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Instructional systems design frameworkThis article includes a list of general references, but it lacks sufficient corresponding inline citations. Please help to improve this article by introducing more precise citations. (August 2010) (Learn how and when to remove this message)ADDIE is an instructional systems design (ISD) framework that many instructional designers and training developers use to develop courses.[1] The name is an acronym for the five phases it defines for building training and performance support tools:AnalysisDesignDevelopmentImplementationEvaluationMost current ISD models are variations of the ADDIE process.[2] Other models include the Dick and Carey and Kemp ISD models. Rapid prototyping is another common alternative.Instructional theories are important in instructional materials design. These include behaviorism, constructivism, social learning, and cognitivism.Florida State University initially developed the ADDIE framework in 1975[3] to explain, ...the processes involved in the formulation of an instructional systems development (ISD) program for military interservice training that will adequately train individuals to do a particular job and which can also be applied to any interservice curriculum development activity.[3] The model originally contained several steps under its five original phases (analyze, design, develop, implement, and evaluate).[3] The idea was to complete each phase before moving to the next. Subsequent practitioners revised the steps, and eventually the model became more dynamic and interactive than the original hierarchical version. By the mid-1980s, the version familiar today appeared.[4]ADDIE ModelThe origin of the label itself is obscure, but the underlying ISD concepts come from a model developed for the U.S. armed forces in the mid 1970s. As Branson (1978) recounts, the Center for Educational Technology at Florida State University worked with a branch of the U.S. Army to develop a model, which evolved into the Interservice Procedures for Instructional Systems Development (IPISD), intended for the Army, Navy, Air Force, and Marine Corps. Branson provides a graphic overview of the IPISD, which shows five top-level headings: analyze, design, develop, implement, and control. Virtually all subsequent historical reviews of ID reference this model but, notably, users do not refer to it by the ADDIC acronym. The authors and users refer only to IPISD. Hence, it is clearly not the source of the ADDIE acronym.[5]The analysis phase clarifies the instructional problems and objectives, and identifies the learning environment and learner's existing knowledge and skills. Questions the analysis phase addresses include:Who are the learners and what are their characteristics?What is the desired new behavior?What types of learning constraints exist?What are the delivery options?What are the pedagogical considerations?What adult learning theory considerations apply?What is the timeline for project completion?The process of asking these questions is often part of a needs analysis.[6] During the needs analysis instructional designers (IDs) will determine constraints and resources in order to fine tune their plan of action. [6]The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method that identifies, develops, and evaluates a set of planned strategies for attaining project goals. Specific means the team must execute each element of the instructional design plan with attention to detail. The design phase may involve writing a design document/design proposal or concept and structure note to aid final development.In the development phase, instructional designers and developers create and assemble content assets described in the design phase. If e-learning is involved, programmers develop or integrate technologies. Designers create storyboards. Testers debug materials and procedures. The team reviews and revises the project according to feedback. After completing the development of the course material, the designers should conduct an imperative pilot test; this can be carried out by involving key stakeholders and rehearsing the course material. [7]The implementation phase develops procedures for training facilitators and learners. Training facilitators cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation for learners includes training them on new tools (software or hardware) and student registration. Implementation includes evaluation of the design.The evaluation phase consists of two aspects: formative and summative. Formative evaluation is present in each stage of the ADDIE process, while summative evaluation is conducted on finished instructional programs or products. Donald Kirkpatrick's Four Levels of Learning Evaluation are often utilized during this phase of the ADDIE process.Some institutions have modified the ADDIE model to meet specific needs. For example, the United States Navy created a version they call PADDIE+M. The P phase is the planning phase, which develops project goals, project objectives, budget, and schedules. The M phase is the maintenance phase, which implements life cycle maintenance with continuous improvement methods.[8] This model is gaining acceptance in the United States government as a more complete model of ADDIE. Some organizations have adopted the PADDIE model without the M phase. Pavlis Korres (2010), in her instructional model (ESG Framework),[9] has proposed an expanded version of ADDIE, named ADDIE+M, where =Maintenance of the Learning Community Network after the end of a course. The Maintenance of the Learning Community Network is a modern educational process that supports the continuous educational development of its members with social media and web tools.Educational technologyInstructional technologyInstructional designDesign-based learningInformation technology^ Morrison, Gary R. Designing Effective Instruction, 6th Edition. John Wiley & Sons, 2010.^ Piskurich, G.M. (2006). Rapid Instructional Design: Learning ID fast and right.^ a b c Branson, R.K.; Rayner, G.T.; Cox, J.L.; Furman, J.P.; King, F.J.; Hannum, W.H. (1975). Interservice procedures for instructional systems development (PDF) (TRADOC Pam 350-30, NAVEDTRA 106A Vol. 1-5ed.). Fort Monroe, VA: U.S. Army Training and Doctrine Command. Archived (PDF) from the original on August 19, 2021. Retrieved 19 August 2021.^ Ed Forest: The ADDIE Model: Instructional Design, Educational Technology^ Molenda, Michael (MayJune 2003). "In Search of the Elusive ADDIE Model" (PDF). Performance Improvement. 42 (5): 3437. doi:10.1002/pfi.4930420508. Archived from the original (PDF) on 2012-10-20.^ a b Streamlined ID: A Practical Guide to Instructional Design. New York, NY: Routledge. 2014. p.21. Archived from the original on 27 October 2018. Retrieved 21 February 2018.^ "ADDIE Model". ISFET (International Society for Educational Technology). Retrieved 2019-09-16.^ NAVAL EDUCATION AND TRAINING COMMAND INTEGRATED LEARNING ENVIRONMENT COURSE DEVELOPMENT AND LIFE-CYCLE MAINTENANCE. Naval Education and Training Command. November 2010.^ Pavlis Korres, Maria (2010). Ph.D. thesis. Development of a framework for the e-education of educators of special groups aiming to improve their compatibility with their Learners. University of Alcala, Spain.Strickland, A.W (2006). "ADDIE". Idaho State University College of Education, Science, Math & Technology Education. Archived from the original on 2006-07-09. Retrieved 2006-06-29.Retrieved from " For many years now, educators and instructional designers alike have used the ADDIE Instructional Design (ID) method as a framework in designing and developing educational and training programs. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. This sequence, however, does not impose a strict linear progression through the steps. Educators, instructional designers and training developers find this approach very useful because having stages clearly defined facilitates implementation of effective training tools. As an ID model, Addie Model has found wide acceptance and use.Most ID modelsare variations of the ADDIE model.The concept of Instructional Design can be traced back to as early as the 1950s. But it wasnt until 1975 that ADDIE was designed. Originally developed for the U.S. Army by the Centre for Educational Technology at Florida State University, ADDIE was later implemented across all branches of the U.S. Armed Forces.The ADDIE model was based on an earlier ID model, the Five Step Approach, which had been developed by the U.S. Air Force. The ADDIE model retained this five-step feature, and included many sub-stages within each of the five broad phases. Due to the hierarchical structure of the steps, one had to complete the process in a linear fashion, completing one phase before starting the next.Practitioners over the years have made several revisions in the stages of the original hierarchical version. This has made the model more interactive and dynamic. It was in the mid-1980s that the version similar to the current version appeared. Today, the influence of the ADDIE method can be seen on most ID models being used.Addie: StagesThe five components of the Addie Model are:AnalysisThe Analysis phase can be considered as the Goal-Setting Stage. The focus of the designer in this phase is on the target audience. It is also here that the program matches the level of skill and intelligence that each student/participant shows. This is to ensure that what they already know wont be duplicated, and that the focus will instead be on topics and lessons that students have yet to explore and learn. In this phase, instructors distinguish between what the students already know and what they should know after completing the course.Several key components are to be utilized to make sure analysis is thorough. Course texts and documents, syllabi and the internet are to be employed. With the help of online materials such as web courses, a structure can be determined as the primary guide for the syllabus. At the end of the program, instructional analysis will be conducted to determine what subjects or topics are to be included. The Analysis Phase generally addresses the following issues and questions:What is the typical background of the students/participants who will undergo the program? Personal and educational information such as age, nationality, previous experiences and interests should be determined. What is the target group? What are the educational goals, past knowledge levels, experiences, ages, interests, cultural background etc. of the learners?What do the students need to accomplish at the end of the program? What are the