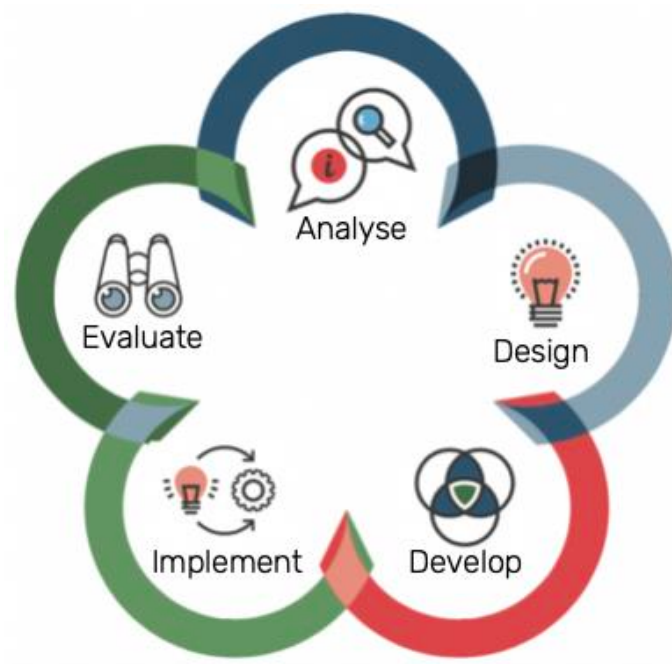


INSTRUCTIONAL DESIGN TOOLKIT



ADDIE Overview and Checklist

ABOUT ADDIE

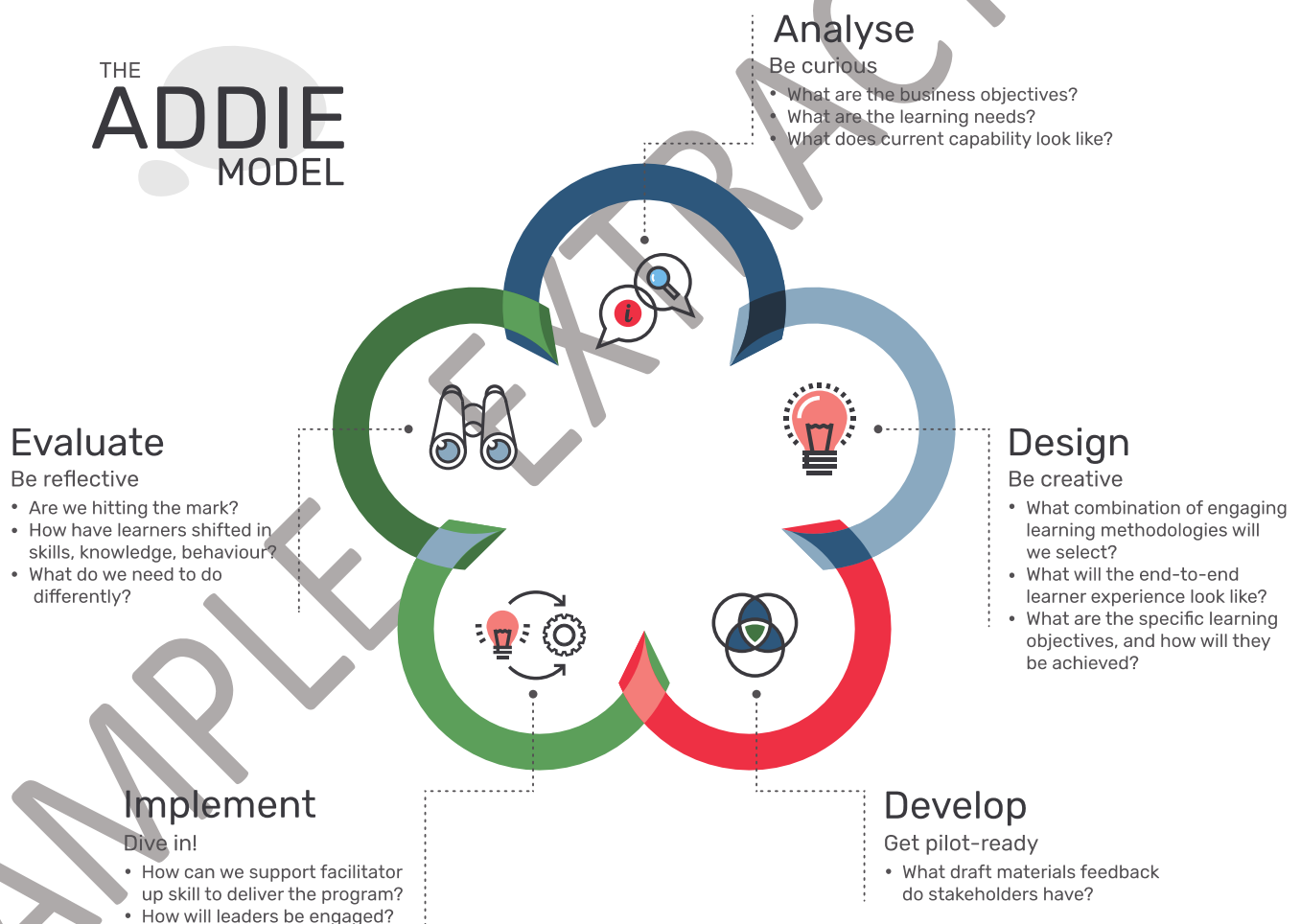
About ADDIE

The ADDIE model of instructional design provides a guide for creating business-relevant, engaging and effective learning. It describes five phases - Analyse, Design, Develop, Implement, and Evaluate - and a structured (but not necessarily linear) approach to building learning and performance support tools.

ADDIE is an Instructional Systems Design (ISD) model. Other recent instructional design models are generally spin-offs or variations of the ADDIE model - including the Dick & Carey and Kemp ISD models.

An important adaptation of ADDIE includes rapid prototyping (seeking continual or formative feedback on the learning design to enable iterative development).

The aim is to save time and money by identifying emerging issues while they are still easy to address.



ADDIE TOOLKIT

About the ADDIE Toolkit

This ADDIE Toolkit includes comprehensive templates and guides. It has been designed to suit to both those who are new to Instructional Design, as well as those seeking to refine or specialise their skills.

To enable practical application of the ADDIE model, the Toolkit is divided into sections that reflect each of the ADDIE phases.

These resources may be used as an end-to-end approach to designing and developing an effective learning program, or you may choose to dive into using discrete tools and templates.

The purpose of each guide and template is detailed below:

File Name	Purpose
Other	
0.1_ADDIE Overview and Checklist	Guide outlining the ADDIE model, guides and templates provided in the ADDIE toolkit and their purpose. Includes a checklist for Instructional Designers to use through the ADDIE phases.
0.2_Effective Learning Design	Guide provide a background on learning theories and delivery methods.
