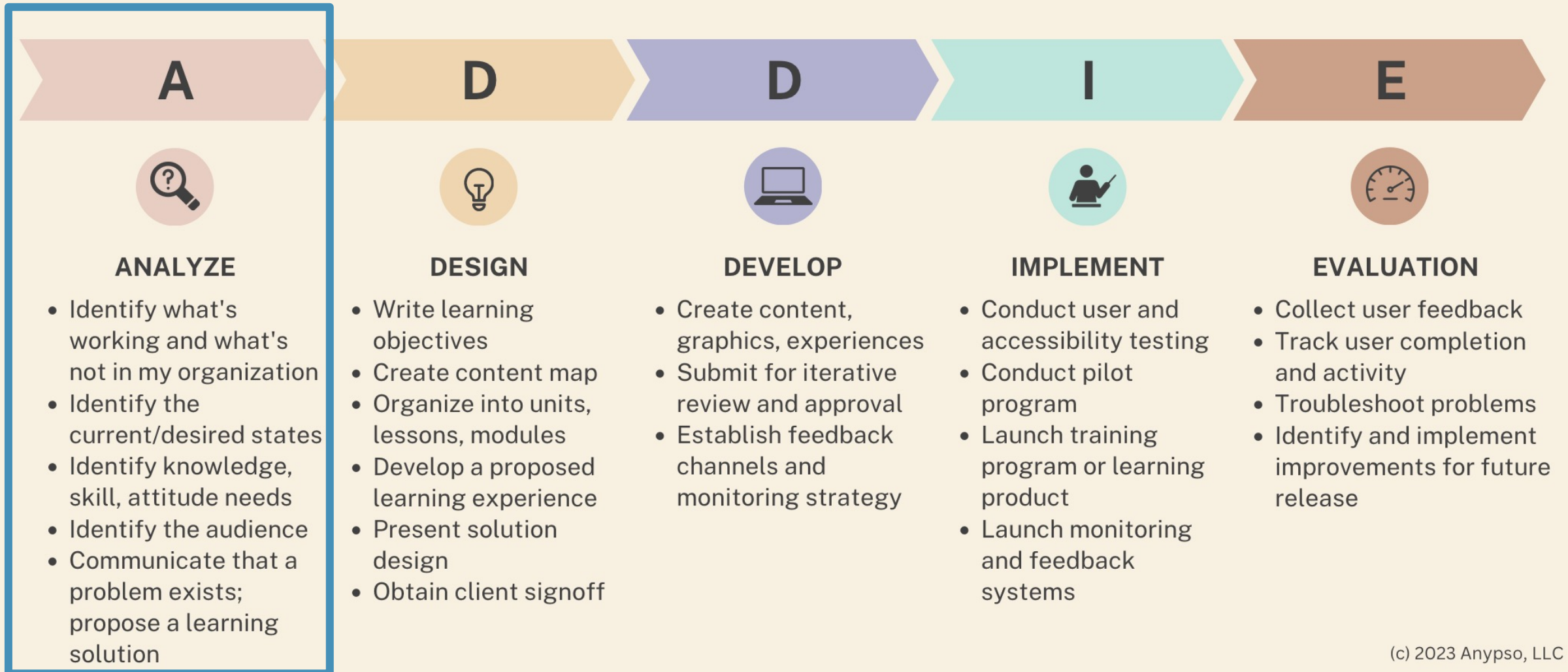
YOUR TURN

USING TOOLS TO SUPPORT YOUR ADDIE WORK



ADDIE

Instructional Design Process



ANALYZE

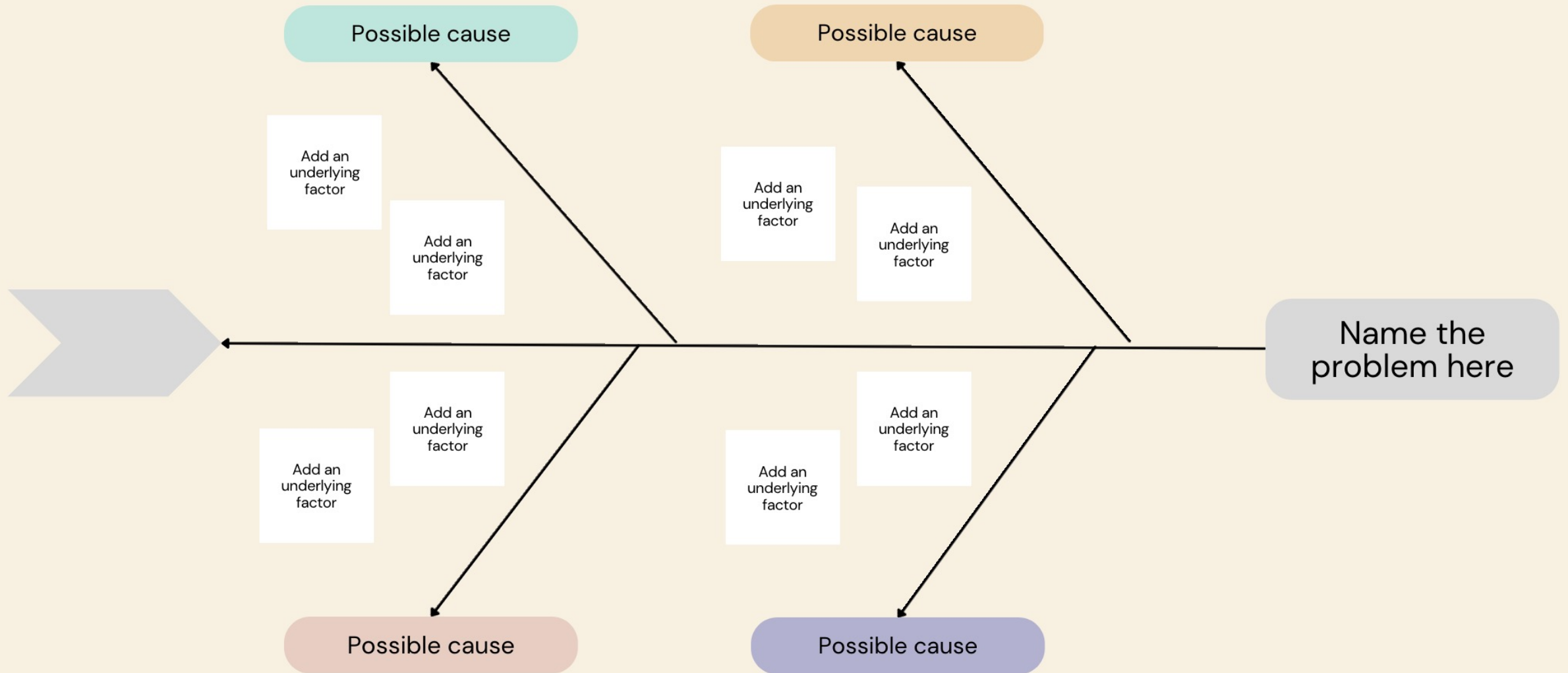
Ask yourself or your stakeholders:

- What's working? What's not?
- Why isn't that working? How has the problem manifested itself? What is the impact of this problem?
- What are the barriers to fixing this problem?
- What are people asking for? Who has voiced concerns?