learners needs?What will be required in terms of skills, intelligence, outlook and physical/psychological action-reaction? What are the desired learning outcomes in terms of knowledge, skills, attitudes, behavior etc.?Determining popular methods being used around the subject and taking a look at what needs to be developed and improved. Review of existing instructional strategies employed. Are they adequate? What aspects need to be added, clarified and improved upon?Determining target objectives of the project. What instructional goals does the project focus on?Determining the various options available with respect to learning environment. What is the most conducive learning environment? A combination of live or online discussions? What are the Pros and Cons between online- and classroom-based study? What delivery option is to be chosen? What type of learning environment is preferred? Does one opt for online or face-to-face or a blend of both? If online is preferred what will be the difference in learning outcomes between classroom-based learning and web-based learning? Determining limiting factors to the overall goal of the project. What limiting factors exist with respect to resources, including technical, support, time, human resources, technical skills, financial factors, support factors?DesignThis stage determines all goals, tools to be used to gauge performance, various tests, subject matter analysis, planning and resources. In the design phase, the focus is on learning objectives, content, subject matter analysis, exercise, lesson planning, assessment instruments used and media selection.The approach in this phase should be systematic with a logical, orderly process of identification, development and evaluation of planned strategies which target the attainment of the projects goals. It should follow a very specific set of rules, and each element of the instructional design plan must be executed with attention to detail. Being a stickler for the details is crucial to the success of the design stage. This systematic approach makes sure that everything falls within a rational and planned strategy, or set of strategies, that has the ultimate goal of reaching the projects targets. During the design stage, the IDs need to determine:Different types of media to be used. Audio, Video and Graphics are prime examples. Are third party resources going to be utilized or will the IDs create their own? Will you prepare the teaching learning material?Various resources at hand required to complete the project. What are the available resources at your disposal for completing the project?Level and types of activity to be generated during the study. Is it going to be collaborative, interactive or on a per participant basis?Using a teachers style approach, how will you implement the parts of the project (i.e. behaviorist, constructivist, etc.)?Time frame for each activity. How much time is to be assigned to each task, and how will learning be implemented (per lesson, chapter, module, etc.)? Do the topics require a linear progression in presentation (i.e. easy to difficult)?The different mental processes needed by the participants in order to meet the targets of the project. What are the prescribed cognitive skills for students to achieve the projects learning goals?Knowledge and skill developed after each task. Do you have a way of determining that such values have indeed been achieved by the students? What is the method adopted by you to determine the acquisition of desired competencies by the students? The roadmap of how the study or project will appear on paper. Will it be advantageous to the ID to create a map of the different activities to see if they are in line with the goal of the project?If the project is web-based, what kind of user interface will you employ? Do you already have an idea on how the site will look like?The feedback mechanism you will use to determine if the participants are able to digest the lessons. What is the mechanism designed by you to obtain the learners feedback on material learnt?Given the wide variety of student preferences and learning styles, what method will you implement to make sure that the program fits their wants? How will you design your project activities so as to appeal to diverse learning styles and interests of students? Will you opt for variety in delivery options and media type?Pinpoint the main idea of the project (training activity).DevelopmentThe Development stage starts the production and testing of the methodology being used in the project. In this stage, designers make use of the data collected from the two previous stages, and use this information to create a program that will relay what needs to be taught to participants. If the two previous stages required planning and brainstorming, the Development stage is all about putting it into action. This phase includes three tasks, namely drafting, production and evaluation.Development thus involves creating and testing of learning outcomes. It aims to address the following questions:Is the time frame being adhered to in relation to what has been accomplished in terms of material? Are you creating materials as per schedule?Do you see team work across various participants? Are the members working effectively as a team?Are participants contributing as per their optimal capacity?Are the materials produced up to task on what they were intended for?ImplementationThe implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained. Here is where IDs strive to redesign, update, and edit the course in order to ensure that it can be delivered effectively. Procedure is the key word here. Much of the real work is done here as IDs and students work hand in hand to train on new tools, so that the design can be continuously evaluated for further improvement. No project should run its course in isolation, and in the absence of proper evaluation from the IDs. Since this stage gains much feedback both from IDs and participants alike, much can be learned and addressed.Design evaluation is done in the implementation phase. Designers play a very active role in this stage, which is crucial for the success of the project. Developers should consistently analyze, redesign and enhance the product to ensure effective product delivery. Meticulous monitoring is a must. Proper evaluation of the product, course or program, with necessary and timely revisions, is done in this phase. When instructors and learners actively contribute during the implementation process, instantaneous modifications can be made to the project, thus making the program more effective and successful.The following are examples of what can be determined:Advise on your preferred method of record keeping, as well as the actual data you would like to mine from the experience of students interfacing with the project.What is the emotional feedback given to you by teachers and students during initial demonstration of the project? Are they genuinely interested, eager, critical or resistant?As the project proceeds, do you see that IDs are able to grasp the topic immediately or do they need help?Explain how you are going to deal with any possible errors during testing. What will your response be if, after presenting activities to students, things do not go as planned?Did you prepare a back-up tool in the event of initial failure of the project? When technical and other problems arise do you have a back-up strategy?Will you go for implementation on a small scale or a large scale?When the student group gets the material can they work independently, or is constant guidance required?EvaluationThe last stage of the ADDIE method is Evaluation. This is the stage in which the project is being subjected to meticulous final testing regarding the what, how, why, when of the things that were accomplished (or not accomplished) of the entire project. This phase can be broken down into two parts: Formative and Summative. The initial evaluation actually happens during the development stage. The Formative phase happens while students and IDs are conducting the study, while the Summative portion occurs at the end of the program. The main goal of the evaluation stage is to determine if the goals have been met, and to establish what will be required moving forward in order to further the efficiency and success rate of the project.Every stage of the ADDIE process involves formative evaluation. This is a multidimensionaland essentialcomponent of the ADDIE process. Evaluation is done throughout the implementation phase with the aid of the instructor and the students. After implementation of a course or program is over, a summative evaluation is done for instructional improvement. Throughout the evaluation phase the designer should ascertain whether problems relevant to the training program are solved, and whether the desired objectives are met.While often overlooked due to time constraints and monetary reasons, Evaluation is an essential step of the whole ADDIE method as it aims to answer the following questions:Determine the categories that will be established to evaluate the effectiveness of the project (i.e. improved learning, increased motivation etc.) On what factors or criteria will the effectiveness of project be determined?Determine the way you will implement data collection, as well as the timing at which it will be effectively made. When will the data related to the projects overall effectiveness be collected and how?Determine a system for analyzing participant feedback.Determine the method to be used if some parts of the project need to be changed prior to full release. On what basis will you arrive at a decision to revise certain aspects of the project before its full implementation?Determine the method by which reliability and content validity can be observed.Determine the method by which you will know if instructions are clear. How is the clarity of instructions assessed?Determine the method by which you can analyze and grade the response of the participants on the project.Determine who gets to receive your final output regarding the project. Who will prepare this report on the results of the evaluation? What is the ADDIE model? If youre new to the world of instructional design, this question has probably popped up. And even long-time pros may need a quick refresher. This comprehensive guide covers everything you need to know. Whether youre a rookie or a seasoned instructional designer, youll know that creating digital learning experiences without a model is challenging. With so many moving parts, a framework allows you to structure training and reach learning objectives. The ADDIE model is one of