0.3_Style Guide	Guide describing the styles and formatting built into the ADDIE toolkit templates.
Analyse	
1.1_ANALYSE_LNA Guide	'How to' guide for conducting a Learning Needs Analysis, using 1.2_ANALYSE_LNA Template.
1.2_ANALYSE_LNA Template	Template to conduct the Learning Needs Analysis; directly aligned with the methodology introduced in the 1.1_ANALYSE_LNA Guide.
1.3_ANALYSE_LNA Summary Template	PowerPoint Presentation template used to communicate key findings from the Learning Needs Analysis and recommendations.

EVALUATE PHASE

Overview

The Evaluate phase reviews the effectiveness of the learning program and materials. It asks: 'did we hit the mark?' and consists of two parts: Formative and Summative evaluation.

Formative evaluation is present in each stage of the ADDIE process. It helps to identify any barriers or unexpected opportunities that may emerge throughout the process. The feedback gathered during Formative evaluation is used to fine-tune the design, development and implementation of the program, gather reaction and identify what is not working.

Summative evaluation is the process of collecting data following implementation of the project in order to determine its effectiveness. It may measure knowledge transfer, learner outcomes, cost factors, and changes in learner behaviour.

Donald Kirkpatrick's model of evaluation consists of four levels:

1. Reaction
2. Learning
3. Behaviour
4. Results

Reaction measures participant engagement and satisfaction with the program.

Learning measures participant learning against the learning outcomes, as well as their confidence and readiness to apply their learning.

Behaviour measures participant application of their learning on the job.

Results measures the program's impact on the business.

Jack and Patti Phillips developed a fifth level of evaluation:

5. Return On Investment (ROI)

Return On Investment measures the cost of the program against the monetary value of the program results.