- What ideas have been suggested in the past to address this issue?
- Who needs to change what they are doing or how they are doing it?
- What do they already know? What don't they know? How do they feel about this problem?

Summarize what you've learned and have the stakeholders confirm the accuracy of findings. Introduce your preliminary recommendations.

Fishbone Diagram

Fish out the root of the problem.



WHAT CAN TRAINING ADDRESS?



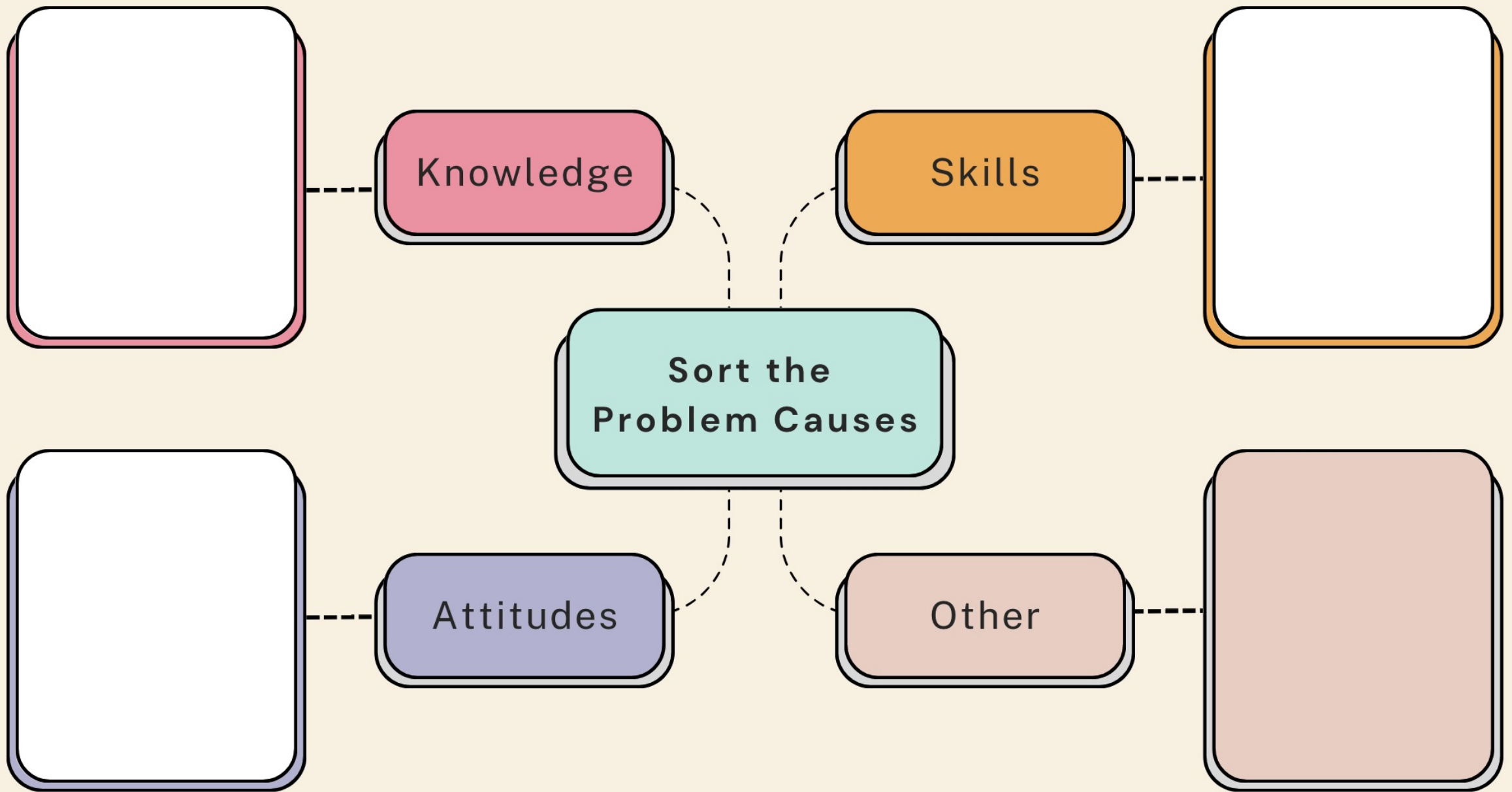
Training can only address:

Knowledge gaps
Skill gaps
Attitude gaps
(KSAs)



Training CANNOT address:

Structural issues
Technological needs
Procedural issues
Communication issues
Managerial issues



ANALYSIS WORKSHOP



Think of an organizational issue you have recently experienced.



Using the fishbone diagram, identify the problem(s) at the root of the issue.



Identify the causes and contributing factors that create the problem(s).



Make a list of the factors that need to change in your organization in order to solve the original issue.



Group the factors into categories: Knowledge, Skills, Attitudes, Other.

WHAT IS A LEARNER PERSONA?



A set of audience segment descriptions that helps learning teams better understand relevant issues and preferred learning styles in order to provide more meaningful experiences

WHAT'S USUALLY PROVIDED IN A LEARNING PERSONA?

- Job title/division, % makeup of entire organization
- Typical job description
- Typical personality traits of people in this role or those who excel in this role
- MBTI or other personality inventory style
- Direct quote from someone in this role
- Preferences:
 - Communication tools
 - Learning styles and tips for engagement
 - Motivations
- In a dilemma (what would they do?)
- Relevant topics
- Challenges and barriers
- Learner journey



Barbara Lewis
Age: 52
Job Title: Team Lead
Time to learn: 15+ weeks
Job Function: Oversee sales activities, avoid customer, keep staff organized and happy
Defining Traits

Bio
She has been a team leader for over 20 years. She has been a team leader at three different companies. She has a lot of experience in sales and customer service. She is a very organized person and she is a very hard worker. She is a very motivated person and she is a very dedicated person. She is a very professional person and she is a very friendly person. She is a very hard worker and she is a very dedicated person. She is a very professional person and she is a very friendly person. She is a very hard worker and she is a very dedicated person. She is a very professional person and she is a very friendly person.

Goals
• Gain for her company
• Maintain a happy and healthy work environment for her and her team
• Make sure customers learn the most with a learning positive experience
• Grow up and make sure her team members learn and take responsibility on their roles

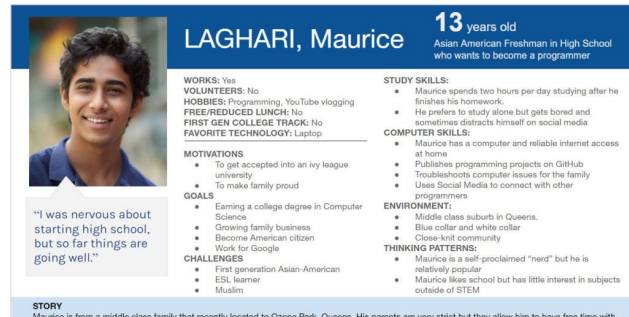
Pain Points
• Sometimes change in her team can be a bit of a challenge when it comes to new people
• Struggle with keeping things on track
• Sometimes change in her team can be a bit of a challenge when it comes to new people
• Struggle with keeping things on track

Motivators
Achievement
Power
Isotropy
Fear
Growth
Social

Attitude Towards Training
Many training is a right and powerful tool for getting the most out of the sales team. However, she wishes the team could spend more time on the floor with the customers.

Learning Preferences
• Performance and not on-site training
• Hands-on learning and learning by doing

Quote
"If everyone pitches in and does their job right, everything will be fine."



LAGHARI, Maurice
13 years old
Asian American Freshman in High School who wants to become a programmer

WORKS: Yes
VOLUNTEERS: No
HOBBIES: Programming, YouTube vlogging
FREE/REDUCED LUNCH: No
FIRST GEN COLLEGE TRACK: No
FAVORITE TECHNOLOGY: Laptop

MOTIVATIONS
• To get accepted into an Ivy league university
• To make family proud

GOALS
• Earning a college degree in Computer Science
• Growing family business
• Become American citizen
• Work for Google

CHALLENGES
• First generation Asian-American
• ESL learner
• Muslim

STUDY SKILLS
• Maurice spends two hours per day studying after he finishes his homework.
• He prefers to study alone but gets bored and sometimes distracts himself on social media