the most popular ways to do this. This instructional design methodology has been around since the seventies, creating a streamlined development process to follow. Plus, it factors in plenty of opportunities for revision and iteration. Keep reading to discover what the ADDIE model is and how to implement it. The ADDIE model is an instructional design framework with five phases: Analysis, Design, Development, Implementation, and Evaluation. The goal is to create a structured, five-step process for creating and improving elearning materials. Source: Wikipedia Heres a closer look at each stage in the ADDIE process: Mission: Identifying the learning needs, defining objectives, and analyzing the audience, content, and context. This first step is all about assessing the current training situation, including any knowledge gaps. Some common questions to ask during this phase include: What is the training goal?Why are we developing this training?Who will this training help?How can we improve current training processes (if there are any)?How will this help us achieve business goals? By the end of this phase, you should have a thorough training needs analysis and a loose training plan as a jumping-off point. Mission: Creating a detailed training plan, specifying content, strategies, assessments, and resources. Phase two takes all the information you gathered in the first step and creates a clear training plan. This involves making a solid training strategy that covers: Preferred delivery methodTraining structureDuration of the trainingAssessmentHow you will collect learner feedback Once youve done this, you can begin to create a storyboard or prototype to see how your vision comes together. Mission: Making the course content, building activities, recording videos, and designing assessments. Phase three is where you start to build the training course. Every element should align with your prototype from the design phase. That way, you end up with a cohesive and consistent training experience. The development stage involves creating and adding graphics, text, videos, and any other interactive elements you want to include. This can be a time-consuming step, so iterative testing is a must. Most instructional designers use a content authoring tool to build the course materials, as you can quite easily create interactive elements. No matter the creation approach you choose, take regular pauses and ask the following questions: Is it clear?Is the navigation easy to follow?Does the content flow from one topic to the next?Does it feel too long or too short?Is it engaging for my audience? By the end of this phase, your course content is ready to be tested and tweaked. Mission: Deploying the training course to learners via a learning management system (LMS). This stage also involves providing support for trainers. At the implementation phase of ADDIE model, youve fully tested your course, gathered feedback, and addressed issues. Now its time to share the training with your learners. How you share the training will depend on the decisions you made during the Design phase. Do you plan to deliver it fully online? Or maybe you have opted for a blended learning approach? In most cases, youll deploy the course on an LMS. As such, youll need to export the course from the content authoring tool (or other source) and upload it to the learning platform. Next, its time to configure the settings. This includes enrollments, adding deadlines, setting up notifications, and setting pass marks for assessments. Its always best to run a pilot on the LMS to address any potential issues before rolling out your training en masse. Mission: Assessing the effectiveness of the training through both formative evaluation during development and summative evaluation after implementation. The goal is to find areas to improve. One of the main strengths of the ADDIE model is its approach to evaluation. This final step in the process is all about gathering feedback about the course, revising the content, and optimizing it. Try asking the following questions during the evaluation phase: Did we achieve our training goals?How well did learners engage with the training?Where is the training performing well?What are the urgent areas of improvement?How has the training impacted the business? Ultimately, this stage is all about gauging the success of the training. And the best way to evaluate this is by asking the learners. To do this, send learners an anonymous survey to ask their opinion. You can send this from the LMS or add one to the course using your authoring tool. Alternatively, you may send a separate questionnaire via email. The final step is to collate all the feedback data and create an evaluation report. This will detail what changes you need to make and how urgent each one is. The ADDIE approach is extremely linear and structured, documenting every aspect of the development process. As a result, this method works well for very complex learning projects that require a high level of control. Its also a good choice if you are rolling out large courses across a wide audience, as the systematic approach makes it easy to control quality. For the same reason, its a popular framework for compliance training where adhering to strict regulations is essential. This is hardly surprising given that it was originally created to train the U.S. army. The linear nature of ADDIE makes it too inflexible for instructional designers looking for a more agile approach. For example, the Analysis and Design phases can be time-consuming, leaving the project to grind to a halt. This could be an issue for L&D professionals who need to make quick, frequent updates to courses or develop training at speed. As we mentioned earlier, the ADDIE model falls short on user-centricity compared to other frameworks in this guide. As such, this can be a turn-off for instructional designers looking for a more learner-focused approach. Finally, this approach to training development requires extensive resources. And this just simply isnt feasible for some organizations, namely small businesses. Weve broken down the advantages and disadvantages of using this instructional design framework. ProsConsThe structured, systematic approach works well for complex training programs with many moving partsThe linear sequence can be too inflexible for elearning projects that require quick development times or regular updatesIt includes a thorough evaluation phase, making it an ideal approach for compliance trainingIt doesnt put the learner at the center of the training experience, which could reduce overall engagementThe framework promotes comprehensive documentation at each stage, facilitating easy knowledge transferThe Analysis and Design phases of this model can be time-consuming, leading to a longer development timeline Theres a reason why the ADDIE framework has stood the test of time. First and foremost, it provides a structured, streamlined approach to the development process. This is especially useful for complex or large elearning projects. Whats more, the ADDIE model encourages detailed documentation at each stage, helping instructional designers build consistent learning experiences. Nicola Wylie is a learning industry expert who loves sharing in-depth insights into the latest trends, challenges, and technologies. The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phasesAnalysis, Design, Development, Implementation, and Evaluationrepresent a dynamic, flexible guideline for building effective training and performance support tools. While perhaps the most common design model, there are a number ofweaknesses to the ADDIE modelwhich have led to a number of spin-offs or variations.It is an Instructional Systems Design (ISD) model. Most of the current instructional design models are spin-offs or variations of the ADDIE model; other models include the Dick & Carey and Kemp ISD models. One commonly accepted improvement to this model is the use of rapid prototyping. This is the idea of receiving continual or formative feedback while instructional materials are being created. This model attempts to save time and money by catching problems while they are still easy to fix.Instructional theories also play an important role in the design of instructional materials. Theories such asbehaviorism,constructivism, social learning and cognitivism help shape and define the outcome of instructional materials.In the ADDIE model, each step has an outcome that feeds into the subsequent step.Analysis > Design > Development > Implementation > EvaluationAnalysis PhaseIn the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learners existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:* Who is the audience and their characteristics?* Identify the new behavioral outcome?* What types of learning constraints exist?* What are the delivery options?* What are the online pedagogical considerations?* What is the timeline for project completion?Design PhaseThe design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the projects goals. Specific means each element of the instructional design plan needs to be executed with attention to details.These are steps used for the design phase:* Documentation of the projects instructional, visual and technical design strategy* Apply instructional strategies according to the intended behavioral outcomes by domain (cognitive, affective, psychomotor).