Evaluating program effectiveness at levels 4 and 5 is an involved process, as it requires isolation of learning impacts on job performance from any other potential variables.

For this reason, evaluation at levels 1, 2 and 3 is conducted more frequently, with key findings communicated to relevant stakeholders.

For further reading on the Kirkpatrick and Phillips evaluation theories/tools, refer to:

Evaluation	Reference
Levels 1-4	https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model
Level 5	https://roiinstitute.net/category/roi-articles/

EVALUATE PHASE (CONTINUED)

Evaluation Level Template

This toolkit will help you to develop program evaluation tools for participants at Levels 1, 2 and 3:

Level		Measurement	Key Question
0	Inputs	Volume, efficiencies	What are the # of participants, hrs, programs and costs?
1	Reaction & Planned Action	Participant satisfaction	Was learning relevant, important, useful, will they use it and recommend to others? Do they anticipate barriers and enablers to application?
2	Learning	Changes in skill, knowledge, behaviour	Did learners increase/enhance s,k,b and have confidence to use them?
3	Application	Changes in on-the-job behaviour or actions	What did learners do differently? How well?
4	Business Impact	Changes in business measures	What were barriers and enablers to application?
5	Return on Investment	Monetary benefits	What improvements can be measured in outputs, quality, cost and/or time?

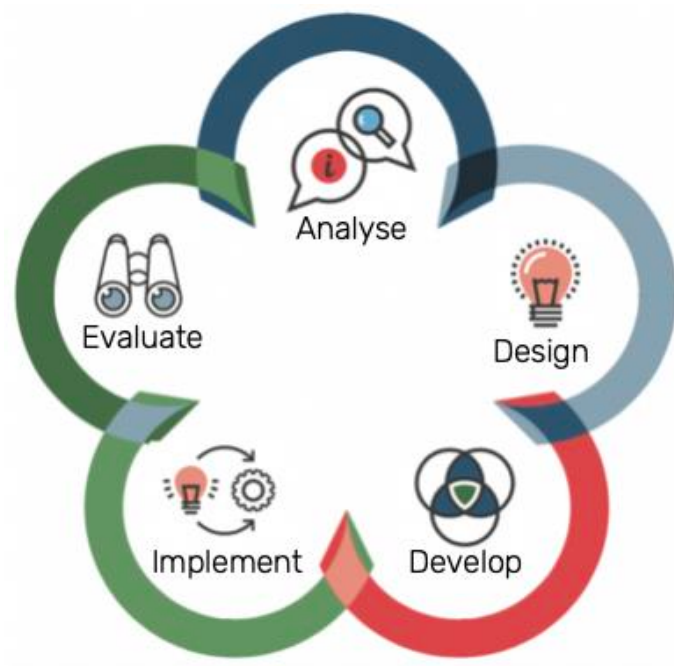
Adapted from: Phillips, P and Phillips, J. (2007) The Value of Learning: How Organisations Capture Value and ROI. Pfeiffer.

A combination of quantitative data (e.g. questionnaires, surveys) and qualitative data (e.g. focus groups, interviews) should be gathered to evaluate the effectiveness of the program.

Evaluate Phase Checklist

	Item	Resource/s
<input type="checkbox"/>	Distribute evaluation questionnaires to participants and leaders	5.1_EVALUATE_ Questionnaire Templates
<input type="checkbox"/>	Collect evaluation questionnaires from participants and leaders	Evaluation questionnaires
<input type="checkbox"/>	Distribute observation checklists to leaders	5.3_EVALUATE_Observation Checklist
<input type="checkbox"/>	Collect observation checklists from leaders	Observation checklist
<input type="checkbox"/>	Conduct the focus group evaluation session, and record findings	5.2_EVALUATE_ Focus Group Template
<input type="checkbox"/>	Collate data from evaluation questionnaires and focus group	Evaluation questionnaires and notes from focus group evaluation session
<input type="checkbox"/>	Develop a simple Evaluation Report on findings	5.3_EVALUATE_Report
<input type="checkbox"/>	Share Evaluation Report with stakeholders	Completed Evaluation Report

INSTRUCTIONAL DESIGN TOOLKIT



Effective Learning Design

LEARNING THEORIES

Overview

Learning theories underpin the instructional design of workplace programs.