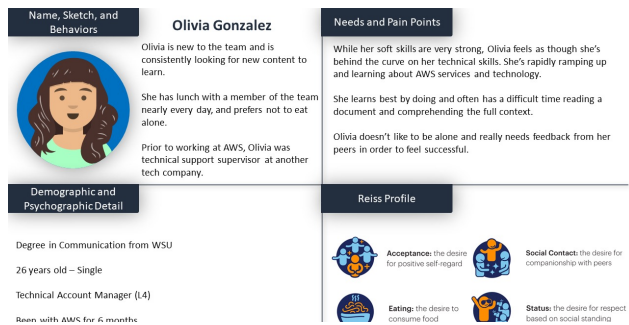
COMPUTER SKILLS
• Maurice has a computer and reliable internet access at home
• Publishes programming projects on GitHub
• Troubleshoots computer issues for the family
• Uses Social Media to connect with other programmers

ENVIRONMENT
• Middle class suburb in Queens.
• Blue collar and white collar
• Close-knit community

THINKING PATTERNS:
• Maurice is a self-proclaimed "nerd" but he is relatively popular
• Maurice likes school but has little interest in subjects outside of STEM

Quote
"I was nervous about starting high school, but so far things are going well."

STORY
Maurice is from a middle class family that recently moved to Queens Park, Queens. His parents are very strict but they allow him to have free time with



Name, Sketch, and Behaviors
Olivia Gonzalez
Olivia is new to the team and is consistently looking for new content to learn.
She has lunch with a member of the team nearly every day, and prefers not to eat alone.
Prior to working at AWS, Olivia was technical support supervisor at another tech company.

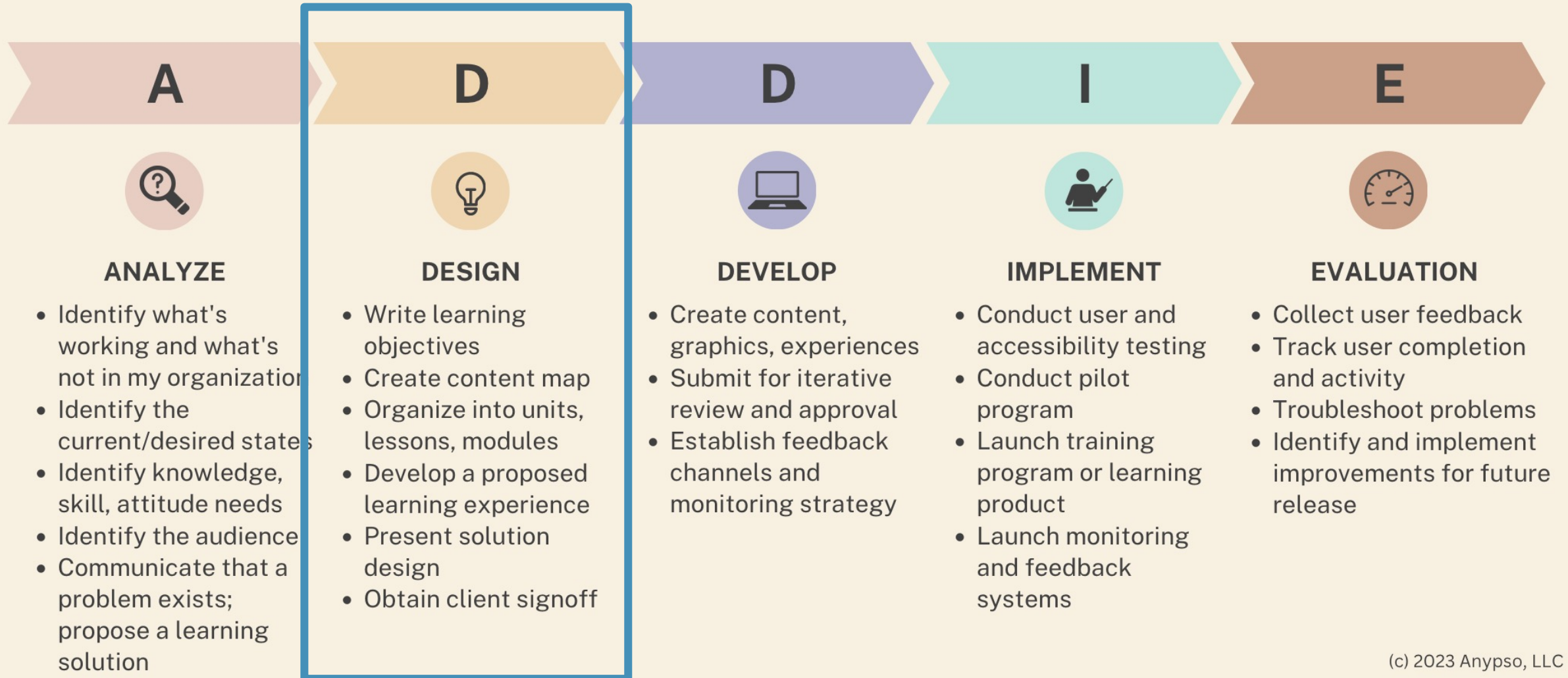
Needs and Pain Points
While her soft skills are very strong, Olivia feels as though she's behind the curve on her technical skills. She's rapidly ramping up and learning about AWS services and technology.
She learns best by doing and often has a difficult time reading a document and comprehending the full context.
Olivia doesn't like to be alone and really needs feedback from her peers in order to feel successful.