* Createstoryboards* Design the user interface and user experience* Prototype creation* Apply visual design (graphic design)Development PhaseThe development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.Implementation PhaseDuring the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), student registration.This is also the phase where the project manager ensures that the books, hands on equipment, tools, CD-ROMs and software are in place, and that the learning application or Web site is functional.Evaluation PhaseThe evaluation phase consists of two parts: formative and summative. Formative evaluation is 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.Document courtesy of Wikipedia.org The ADDIE model or some derivative of it provides designers with the necessary structure for designing any curriculum, regardless of the instructional design methods employed. Anything from lecture to Web-based training starts from the same fundamentalsthe ADDIE model, which was created by Florida State University for the military in the 1970s.In the ADDIE model, the analysis phase is the input for the system; design, development, and evaluation are the process; and the implementation phase is the output. These elements overlap somewhat, depending on the project, and because the system is dynamic, there will be some sharing of duties.Here is a brief descriptions of each element. AnalysisAnalysis is the data-gathering element of instructional design. Here instructional designers assemble all the information they can possibly gather about the project before they consider anything else. Decisions about every aspect of the project must eventually be made. The information that instructional designers gather at this stage will be put to use throughout the system, so it is necessary that they have every scrap of data to ensure the design will be successful.DesignThe design phase is the blueprinting stage of instructional systems during which instructional designers create the blueprint for a project with all the specifications necessary to complete the project. During this stage, instructional designers write the objectives, construct course content, and complete the design plan.DevelopmentMaterials production and pilot testing are the hallmarks of the development phase. At this stage, most nondesigners begin to see progress. Everything from lecture notes to virtual reality is brought from design to deliverable. Before instructional designers move from development to implementation, it is wise for them to do pilot testing to ensure that deliverables do not have to be redeveloped.Because of the time and expense involved, no one wants to reprint manuals or recode a technology-based project after a project goes into implementation. The pilot testing process allows organizations to implement any necessary changes in the project before the expenses associated with materials development are realized. The time and effort expended in pilot testing is well worth the effort, if for this reason alone. Pilot testing also helps designers feel confident that what they have designed works.ImplementationThe most familiar of the elements is implementation. At implementation, the design plan meets the learner, and the content is delivered. The evaluation process that most designers and learners are familiar with takes place in this element. Evaluation is used to gauge the degree to which learners meet objectives and facilitators or technologies deliver the project.EvaluationThe evaluation phase doesnt deserve to be listed last in the ADDIE model because it takes place in every element and surrounds the instructional design process. Evaluation is a constant guard at the gate of failure. The advantages of using an instructional system are numerous, the most important being the ability to design projects quickly and efficiently. Nothing is left to chance or ignored when a designer stays within the framework of the ADDIE or other instructional design models. One possible disadvantage is the necessity of a designer to be familiar with the ISD process.The Model at WorkThe ADDIE model is best put to use as soon as someone in an organization thinks there is a need for a training course. A description of the way an employee at one company applied the ADDIE model follows. The company, which requested anonymity, provides information-technology to manage food and beverage operations at ballparks, stadiums, arenas, casinos, and other establishments in the hospitality industry.Brian J. Reider, the instructional designer, was considering creating a course for installers, support technicians, dealer representatives, and hardware technicians. The course would provide these staff members with the information they needed to provide the best possible help to their customers.Here are the steps Reider followed as he applied the ADDIE process to the creation of a course.Problem: Reider defined the problem as whether to create a course as a way to allow the company to continue providing the best support for the customer. One consideration he noted was that he was not an expert on hardware.Analysis: During this data-gathering stage, Reider tried to get answers to the following questions:Why do we need this course?What makes this hardware so different from the other that it needs its own course?What information needs to be covered in the course?He used face-to-face interviews to gather information that would be relevant in the course. He interviewed support technicians (software and hardware), installation technicians, hardware technical writers, members of the hardware research and development department, and the director of Hardware Services to help determine what information is necessary for a technician in the field. He also read support cases to see what some of the major problem areas were. He concluded that the following topics should be included in the course:how this software and hardware are different from othersbasic knowledge of all components (Parts Identification)what parts are replaceablehow to install the replacement partshow to convert one model to the newer modelhow to use some basic troubleshooting techniques.Design: In this blueprinting stage of instructional design, Reider created observable and measurable terminal objectives for the course. The design took into account the need to create an evaluation later in the development. Reider had the subject matter experts review the objectives and give any feedback.From the objectives, he determined that the best delivery method for instruction would be an instructor-led course with extensive hands-on exercises. He created an organizational chart (similar to a course or topic map) so that he had a graphical representation of the topics and subtopics to be discussed. This helped him group and link different topics to one another. It also allowed him to create the necessary enabling objectives.Development: Materials production and pilot testing are the key elements of this stage. For developing the course, Reider followed the nine events of instruction, which Gagne developed as a sequence for lesson plan design. Reider also maintained contact with some subject matter experts to ensure that the material he was creating was accurate.Reider was becoming increasingly knowledgeable about the hardware and was actually able to identify, remove, and replace all of the replaceable parts. While it was disassembled, he and other staff members used a digital camera to photograph the different components. They will use these photographs for a parts identification job aid on the companys Website. Reider did not create a formal evaluation for the course due to the constraints on the length of the course and the purpose of the course.Implementation: The course was implemented soon thereafter.Evaluation: Before the formal implementation of the course, a pilot class was held. The participants of the pilot class were new hires and members of the training department. The participants had no knowledge of the hardware. At the end of the pilot class, a focus group was held to obtain feedback on the course. The participants completed a level one evaluation form.Revision to the course was made on the basis of responses from the focus group, responses on a level one course evaluation, and the feedback from the instructor. Reider reported that he made minimal changes as a result of the level one evaluation and the focus group. The course received great reviews, and the students enjoyed all the hands-on activity. Reider taught the course at various company offices throughout the United States as well as to company employees in Germany and Hong Kong.Editors note: This article is excerpted from ISD from the Ground Up, 3rd Edition (ASTD Press, 2011).This essential how-to handbook should be on the desk of every trainerwhatever their actual job title may be. From basic principles to advanced applications, you'll find a complete tool kit for developing great instructional practice.By following a single instructional design project from beginning to end, this book provides a general overview of the process as well as practical insight into every phase. Use it as a start-to-finish tutorial, or review specific chapters as needed. You'll find basic and advanced skills, sample forms, tips for success, and a comprehensive glossary of ISD. This article was updated on August 15, 2022. The ADDIE model is an instructional design tool that can help HR and training professionals create, organize, and streamline effective learning and development programs in their organization. Although developed in the 1970s, the ADDIE training model remains the most commonly used model for instructional design because its simple yet highly effective. In this article, well explore what the ADDIE model is in detail, the advantages and disadvantages of the model, and some ADDIE model examples so that you can start using it today. ContentsWhat is the ADDIE model?Purpose of the ADDIE modelAdvantages and disadvantages of the ADDIE modelThe 5 phases of the ADDIE modelADDIE model examplesHow to use ADDIE model: Best practicesFree ADDIE model templatesADDIE vs rapid instructional designFAQ ADDIE is a leading learning development model used for instructional design, which is the complete process of designing, developing, and serving learning content. The model is often used to design training and learning & development programs in organizations. ADDIE stands for: Analyze Design Develop Implement Evaluate These are the five stages of the learning development process. ADDIE training model provides a streamlined, structured framework that helps you create an effective learning product, whether thats delivered through an online or offline training program, a coaching session, a presentation, or an information booklet. ADDIE helps identify the learning need in a structured way and ensures all learning activities serve that goal, which offers an integrated approach to learning. It also guides measuring learning effectiveness because job behaviors, knowledge, and skills are clearly defined within the framework. In the ADDIE model, each stage must be carried out in order and carefully considered before moving on. Reflection and feedback at each stage ensure continuous improvement. The ADDIE model serves as a foundational framework for instructional design, offering a systematic process for creating effective and efficient training programs. There are multiple reasons why companies use the ADDIE model in their instructional design process: Creating a structured process for instructional design: The ADDIE model provides a clear, step-by-step framework that guides instructional designers through the process of creating educational programs, ensuring that they consider and address all critical aspects of instructional design. Aligning the instructional activities with learning objectives: By starting with a thorough analysis