Theories such as behaviourism, constructivism, social learning and cognitivism help shape and define an effective overall learning architecture, as well as the specific mix of learning activities selected that cater for various learning styles.

Behaviourism



Theory

The behaviourist approach emphasises the influence of the environment on learned behaviour. It focuses on observable behaviour that is objectively and scientifically measured.

Behaviourism theorises that behaviour is learned as a result of stimulus-response, or conditioning, meaning behaviour is shaped through reinforcement.

Application

Behaviourism is applied through the use of reward systems and feedback, which are used as reinforcement to drive desired behaviour.

References and Additional Reading

- McLeod, S. A. (February 5, 2017). Behaviorist approach. Retrieved from <https://www.simplypsychology.org/behaviorism.html>
- Oleyar-Reynolds, J. (March 17, 2018). Implications Of Learning Theories On Instructional Design. Retrieved from <https://elearningindustry.com/learning-theories-instructional-design-implications>

Constructivism



Theory

Learners construct their own knowledge and understanding through their experiences. In this way, an individual's knowledge often reflects their social and cultural contexts.

Constructivism highlights the importance of learners playing an active role in the learning process, taking responsibility for their own learning - whilst developing critical-thinking and problem-solving skills.

Application

The role of the facilitator (and learning designer) is to assist the learners in actively constructing their own understanding. Instead of 'telling' the learner what to do, use questions and prompts to guide the learner, supporting and challenging them as they develop and draw their own conclusions.

References and Additional Reading

- Bada S. O. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning IOSR Journal of Research & Method in Education 5 66-70 Ver. 1. Retrieved from <https://pdfs.semanticscholar.org/1c75/083a05630a663371136310a30060a2afe4b1.pdf>

LEARNING THEORIES (CONTINUED)

Making Meaning from New Information

Theory

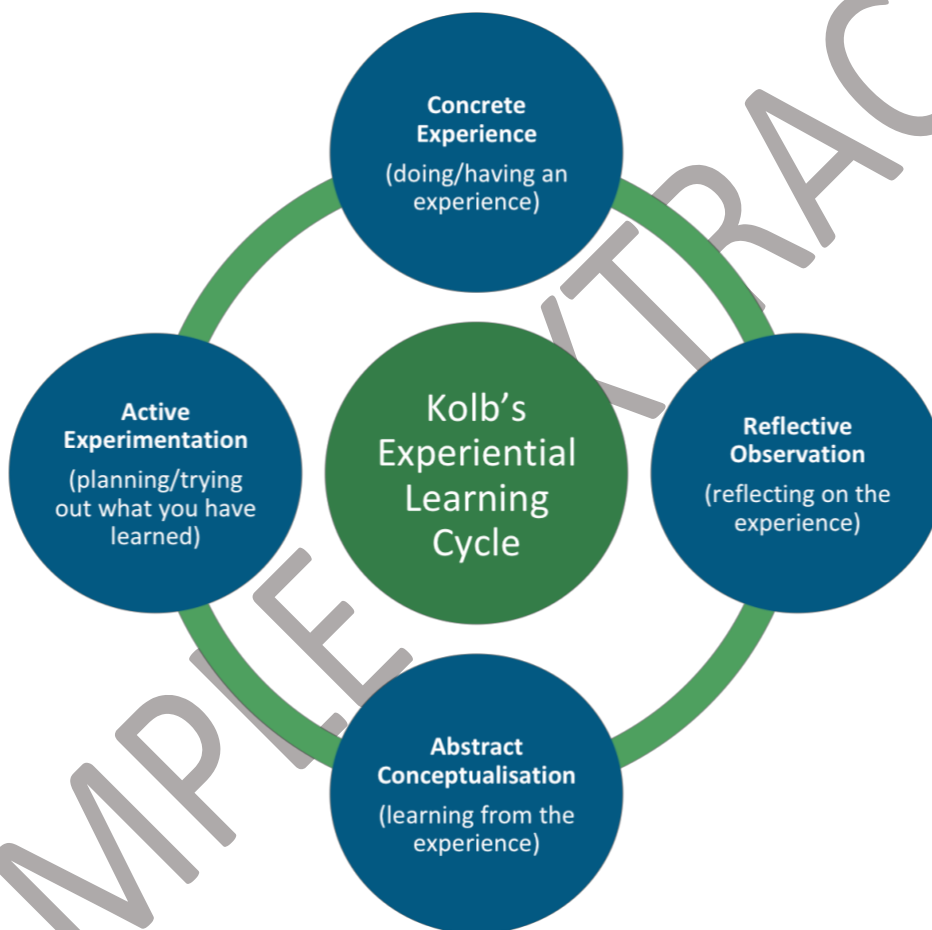
Effective learning encompasses the four stages of an experiential learning cycle (below):