Demographic and Psychographic Detail
Degree in Communication from WSU
26 years old - Single
Technical Account Manager (I,4)
Ramp with AWS for 6 months

Reiss Profile
Acceptance: the desire for positive self-regard
Power: the desire to consume food
Social Contact: the desire for companionship with peers
Status: the desire for respect based on social standing

ADDIE

Instructional Design Process



DESIGN

1. Identify KSAs for the instructional program.

2. Write learning objectives:

Include learner, condition, observable action, measurable outcome:

- Ex: Given the procedure manual and a sample situation, the learner will be able to select which procedure should be deployed without error.
- Ex: Given a calculator and an income statement, the learner will be able to calculate net profit without error.
- Ex: In an aircraft simulator, the learner will be able to conduct a mid-air refueling procedure with 90% accuracy.

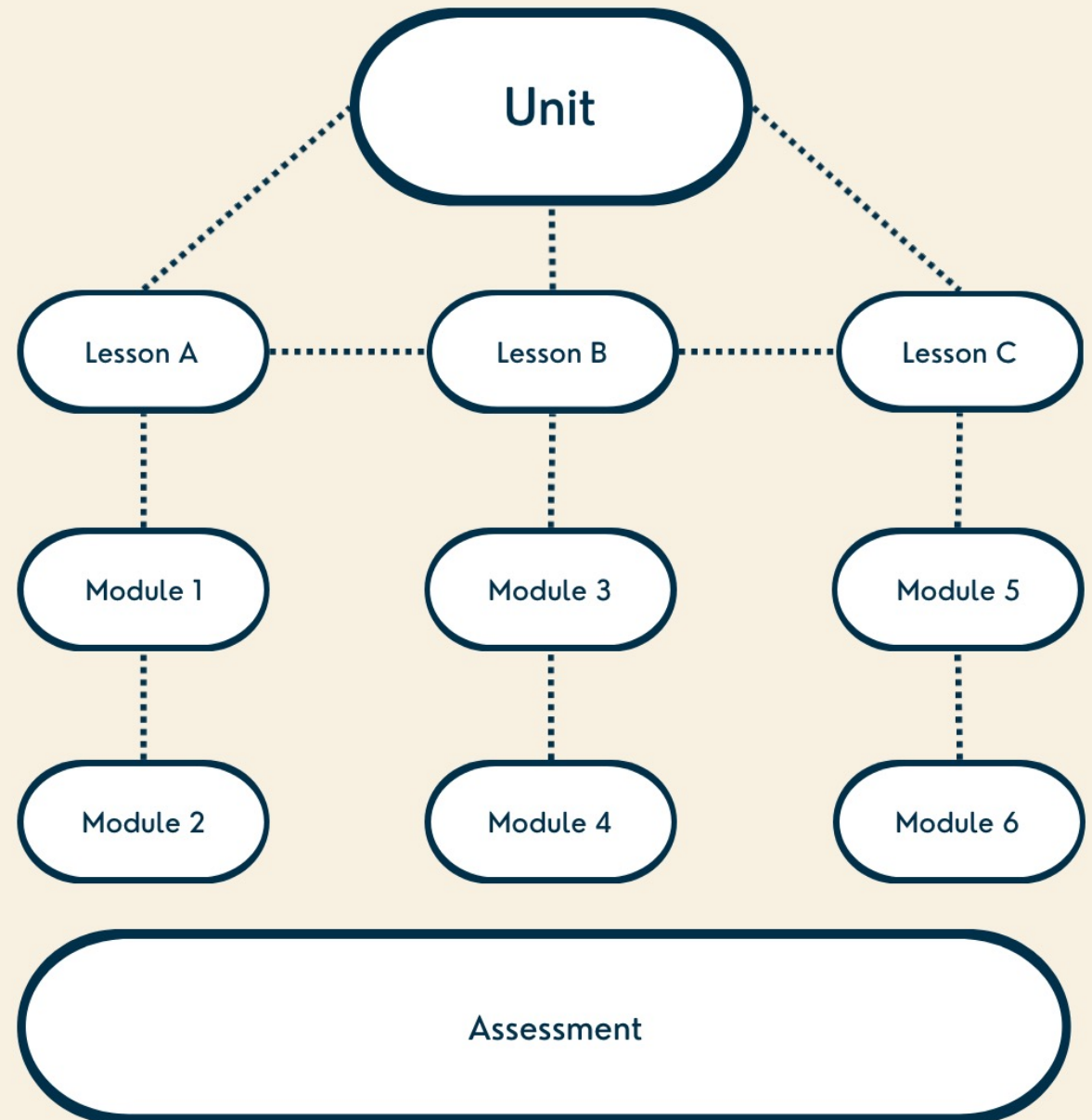
3. Organize the content.

4. Design a learning experience for the audience.

Share your design with stakeholders. Explain your rationale for decisions and anticipated program outcomes.

Learning Plan

- Organize the content hierarchically.
- Group similar information.
- Align complementary information.
- Use modules to convey content through text, graphics, videos, scenarios, case studies, activities, etc.
- Assess the learning frequently (formally or informally) to ensure learning has occurred.