phase of the ADDIE model, you can fully align all instructional materials and activities with the learning objectives, making it more likely that these objectives will be met. Facilitating data-driven decision-making: By systematically collecting and analyzing data at each stage, the ADDIE model supports data-driven decision-making, allowing instructional designers to make informed adjustments that enhance the learning experience. Facilitating effective communication among stakeholders: By providing a common framework, the ADDIE model facilitates clear and effective communication among all stakeholders involved in the instructional design process, including educators, designers, and learners. Promoting continuous improvement: The evaluation phase of the ADDIE model allows for the collection of feedback and data on the training programs effectiveness, providing opportunities for continuous improvement and keeping the training relevant and impactful over time. Enhancing instructional design expertise: The process of continuous evaluation and improvement helps instructional designers and educators to refine their skills and expertise over time, leading to higher-quality educational content and more effective teaching strategies. The ADDIE model provides a structured yet flexible approach to creating impactful learning experiences. Whether its analyzing needs, designing content, or evaluating effectiveness, ADDIE helps you build programs that align with organizational goals and drive measurable results.In AIHRs Learning & Development Certificate Program, youll master the ADDIE model to design, develop, and refine training that truly engages learners. Gain hands-on skills in instructional design, evaluation, and continuous improvement to create programs that support growth across your organization. Although it is considered a leading learning development model, there are multiple advantages and disadvantages of the ADDIE model, as with all models. Adaptability: ADDIE instructional design model is highly adaptable and can be used across industries, disciplines, and learning environments. It can be tailored for different scale projects as well as individual or group learning. Consistency: ADDIE model of training provides a structured and consistent approach to instructional design, which can boost efficiency and consistency in the quality of course development. Iteration opportunities: ADDIE is an iterative model, which means it allows for feedback and changes at each stage of development to ensure the final product meets the desired learning objectives. Evaluation component: There is an evaluation component to the ADDIE model that allows businesses to measure the effectiveness of the instructional content. That is useful in identifying key areas of improvement for future iterations.Linear process: The ADDIE method follows a linear process that may not be flexible or creative enough to address complex learning needs. Being resource-intensive: Using the ADDIE model for instructional design can be a lengthy process that also requires significant resources. It may be challenging for smaller organizations with fewer resources to implement. Lack of emphasis on user experience: While organizations have been increasingly focusing on digital employee experience, including in training, the ADDIE model doesnt have a strong focus on user experience. That can lead to unengaging instruction and poor learning outcomes for employees. Lets take a closer look at the 5 phases of the ADDIE model of instructional design: Analyze, Design, Develop, Implement, and Evaluate. In the Analyze phase of the ADDIE process, the first task is to identify the problem youre trying to solve. For example, maybe its poor sales, a non-inclusive culture, or a lack of skills to move to a more digitized organization. From here, you can identify the core business problem and decide whether it can be solved through effective training, or if other organizational development interventions will be more effective. Instructional designers also need to determine and manage stakeholders needs. Some helpful questions to ask are: What is the purpose of the training? Why should we do it? What is the desired change? Will the training be effective in creating this change? In the Analyze phase, the training needs analysis (TNA) process helps identify the gap between the actual and desired skills, knowledge, and abilities. With these findings, you can define learning goals and base the training on these. During this phase, its crucial to determine a target audience. You can create one or more trainee personas who display the general characteristics, knowledge, and experience of your target audience. Recognizing their needs and expectations will enable you to actively manage these, tailor your training to your audience and make it more relatable. To ensure success when using the ADDIE model, its essential to have a clear understanding of your target audience and focus on setting clear and measurable learning objectives. This helps guide the content development process and ensures that learners are achieving their desired learning outcomes, explains Anchal Dhingra, Learning Consulting Manager at AIHR. Based on all the information gathered in the Analyze phase, you can also map out the resources required for the training. This includes the number of training hours, duration, required budget, facilities, and additional information. Once youve collated all of this information, you can create a full training plan, which will include the who, what, when, where, why, and how of the training. In the Design phase of the ADDIE model, you translate all the information collated in the Analyze phase into a learning design. An outline is created that structures the learning intervention and specifies learning objectives for each workshop or lesson. This will include a strategy, delivery methods (e.g., online, offline, blended), lessons, duration, assessment, and feedback. In this phase, you also select an appropriate evaluation method will be from a learning design standpoint.Based on Kirkpatricks model, effectiveness can be measured on different levels. Not every training justifies measurements on all levels. Measuring reactions to the training may suffice for simpler training. As a rule of thumb, a full impact analysis, or training Return-on-Investment (ROI) calculation, is only justified in 5% of all training, specifically for training with a high investment that tackles a critical business issue (Philips, 2003). The next step is to create a storyboard and/or prototype so that you can easily communicate the value of the training, particularly to stakeholders. Its important to brief stakeholders and update them on the learning goals and learning design choices made in this phase. Make sure to align with them before you move to the next phase. In the Develop phase, you will use your storyboards and/or prototypes as a guide to creating your courses. Youve already decided on the core learning objectives. Now its time to start bringing the training to life. Consider how the training will be delivered: In-person, online, or a mix of the two (a blended approach)? What will be the instructional strategies, media, and methods? Learning interventions often use multiple methods and ways to deliver the content. Once youve decided, you can then think about whether you want to build this in-house or with an external provider. Its equally important to decide where it will be hosted and what software and tools you will need (e.g., video conferencing software like Zoom, vendors platform, or an LMS). Technology is always evolving, and as a result, the tools we use to create learning content are constantly changing too. However, despite these changes, the ADDIE model has remained a timeless framework for instructional design. This is because the ADDIE process describes the fundamental steps needed to develop a learning program, which apply regardless of the tools or technology being used. While specific tools and methods may vary, the ADDIE model provides a structure for the design, development, and delivery of effective learning programs that has stood the test of time. Its no surprise that ADDIE has become the standard for learning content production worldwide.Nikola Velickovic, Learning Consultant at AIHR Building the learning product in line with the design represents the bulk of the work in the development phase. You may outsource this part to a trainer who is a subject matter expert or a training organization with relevant knowledge. It is the role of the instructional designer to ensure that the learning product will align with the specifications of the design and the findings in the TNA. Once youve created your course, test for errors like grammar and spelling and ease of navigation. This is not a simple case of clicking through the course but more about content accuracy and utility of navigation. Is your learner able to progress through the course in the way you designed? Is it engaging? What is the duration like? Conduct pilots and product reviews where different people (including you) test the learning product and training materials. You may want to use web-based tools like Survey Monkey or Qualtrics for users to evaluate the training. Incorporate interactivity and engagement into your training materials when using the ADDIE model. This can be achieved through activities, assessments, and simulations, which help reinforce learning and create a more immersive learning experience for your learners.Anchal Dhingra, Learning Consulting Manager at AIHR The final step is to develop a communication strategy to reinforce the importance of learning to your audience. How can you encourage them to devote time and attention to learning? How can you help them prioritize this at work while managing their main job responsibilities? Creating a clear communication strategy will make the learning top-of-mind and help to create more impact. Once youve completed the development stage, its time for implementation the training can commence! The implementation stage focuses on the delivery of the training and project management. This includes communicating with learners, logistics, data collection, and training trainers for global roll-outs of the learning program. The training delivery is the key element in this phase. Are there any extra guides or manuals the learners need? How about FAQs that may come up along the way? What is the protocol if users experience technical difficulties during the training? Its a sensible idea to have additional IT support on hand and let learners know who to contact. Is there a