ADDIE

WHO IS SHE, AND WHY SHOULD INSTRUCTIONAL DESIGNERS CARE?
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

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

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).

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
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

Analyze
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YOUR TURN

USING TOOLS TO SUPPORT YOUR ADDIE WORK
ADDIE
Instructional Design Process

A
ANALYZE
- Identify what’s working and what’s not in my organization
- Identify the current/desired states
- Identify knowledge, skill, attitude needs
- Identify the audience
- Communicate that a problem exists; propose a learning solution

D
DESIGN
- Write learning objectives
- Create content map
- Organize into units, lessons, modules
- Develop a proposed learning experience
- Present solution design
- Obtain client signoff

D
DEVELOP
- Create content, graphics, experiences
- Submit for iterative review and approval
- Establish feedback channels and monitoring strategy

I
IMPLEMENT
- Conduct user and accessibility testing
- Conduct pilot program
- Launch training program or learning product
- Launch monitoring and feedback systems

E
EVALUATION
- Collect user feedback
- Track user completion and activity
- Troubleshoot problems
- Identify and implement improvements for future release

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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

Possible cause
- Add an underlying factor
- Add an underlying factor
- Add an underlying factor
- Add an underlying factor

Possible cause
- Add an underlying factor
- Add an underlying factor
- Add an underlying factor
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Name the problem here

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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
Sort the Problem Causes

Knowledge

Skills

Attitudes

Other
ANALYSIS WORKSHOP

1. Think of an organizational issue you have recently experienced.

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

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

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

5. 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
ADDIE
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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.
Create

Organize

Brainstorm

Identify

Create a list of topics to cover

Organize the content into units, lessons, and modules

Brainstorm creative ways to engage your audience while learning each topic

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

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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

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<th>Resource ID</th>
<th>Page</th>
<th>PM</th>
<th>Link</th>
<th>Status</th>
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<th>Time (Est)</th>
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**D (Develop)**
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**I (Implement)**
- Conduct user and accessibility testing
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- Launch monitoring and feedback systems

**E (Evaluate)**
- Collect user feedback
- Track user completion and activity
- Troubleshoot problems
- Identify and implement improvements for future release

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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.
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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

**REACTION**
- What was the participants' immediate reaction?
- How was the quality of materials?
- How did the instructor do?
- Did the format meet attendees' expectations?

**LEARNING**
- How much information was learned?
- Which learning objectives were achieved?

**BEHAVIOR**
- How has the training influenced behavior?
- How do participants apply learning on the job?

**RESULTS**
- How has the training impacted the bottom line of the business?
- How much money has the training saved the business?
- What risks have been minimized or eliminated due to training?
- How much more profitable has the business been due to training?
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