The ADDIE Model

Using the ADDIE model as a project management tool

Jeff Clay, Project Manager, Webanywhere
Our Objectives

After viewing this webinar, you should be able to:

- Describe the phases of the ADDIE model and what they mean
- Develop your own methods based on Walmart training and development examples
- Adapt the ADDIE model for your own project management process
- Sound like an Instructional Design professional
What is the ADDIE model?

- It is strategic planning for the instructional design process
- A blueprint for learning design and development
- It can, but does not have to follow a linear approach
- ADDIE is a project management tool that helps coordinate the various steps in course and instructional design
ADDIE Model Timeline

1975
- Developed by FSU for military training

1981
- Adopted for use by business and other orgs

1984
- “Evaluation and Control” shortened to “Evaluation”

1997
- Integrated with other performance and project mgmt

2000 & >
FSU Five Stages of ADDIE

Phase I: Analysis
- Analyze Job
- Select Task Functions
- Construct Job Performance Measures
- Analyze Existing Courses
- Select Instructional Setting

Phase II: Design
- Develop Objectives
- Develop Tests
- Describe Entry Behavior
- Determine Sequence & Structure

Phase III: Development
- Specify Learning Events/Activities
- Specify Instructional Management Plan & Delivery System
- Review/Select Existing Materials
- Develop Instruction
- Validate Instruction

Phase IV: Implementation
- Implement Instructional Management Plan
- Conduct Instruction

Phase V: Evaluation and Control
- Conduct Internal Evaluation
- Conduct External Evaluation
- Revise System
ADDIE Process

“Typical” ADDIE cycle

- Analyze
- Design
- Develop
- Implement
- Evaluate

Linear Approach
Waterfall Method
Summative Evaluation
ADDIE Enhanced Model

“Enhanced” Model

Formative Evaluation
Continuous Re-evaluating
Non-Linear Approach
Instructional problem clarified
Identify the learning problem
Instructional goals and objectives established
Learner's existing knowledge and skills identified.
Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
Analyze - Questions

- Who is the audience?
- What is the desired new behavioral outcome?
- What will the students do to determine competency?
- What do they need to learn?
- What are the delivery options?
- What constraints exist?
- What is the timeline for project completion?
Design

- Determine learning objectives
- Content and subject matter analysis
- Create storyboards
- Media selection
- Design the look and feel, graphic design and user-interface
- Assessment instruments and exercises determined

“Measure twice, cut once.”
Design your course on paper

- Sets a “blueprint” for the entire course
- Based on the Document of Understanding
- Gives the customer the first true “look and feel” of the work
- “Design” can mean different things to different workplaces
Designers and developers create and assemble the content assets that were blueprinted in the design phase. Content is written. Based on the results of the Design phase, Programmers work to develop and/or integrate technologies.
Possible Development Problems

- Design team and development team fail to communicate properly.
- The development team is incapable of meeting the needs of the design team.
- The expectations of the design team are unrealistic because of time constraints or lack of resources.
- The development team may be unable to meet the deadline because of lack of programming expertise.
- Lack of consensus on authoring tool.
- Development team did not consider platforming issues for different types of machines.
Ensuring Smooth Development

- Constantly monitor the timetables for delivery and execution and ensure developers are on schedule
- Notify the customers about the course delivery
- Prepare trainers with scheduled train-the-trainer sessions
- Schedule printing and delivery of course materials early
- Ensure customer has hardware and software requirements settled
Implementation

- Develop procedure for training the facilitators
- Prepare learners with training on tools, enrollment and strategies for learning
- The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures
- Put all course materials, including workbooks, CD-ROMs, and software in place, and making sure any external links are live and functional
- Scheduling and arranging outside elements (speakers, presenters, etc)
Evaluation

- Formative evaluation: present in each stage of the ADDIE process
- Summative evaluation: consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users which were identified
- Evaluation can (and should) be both formative (done to impact the process as it is happening) and summative (done at the completion of the process)

**Iterative:**
1. Characterized by or involving repetition, recurrence, reiteration, or repetitiousness.
2. Grammar Frequentative.
Formative vs. Summative Evaluation

Formative evaluation
- Involves gathering information during early stages of process
- Focus on finding out if efforts are unfolding as planned
- Uncover any obstacles, barriers or unexpected opportunities that may have emerged
- Identify mid-project adjustments and corrections to insure success of the project

Summative Evaluation
- Process of collecting data following implementation to determine effectiveness
- Allows for complete analysis, and provides feedback
- Attempts to measure knowledge transfer, learner outcomes, cost factors, and learner attitude