need for side programs that provide extra support to learners in addition to the main program? These can include weekly one-to-one or group coaching or webinars to deepen the learning and answer any questions the learners might have. Do any need to make any physical changes in the work environment for certain training activities? For example, extra posters, props, or symbols that reinforce key messages learned. Now its time to share your course or training with your learners. In most cases, courses are uploaded to an LMS, with pre-set delivery options including who is enrolled, pass rates, and collection of feedback, as well as delivery, tracking, and reporting. But this will depend on what you decided in the design phase. Think about how you can create a buzz around the new learning program and shine a spotlight on desired behaviors. Make sure to give learners ample notice about the start and completion dates of the program. While evaluation is the next and last stage of the ADDIE model, you can already start gathering your data in the implementation phase of the instructional design process. Depending on the choices made in the analysis phase, you can use different methods for training evaluation. These can include training evaluation forms and pre-and post-training assessments, potentially with a control group. Commonly used instruments are questionnaires, interviews, observations, knowledge assessments, work assessments, 360-degree feedback, and work output data. Some of these activities fall under the next phase, evaluation. Evaluation is an integral part of every stage of the ADDIE learning model, but it also gets its own phase. As soon as you deliver your first course or workshop, you want immediate (and continuous) feedback so that you can implement improvements. Its important to evaluate at the design, development, and delivery stages and continuously evaluate all elements of the program. After your training is first delivered, there will likely be feedback and questions that were not spotted earlier. Addressing these quickly will immediately improve the training. At the evaluation phase, you can formally evaluate the learning program using post-assessments, observations, or productivity data. All of these sources will highlight what people learned, how theyve applied it, and the results achieved. The instructional design team should evaluate what went well, what can be improved, and learn as a team. Make a list of improvements that the training program needs and implement these before the next training. If the program is going to be shelved, you can still record these improvements so that when the same (or a similar) program is used in the future, these learnings are not lost. Using your formal evaluation, decide to what degree your initial training met the objectives and goals from the analysis phase. Feed these results back to your stakeholders and inquire about their satisfaction with the training program, as this will provide excellent input for future programs. Below is a summary of the 5 stages of the ADDIE model for instructional design: PhaseKey activities1. AnalyzeProblem identificationTraining needs analysisIdentify top-level learning goalDetermine target audienceIdentify stakeholder needsMap required resources2. DesignCreate a learning intervention outlineHigh-level mapping of learning interventionMapping of evaluation methodsDevelopment of a communication strategyAlignment with stakeholders3. DevelopDetermine the delivery methodProduction of the learning productDetermine the instructional strategies, media, and methodsQuality evaluationDevelopment and evaluation of assessments & toolingDeployment of learning technologyDevelopment of a communication strategy4. ImplementParticipation in side programsTraining delivery & participationChanges in the physical environmentImplementation of communication planExecution of formal evaluation5. EvaluateIntegral part of each stepEvaluationContinuous learningPropose points of improvementsEvaluation of the business case The focus of this sample training plan for sales representatives is on improving sales skills like rapport building, prospecting, presenting, and negotiating. Training methods such as role-playing will be used to reinforce these skills, while visual aids like infographics will be used to keep the trainees engaged. Analysis phaseIdentify the need for training specifically for sales representatives (based on low sales numbers or other issues that have arisen)Determine the learning objectives for the training, such as improving communication skills, negotiation, emotional intelligence, or product knowledgeIdentify the target audience for the training as the sales staffEvaluate the existing sales resources and identify any gaps in knowledge or skillsDesign phaseDevelop a training plan that outlines the instructional methods and materials to be used to address the learning objectivesCreate the instructional content such as training manuals, presentations, and other instructional materials to support the learning objectivesDefine the assessment methods and develop any necessary evaluation tools to measure the success of the training programEstablish the training schedule and logistics, including the number of sessions and their duration, and the timing of each sessionDevelopment phaseCreate any necessary visuals, videos, or multimedia material for the training contentDevelop role-playing exercises and other interactive elements to be used in the training programReview and refine the instructional content based on feedback from stakeholdersConduct a pilot test of the training content, and make any necessary revisionsImplementation phaseDeliver the training sessions to the sales representativesProvide any necessary support or feedback to the learners during the sales trainingMonitor the learners progress and address any issues as they ariseEvaluation phaseGather feedback from the sales representatives about the effectiveness of the trainingAnalyze the assessment results to identify any gaps in knowledge or skillsCompare the sales numbers of the reps before and after the training to evaluate the effectiveness of the trainingMake any necessary modifications to the training based on the evaluation results This sample employee training plan will focus on improving public speaking skills including, communication, clarity, connecting with the audience, projecting the voice, tone of voice, creating note cards, designing an engaging slideshow presentation, and body language. Trainees will build these skills through training methods such as in-person practice sessions. They will also receive theory instruction to gain knowledge of what makes a great presentation. Analysis phaseIdentify the need for training specifically for anyone who will need to give presentations to large groups as they progress in their career, or anyone who has struggled in the past to deliver compelling presentations or battles with nerves (managers can advise on their teams)Determine the learning objectives for the training, such as improving communication skills, body language, projecting the voice, and connecting with any audienceIdentify the target audience for the training as anyone who will need to regularly give presentations to large audiences.Evaluate the existing public speaking resources and identify any gaps in knowledge or skillsDesign phaseDevelop a training plan that outlines the instructional methods and materials to be used to address the learning objectivesCreate the instructional content such as training manuals, presentations, and other instructional materials to support the learning objectivesDefine the assessment methods and develop any necessary evaluation tools to measure the success of the training programEstablish the training schedule and logistics, including the number of sessions and their duration, and the timing of each sessionDevelopment phaseCreate any necessary visuals, videos, or multimedia material for the training contentDevelop in-person exercises and other interactive elements to be used in the training programReview and refine the instructional content based on feedback from stakeholdersConduct a pilot test of the training content, and make any necessary revisionsImplementation phaseDeliver the training sessions to the employeesProvide any necessary support or feedback to the learners during the public speaking trainingMonitor the learners progress and address any issues as they ariseEvaluation phaseGather feedback from the employees about the effectiveness of the trainingAnalyze the assessment results to identify any gaps in knowledge or skillsCompare the confidence of the employees when giving presentations before and after the training to evaluate its effectivenessMake any necessary modifications to the training based on the evaluation results To effectively utilize the ADDIE model in instructional design, here is a summary of the best practices to follow: Thoroughly analyze before designing: Begin with an in-depth analysis to understand the learners needs, the specific problems to be addressed, and the learning environment. This foundation ensures that the training is targeted and relevant. Set clear, measurable objectives: Establish clear and measurable learning objectives that align with the identified needs. This clarity guides the development process and helps in evaluating the trainings effectiveness. Utilize an ADDIE model template for task and progress tracking: Implementing an ADDIE model template can significantly enhance project management by clearly dividing tasks among team members and tracking progress through each phase. This approach promotes clear communication, timely completion, and early identification of issues, creating a cohesive and efficient project workflow. You can download your free ADDIE model template below. Incorporate flexible and creative instructional design solutions: While maintaining structure, infuse creativity and flexibility into your instructional design to cater to diverse learning styles and complex learning needs. This approach can enhance engagement and accommodate various instructional challenges. Utilize the iterative nature of the ADDIE model: Seek feedback at each stage and make informed adjustments. This iterative process allows for continuous refinement and improvement of the training program. Leverage technology appropriately: Make informed decisions about technology use, selecting tools that enhance learning without overwhelming or excluding participants. Stay updated on educational technology trends to find innovative solutions that align with your training goals. Develop a robust