1. Concrete experience.
2. Reflective observation.
3. Abstract conceptualisation.
4. Active experimentation.

Application

Learning design and materials development needs to appeal to a variety of learning styles and mixture of learning preferences.

When developing the High Level Design/Storyboard for a program, critically review your plan to ensure that it offers a combination of engaging activities to cater for how learners make meaning from new information.



VISUAL learners have a preference for seen or observed things, including pictures, diagrams, demonstrations



AUDITORY learners have a preference for information to an explanation, and re-explaining information to others



KINESTHETIC learners have a preference for physical experience – touching, feeling, doing, practical hands-on learning

References and Additional Reading

- McLeod, S. A. (2017, Oct 24). Kolb - learning styles. Retrieved from <https://www.simplypsychology.org/learning-kolb.html>

What are the behaviours, habits and preferences of learners in today's workplace?

How can we design learning experiences that effectively shift performance?

Recent research recasts previous models around effective learning design.

Today, **formal learning (20%)** provides a foundation that learners 'bring to life' on the job, through **social interactions (25%)** and on the **job experiences (55%)**.

Sources:
"Meet"
De'
"De
Indus.



Learners in Today's Workplace Are...



Mobile

Many work non-traditional hours from several locations



2/3

Busy

2/3 of knowledge v they 'don't have

1% of work v training a



5%

Self-directed

Technology to source in-time' information

50-60% access online courses to develop job-relevant knowledge and skills



Self-directed

To reflect how people source information both within and outside of the workplace



Collaborative

To facilitate peer-to-peer and cross-functional shared learning

Varied in Learning Preferences

Depends on organisation, role and environment

Blended

Learners develop knowledge, skills and behaviours in a variety of ways

like?

in place and time elements to increase accessibility to 'mobile' employees available anywhere, any time

Bite-sized

'Chunk' learning into micro bites for engagement

20%
Formal

25%
Social

55%
On the job

COMPLETE DOCUMENT VERSIONS

The ADDIE Toolkit

This document contains only a select number of pages from one of the series of documents available across each ADDIE phase.

You can obtain the full version of ADDIE Toolkit documents by:

1. Purchasing one of the following courses:
 - Instructional Design Basics: Self-paced
 - Instructional Design Plus: Self-paced; plus up to 3, 90-minute 1:1 coaching with a Senior Instructional Designer from the IDA and DLD team
 - Instructional Design for your Organisation: Face-to-face workshop/s
 2. Purchasing a bundle of documents, specific to each ADDIE phase:
- Note:** These bundles contain a selection of documents. The entire ADDIE Toolkit is available by purchasing any of the courses above.

Bundle	Documents Included
Analyse Pack	<ul style="list-style-type: none"> 1.1_ANALYSE_LNA Guide 1.2_ANALYSE_LNA Template 1.3_ANALYSE_LNA Summary Template
Design Pack	<ul style="list-style-type: none"> 2.1_DESIGN_Learning Strategy Template 2.2_DESIGN_HLD Template 2.3_DESIGN_Storyboard Template 2.4_DESIGN_Activity Examples
Develop Pack	<ul style="list-style-type: none"> 0.3_Style Guide 3.1_DEVELOP_Icons 3.2_DEVELOP_FG Template 3.3_DEVELOP_PW Template 3.4_DEVELOP_AB Template 3.5_DEVELOP_JA Template 3.6_DEVELOP_PPT Template 3.7_DEVELOP_LDR Template 3.8_DEVELOP_Program Review Template
Evaluate Pack	<ul style="list-style-type: none"> 5.1_EVALUATE_Questionnaire Templates 5.2_EVALUATE_Focus Group Template 5.3_EVALUATE_Observation Checklist 5.4_EVALUATE_Report Template

To learn more about these courses and bundles, visit our website at www.instructionaldesign.com.au