DESIGN WORKSHOP

Create

Create a list of topics to cover



Organize

Organize the content into units, lessons, and modules



Brainstorm

Brainstorm creative ways to engage your audience while learning each topic

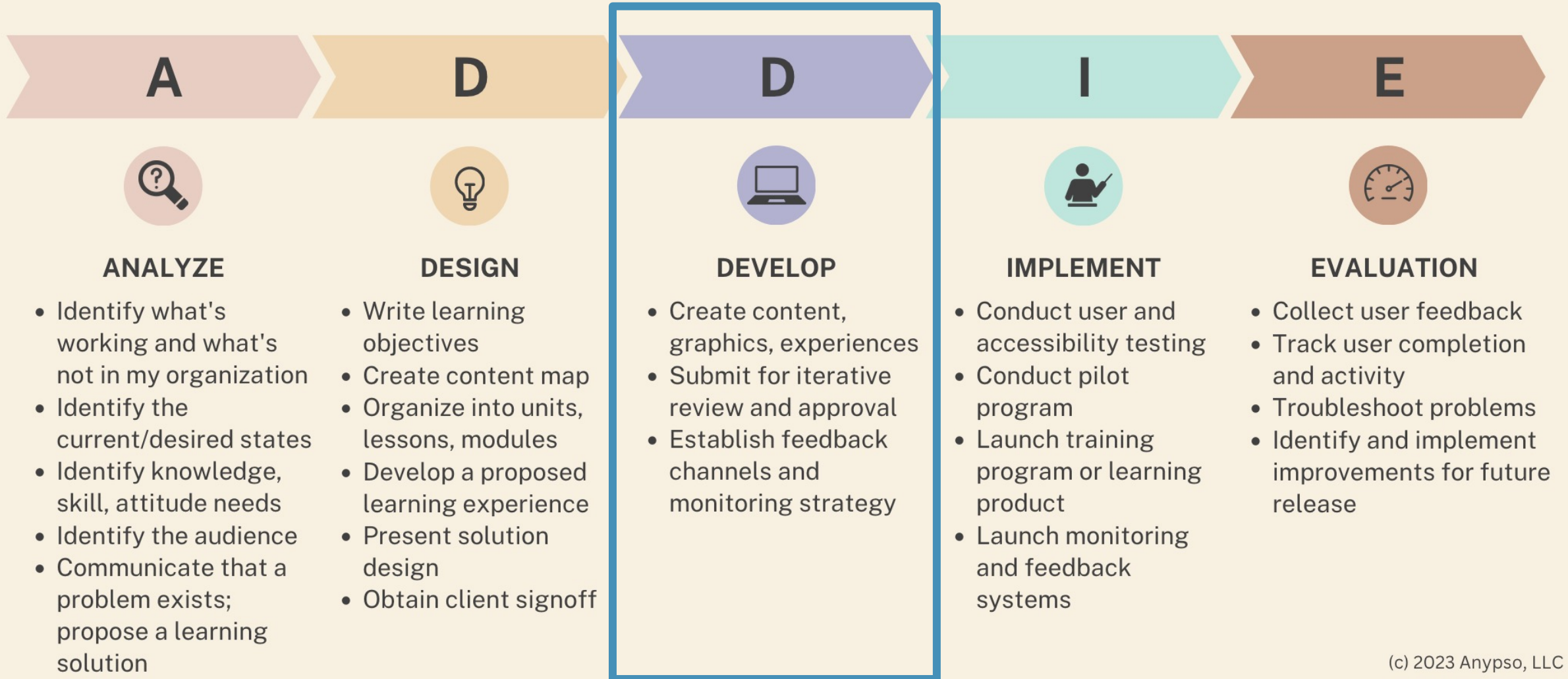


Identify

Identify strategies to measure how well your audience has retained the content you've presented

ADDIE

Instructional Design Process



DEVELOP

1. Plan your production needs, schedule, etc.
2. Create a master plan for production.
3. Assign team members to lead production efforts.
4. Begin planning a feedback and monitoring system for your training.