implementation plan: Ensure a smooth rollout by preparing a detailed implementation plan that covers all logistical aspects, including technology setup, facilitator training, and learner support mechanisms. Conduct comprehensive evaluations: Beyond measuring learning outcomes, evaluate the trainings impact on job performance and organizational goals. Use these insights to inform future training initiatives and contribute to a culture of continuous learning and development. Use a template to streamline task allocation and monitor progress across the ADDIE phases. Taking this structured approach allows you to systematically address all aspects of the instructional design process, meet due dates, and identify and resolve any potential issues. A template can also facilitate communication and collaboration within the team, providing a shared reference point for the projects status and next steps. With this Excel template, you can easily break down the different phases of the ADDIE model process into tasks and track your progress across the project. This free Powerpoint ADDIE model template allows you to share your project progress with the wider organization in an easy to understand way. The biggest drawback of going through the ADDIE model process is its speed, or rather, the lack of it. The output of the previous step serves as the input for the next step. This is similar to the traditional waterfall method. This approach takes a long time, during which the learning and content needs may change. This can lead to a misfit between the end product and the reason why the process was started in the first place. Rapid instructional design offers a potential solution. (Based on Mooijman et al., 2018} Rapid instructional design is a more agile approach to instructional design. Its based on rapid development techniques, which originate from software development, and are applied to instructional design. Its a continuing process, with new aspects being added and evaluated until the program is completed. The aim is to create a proof of concept (POC) and have learners and/or stakeholders interact with it on a continuous basis and provide feedback. This feedback is then incorporated into the next POC until the product is finished. Rapid instructional design comprises five steps: Definition Initial definition of learning goals and requirements Prototyping Rapid prototyping of a proof of concept Evaluation Evaluation of the prototype with stakeholders, followed by iterative improvements and adjustments of goals and requirements based

on the POC Implementation Implementation of the adjusted goals and requirements in an upgraded version of the POC Repeat Steps 2-4 are repeated until the learning goals are achieved This is an iterative approach built on the principles of buildmeasurelearn, as commonly practiced in the lean methodology. The figure below shows this iterative process. Prototypes are developed at a rapid pace and continuously aligned with the project planning and project goals. It is not uncommon to have multiple iterations within a specific phase. For example, if the outline does not fit user needs, you will have to iterate the outline (maybe several times) before moving to the design prototype. An example of this is one of the HR upskilling projects run by AIHR. The training has a blended approach mostly online learning combined with monthly sessions based on learners needs. These sessions aim to motivate learners to complete the e-learning while also providing them with assignments and challenges to solve. These are always related to organizational issues and change over time based on current needs. This creates a program in which employees upskill while also contributing to solving organizational issues in these offline workshops, which helps them to apply what theyve learned and, ultimately, create business impact. (Based on Mooijman et al., 2018) When applied correctly, the ADDIE model can be used in learning and development initiatives across industries and disciplines to improve individual and group learning and meet learning objectives. Its iterative approach allows for vital feedback at each stage of development which ensures the final product meets your original instructional goals while helping you identify key areas for improvement in the future. What is the ADDIE model? The ADDIE model is a leading learning development model used to design, develop and serve learning content. It offers a structured, integrated approach to learning, and organizations often use it to design employee training programs. What is the ADDIE model used for? The ADDIE model is used as a systematic framework for instructional design, guiding the process of creating effective learning and development programs. It encompasses five phasesAnalyze, Design, Develop, Implement, and Evaluateto ensure that educational content is aligned with learner needs and achieves desired learning outcomes. What are the 5 steps of the ADDIE model? Analyze Identify the problem you are trying to solve in the organizations, e.g. low sales performance.Design Translate your goal into a learning design, with a thorough outline.Develop Determine the delivery method, and instructional strategies, develop the learning product, and evaluate product quality.Implement Deliver the training.Evaluate Collect feedback, formally evaluate the training, and implement improvements. Why is the ADDIE model commonly used? The ADDIE learning development model is commonly used because its highly adaptable and suitable for different industries, disciplines, and learning environments, as well for different scale projects.Its structured approach can boost efficiency and consistency in the quality of course development. Plus, ADDIE is an iterative model which allows for feedback, evaluation, and changes at every stage to ensure learning objectives are met. Who created the ADDIE model? The ADDIE model was developed by the Center for Educational Technology at Florida State University for the U.S. Army in the 1970s. Their goal was to standardize the process of creating instructional materials and training programs for military personnel, and enable a systematic and effective approach to education and training within the military. Rapid technological advancement has transformed the designing of learning programs in the corporate world today. The use of well-established and effective learning evaluation models, like the ADDIE model, has made it even easier to develop effective learning programs that ensure successful training sessions that facilitate employee development. There are five factors of the ADDIE model. Each factor focuses on a different aspect of planning, producing, implementing, evaluating, and improving your training programs. This blog will teach you about the ADDIE model, its uses, application, and much more. Lets get started. The ADDIE model is a five-step learning evaluation model used by instructional designers and trainers to design, develop, implement, and evaluate learning programs. The acronym ADDIE stands for Analysis, Design, Development (or creating), Implementation, and Evaluation. The ADDIE model was initially designed by the Florida State University for the U.S. Army in 1975 and has since emerged as the default process of instructional design for organisations worldwide in present times. The ADDIE model helps develop a well-structured framework for every piece of training material created, which ensures maximum effectiveness, and enables a well-planned, organised and effectively deliverable training program. Besides corporate training initiatives, the ADDIE model can be applied to several types of learning material like online or offline courses, lectures, coaching sessions, information brochures, etc. As mentioned previously, ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. Each letter in the acronym stands for a phase of the ADDIE learning evaluation model. The ADDIE model needs to be completed in the sequential order in which it is present, starting from analysis to evaluation. The model is designed as a continuous process of improvement and development. The ADDIE model helps organise and streamline the production of course materials for training programs. One of the reasons the ADDIE model has been so successful is that it is associated with a decent quality design, crisp learning objectives and specific, structured content to get the desired learning outcomes. We shall now look at each phase of the ADDIE model and go through the processes involved. The analysis stage focuses on all the foundational factors involved in developing a course, like a problem, training needs, the target audience and learning goals. In this phase, the instructors look to identify the problem to analyse training needs. There is no standardised framework for what needs to be included in the analysis phase because it varies depending on the companys needs. But some primary outputs include identifying the problem and acknowledging skill gaps. A company stakeholder approaches the instructional designer with a lingering problem like diminishing sales or a lack of vital employee skills. The problem will be analysed to determine whether training can solve it. Eventually, other factors, such as skill gaps, current knowledge, hindrances, etc., will be evaluated to begin designing a training program. Some of the questions addressed in the Analysis phase include: What is the desired outcome of this training? What tools will prove best in the training program? How much knowledge does the target audience already have? How much time is needed to complete the training? Once you have the answer to the questions like the ones mentioned above, you will have a basic framework of the training program that fits all your companys needs. The main objective of the design phase is to create a well-designed curriculum. You must ensure that you have a clear idea of your companys training needs, what the employees know, and how much they already understand. Then, you need to develop a plan to carry out the training program. The design phase is the most critical phase of creating an effective training program and is also the most time-intensive. It also requires excellent attention to detail. The design phase focuses mainly on learning objectives, subject matter analysis, lesson planning, assessment, and media selection. According to the ADDIE model, building a storyboard or a blueprint of the entire course proves beneficial in helping instructional designers and stakeholders to visualise the bigger picture with ease while speeding up the development process. By the end of the design phase, a