"Evaluation is like the weather, everybody talks about it but no one does anything about it.” -- Source Unknown
<table>
<thead>
<tr>
<th>Level</th>
<th>Evaluation Type</th>
<th>Evaluation Description and Characteristics</th>
<th>Examples of Evaluation Tools and Methods</th>
<th>Walmart Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reaction</td>
<td>Examines how the learners felt about the learning experience.</td>
<td>Verbal reactions, Post-training surveys or questionnaires</td>
<td>Star-Delta follow up after new course is facilitated first few times, Written survey after course with measurable results, Follow up meetings with learners</td>
</tr>
<tr>
<td>2</td>
<td>Learning</td>
<td>Measures the increase in knowledge gained after the course has been taken.</td>
<td>Quizzes and assessments before and after course.</td>
<td>Pre and post assessments managed in LMS</td>
</tr>
<tr>
<td>3</td>
<td>Behaviour</td>
<td>How the learning has been implemented on the job – extent of applied learning in day to day responsibilities.</td>
<td>Follow up meetings with mentors, Application of learning in daily tasks, Manager assessment on job</td>
<td>Set meetings with managers to discuss job improvements/gains in knowledge, Regular performance reviews which acknowledge course attendance and performance</td>
</tr>
<tr>
<td>4</td>
<td>Results</td>
<td>Examines the effect of the learning on the business or the employee.</td>
<td>Management reporting, Departmental assessments, Scheduled personnel meetings with managers</td>
<td>Follow up meetings with advisory board, Follow up meetings with departmental managers, Operations managers and Marketing executives</td>
</tr>
<tr>
<td>Task</td>
<td>Duration</td>
<td>Responsible</td>
<td>Store Tours</td>
<td>Intro to Wmt Mktg</td>
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<td>------</td>
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</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1 Conduct Kickoff Meeting</td>
<td>14</td>
<td>PM/ID</td>
<td>7-Nov-11</td>
<td>14-Dec-11</td>
</tr>
<tr>
<td>2 Conduct SME Interviews</td>
<td>7</td>
<td>PM/ID</td>
<td>16-Nov-11</td>
<td>23-Dec-11</td>
</tr>
<tr>
<td>3 Complete DOU</td>
<td>2</td>
<td>ID</td>
<td>18-Nov-11</td>
<td>27-Dec-11</td>
</tr>
<tr>
<td>4 DOU submitted for internal review</td>
<td>1</td>
<td>ID</td>
<td>21-Nov-11</td>
<td>28-Dec-11</td>
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<tr>
<td>5 DOU revision/approval cycle</td>
<td>2</td>
<td>PM/ID</td>
<td>23-Nov-11</td>
<td>30-Dec-11</td>
</tr>
<tr>
<td>6 DOU finalized</td>
<td>1</td>
<td>ID</td>
<td>25-Nov-11</td>
<td>3-Jan-12</td>
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<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Content Reviewed &amp; Follow-up Conducted as Needed</td>
<td>2</td>
<td>ID</td>
<td>25-Nov-11</td>
<td>2-Jan-12</td>
</tr>
<tr>
<td>8 DLDD developed</td>
<td>5</td>
<td>ID</td>
<td>6-Dec-11</td>
<td>12-Jan-12</td>
</tr>
<tr>
<td>9 DLDD submitted for internal review</td>
<td>1</td>
<td>ID</td>
<td>7-Dec-11</td>
<td>13-Jan-12</td>
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<tr>
<td>10 DLDD revision/approval cycle</td>
<td>2</td>
<td>PM/ID</td>
<td>9-Dec-11</td>
<td>17-Jan-12</td>
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<tr>
<td>11 DLDD finalized</td>
<td>1</td>
<td>ID</td>
<td>12-Dec-11</td>
<td>18-Jan-12</td>
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<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Draft materials created</td>
<td>14</td>
<td>ID</td>
<td>30-Dec-11</td>
<td>7-Feb-12</td>
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<tr>
<td>13 Draft materials submitted for internal review</td>
<td>1</td>
<td>ID</td>
<td>3-Jan-12</td>
<td>8-Feb-12</td>
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<tr>
<td>14 Draft material revision/approval cycle</td>
<td>3</td>
<td>PM/ID</td>
<td>6-Jan-12</td>
<td>13-Feb-12</td>
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<tr>
<td>15 Draft 1 Content finalized</td>
<td>1</td>
<td>ID</td>
<td>9-Jan-12</td>
<td>14-Feb-12</td>
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<td>16 Draft materials sent to Printer</td>
<td>1</td>
<td>ID</td>
<td>10-Jan-12</td>
<td>15-Feb-12</td>
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<tr>
<td>17 Test Conducted</td>
<td>1</td>
<td>ID/PM/Facilitator</td>
<td>11-Jan-12</td>
<td>16-Feb-12</td>
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<tr>
<td>18 Post-test revision/approval cycle</td>
<td>3</td>
<td>PM/ID/Editor</td>
<td>16-Jan-12</td>
<td>21-Feb-12</td>
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<tr>
<td>19 Pilot Material finalized</td>
<td>1</td>
<td>ID</td>
<td>17-Jan-12</td>
<td>22-Feb-12</td>
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<tr>
<td>20 Facilitator Walk-thru of Pilot Materials</td>
<td>1</td>
<td>ID/PM/Facilitator</td>
<td>18-Jan-12</td>
<td>23-Feb-12</td>
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<tr>
<td>21 Pilot Materials Sent to Printer</td>
<td>1</td>
<td>Facilitator</td>
<td>19-Jan-12</td>
<td>24-Feb-12</td>
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<tr>
<td>22 Pilot Conducted</td>
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<tr>
<td>23 Pilot revision/approval cycle</td>
<td>2</td>
<td>PM/ID/Editor</td>
<td>27-Feb-12</td>
<td>16-Apr-12</td>
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<tr>
<td>24 Final Materials Submitted</td>
<td>1</td>
<td>ID</td>
<td>3-Mar-12</td>
<td>16-Apr-12</td>
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<td>Implementation</td>
<td></td>
<td></td>
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<tr>
<td>27 Send Printer Final Materials for T3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Print T3 Materials</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>29 Prep T3 Training Room and Pick up Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Conduct T3</td>
<td></td>
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Thank You For Attending!

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