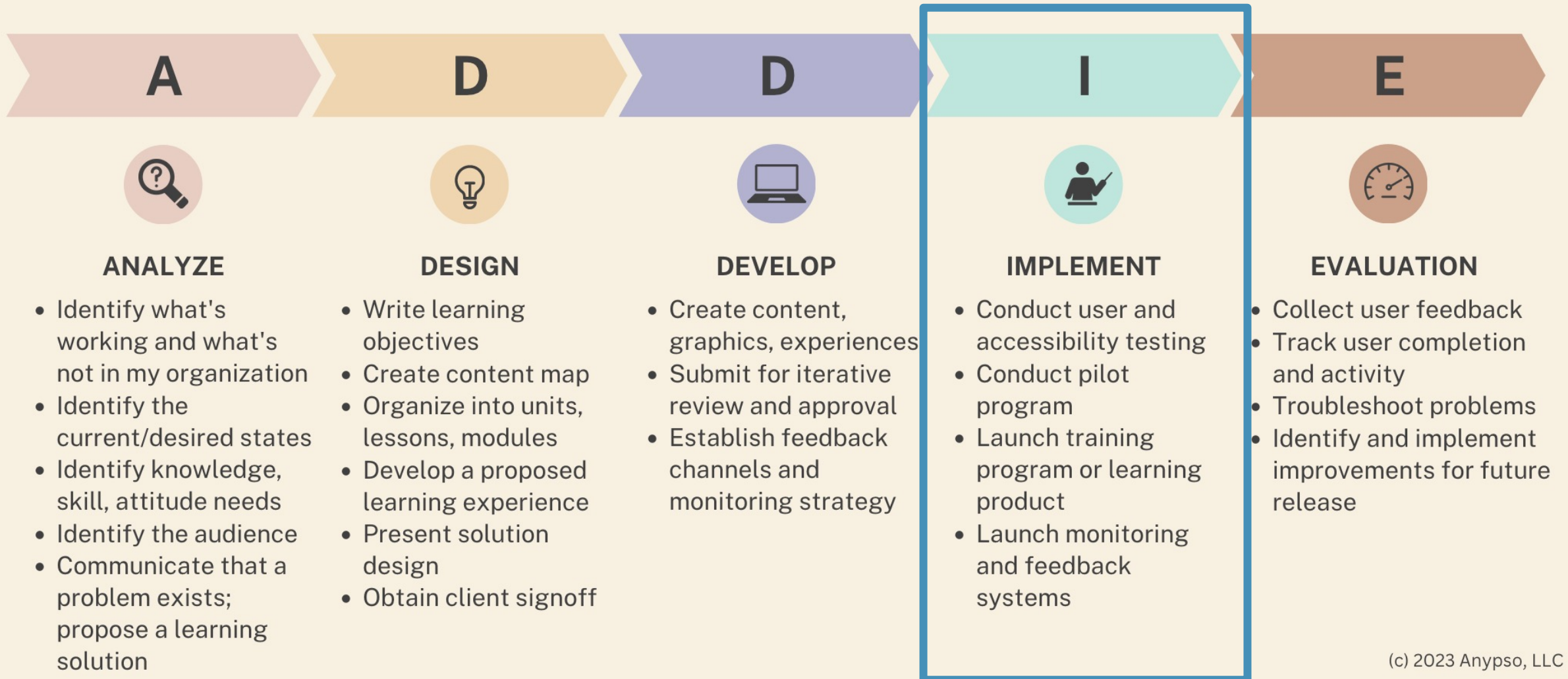
Submit your elements to stakeholders for review. Incorporate feedback in final development efforts.

Development Tracker

Unit	Lesson	Resource ID	Page	PM	Link	Status	Release Date	Time (Est)	Time (Act)	Notes
Getting Started										
		00	Video: Welcome							
		01	Course Overview							
		02	Your Instructors							
		03	How this Course Works							
		04	Course Map							
		05	Getting Started with the Course							

ADDIE

Instructional Design Process



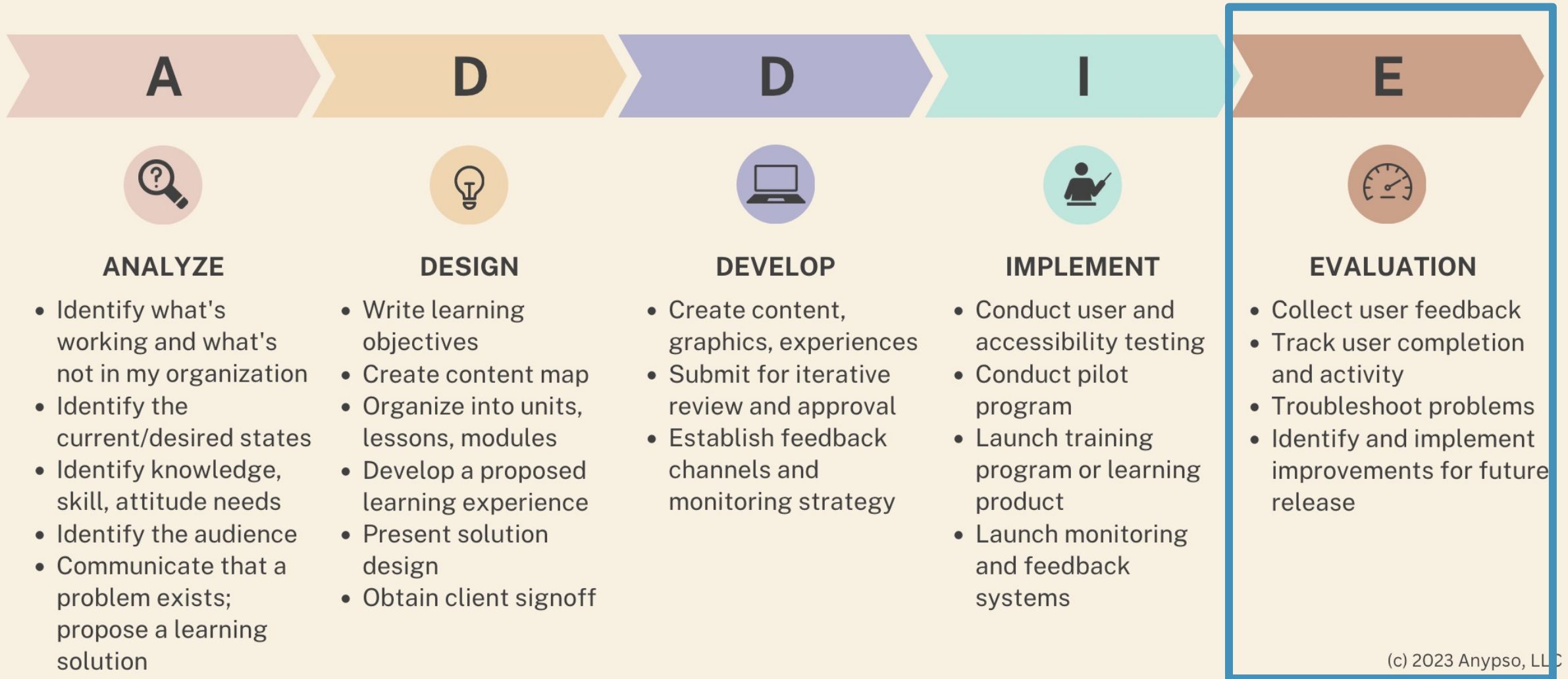
IMPLEMENT

1. Conduct user and accessibility testing.
2. Conduct pilot program.
3. Launch the training program.
4. Monitor user interactions and feedback.
5. Troubleshoot problems as necessary.

Meet periodically with stakeholders to review completion rates, testing results, and other indicators.

ADDIE

Instructional Design Process

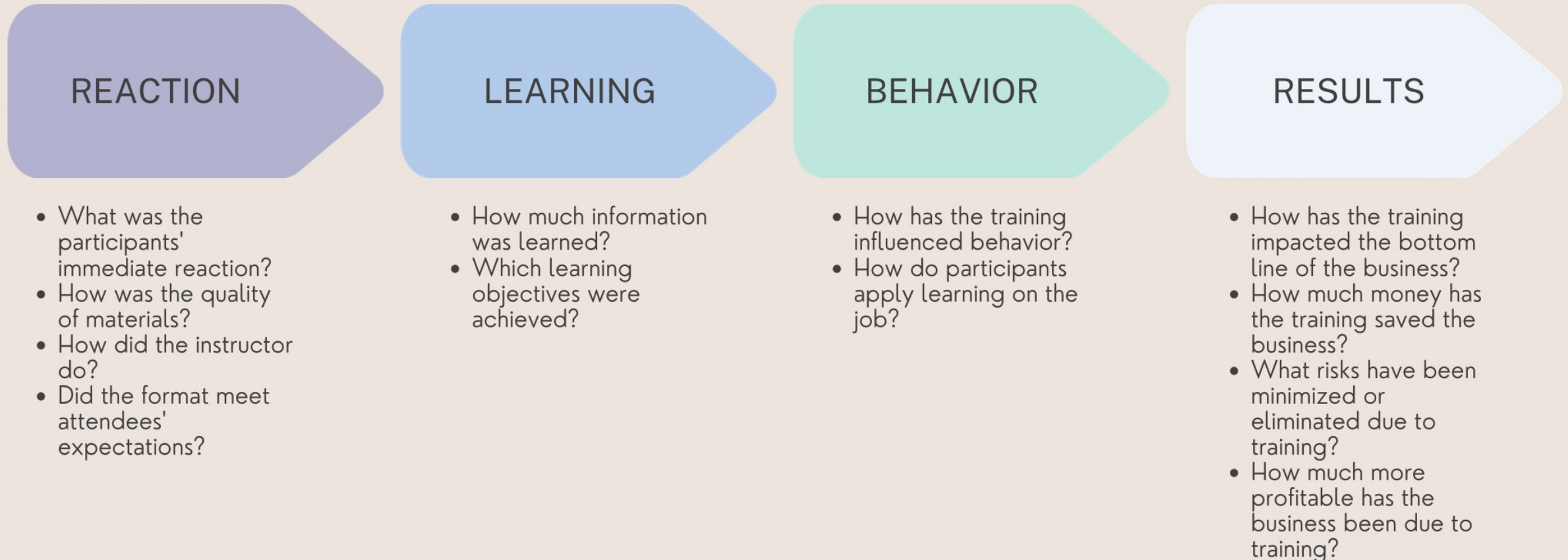


EVALUATION

1. Collect user feedback.
2. Track completions and activity logs.
3. Monitor user interactions and feedback.
4. Troubleshoot problems as necessary.
5. Identify areas for improvement and plan future releases

Meet periodically with stakeholders to review completion rates, testing results, and other indicators. Plan a “lessons learned” meeting to review outcomes and plan for future improvements/launches.

Kirkpatrick's Evaluation Model



Q/A AND DISCUSSION

- What's still unclear?
- Where do you need more support or tooling?
- How has ADDIE helped you or your team structure instructional work?
- What best practices can you share?

STILL WANT TO KNOW MORE?

- Read, observe, and create ID work
- Connect with IDs in your org or network
- Join the Instructional Design & Learning SIG (STC)
- Join us for upcoming webinars:
 - Revisiting ADDIE: Finding value in what instructional designers might be missing
March 11, 2023 @ 1:30 - 3:00 p.m. ET
IDL SIG, STC
- Contact me:
jennifer@anypso.com
[Jennifer Goode on LinkedIn](#)