comprehensive outline of the course, along with the overall design and the storyboard/blueprint, is ready. With the help of the output from the analysis and design phase, the course enters the creation process in the development phase. This phase requires instructional designers to plan and test their ideas. The main goal of the development phase is to ensure that the program meets the requirements set out by the stakeholders. The development phase involves laying out the content in a visual format, creating graphics, choosing fonts and colour schemes, making videos and infographics, etc. A significant part of the development phase is testing the course, which mainly involves establishing testing and review methods with the stakeholders. Testing is a critical part of the entire process; hence its good to have extra sets of eyes following the whole process so that no error goes unnoticed. By the end of the development phase, the course and initial beta testing are completed. Once the course is completed and initial testing is done, the next stage is implementing the course. This stage is an essential part of the process. Some key features of the implementation phase include delivery, communication and feedback. Delivery of the course involves distributing it to the employees in the chosen format along with accompanying materials like guides or manuals. Once the course is delivered and employees start using it, you will need to create a communication plan to address any issues the employees might face and receive feedback on the course. The instructional designers then use this information to revise the course and make necessary changes to enhance the learning experience. The evaluation phase is the final phase in the ADDIE model. It involves measuring the efficiency and overall effectiveness of the course by collecting information to check whether the course requires more modifications to better suit learning needs. Collecting data in the evaluation phase concerning the effectiveness of the training program can be done through several methods like surveys, interviews, questionnaires, or focus groups. Evaluation is a vital component of the ADDIE process because it helps answer questions like: Is the course working? Is the training program successful? The outputs are then compared with the initially set goals to evaluate the programs effectiveness. Based on the analysis of the results, further changes are made to the course, or in some cases, the entire ADDIE process is implemented once more to create a new course with the required improvements. Even though the ADDIE model is widely used in the corporate world to design training programs, it is still one of several available models of instructional designs. Another popular model is the SAM model, which is considered a popular alternative to ADDIE. The abbreviation SAM stands for Successive Approximation Model. Allen Interactions introduced it in 2012, and unlike the ADDIE model, SAM is a cyclical process that cuts short the time and cost of the program. It has several variations, but the most common feature of SAM is that it introduces iteration into the design process, including rapid prototyping and early addition of development and implementation in the process. Using SAM, you can eliminate one of the significant drawbacks faced while using the ADDIE model, i.e., the time-consuming nature of creating and implementing the program. The SAM allows you to reach the implementation phase faster. While the SAM does have appealing features like low cost and a faster process, early training programs based on the SAM often require several iterations and modifications to achieve the desired result. The ADDIE model and the SAM have unique features; hence, choosing between the two doesnt need to be mutually exclusive. Selecting a model comes down to the organisations needs, the situation and the time available. The choice also depends on the team tasked with creating the training program. The advantages of ADDIE include being widely used and accepted as an effective model for human learning. It provides a solid foundation for other learning models, such as those based on cognitive psychology. In courses designed using the ADDIE model, it is also easy to measure both time and cost. On the other hand, the ADDIE model is also a rigidly linear process that requires following a specific sequence and does not have enough flexibility to adapt to unforeseen changes in the project. It is also time-consuming and costly and does not allow for iterative designs. What does the ADDIE acronym stand for? The acronym ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. What is the importance of the ADDIE model? The ADDIE instructional design model helps create a structured process to develop effective and efficient training programs. Every step in the ADDIE model helps ensure that the learning solutions effectively meet the learners needs. Whats the first step in implementing the ADDIE model? The Analysis Phase is the first step in implementing the ADDIE model of instructional design. The analysis stage focuses on all the foundational factors involved in developing a course. What is the final step in implementing the ADDIE model? The final step in the ADDIE model of instructional design is the evaluation phase which involves measuring the efficiency and overall effectiveness of the course. Where did the ADDIE model originate? The ADDIE model was initially designed by the Florida State University for the U.S. Army in 1975 and has since emerged as the default process of instructional design for organisations worldwide in present times. How is the ADDIE a helpful model? The ADDIE model is outdated but still very useful. Although initially designed as a linear process, it is now being used iteratively. Once the five phases are completed, you can start over again. You can then use the analysis phase to improve your end product. In the landscape of corporate training and development, the quest for effective, impactful, and engaging training programs remains at the forefront of business leaders and corporate training professionals objectives. The ADDIE model, with its structured yet adaptable framework, offers a revolutionary approach to meeting these goals. This comprehensive guide delves into the ADDIE model, illustrating its practicality, innovation, and effectiveness in revolutionizing corporate training. ADDIE is a learning development model that stands for Analysis, Design, Development, Implementation, and Evaluation. Its a more time-consuming process than the SAM model, but its a complete cycle focusing on getting it right the first time. With ADDIE, a solution spends more time developing, where designers tweak and perfect the details before launch. The ADDIE model is a systematic instructional design framework used to guide the process of creating education and training programs. Standing for Analysis, Design, Development, Implementation, and Evaluation, ADDIE serves as a comprehensive roadmap for instructional designers and training developers. This iterative process begins with analyzing learners needs, followed by designing the instructional approach, developing the content, implementing the solution, and evaluating its effectiveness. By structuring the creation of learning experiences in this way, the ADDIE model ensures that training programs are efficient, effective, and aligned with learners and organizational goals. The analysis phase lays the foundation for successful training by identifying the learners needs and objectives, as well as the trainings context. In the corporate realm, this involves understanding the technical landscape, learner demographics, and the specific challenges to be addressed through training. Designing effective training programs is at the heart of the ADDIE model. This phase focuses on creating a blueprint for the training, outlining the learning objectives, content structure, and the instructional strategies best suited for the target audience. The design phase ensures that the training will be engaging, relevant, and impactful. Development is where the learning experience design comes to life. This phase involves the creation of the training materials, including multimedia content, assessments, and learning activities. It emphasizes the importance of tailoring the content to meet the learners preferences and the learning objectives established in the design phase. Implementation is the execution phase, where the training program is rolled out to the learners. This stage tests the practicality and effectiveness of the training design and development, highlighting the importance of a smooth delivery mechanism and the readiness of both instructors and learners. Evaluation is critical for assessing the effectiveness of the training program and identifying areas for improvement. This phase involves gathering feedback, analyzing learning outcomes, and determining the trainings impact on performance. It ensures that the training not only meets the current needs but is also refined for future iterations. The ADDIE model offers a comprehensive framework for instructional design, with strengths in its structured approach and flexibility. However, its important to acknowledge both its advantages and limitations. While ADDIE provides a systematic methodology for creating effective training programs, its time-consuming nature and the potential for rigidity in its sequential phases are points of consideration. Structured framework: ADDIE offers a clear, systematic approach that guides instructional designers through each phase of training development. Flexibility: While structured, it allows for adaptability to different learning environments and needs. Comprehensive analysis: It emphasizes the importance of understanding learner needs, environmental factors, and objectives at the outset, leading to more targeted and effective training solutions. Iterative process: It encourages continuous evaluation and refinement, enhancing the quality and effectiveness of training programs over time. Widely recognized and used: As a well-established model, it is familiar to many instructional designers, facilitating collaboration and communication among professionals.Time-consuming: The detailed and sequential nature of the model can lead to longer development times compared to more agile methodologies. Potential for rigidity: Its linear progression through phases can sometimes limit creativity and rapid response to changing needs unless intentionally managed for flexibility. Resource intensive: Comprehensive analysis, development, and evaluation phases may require significant resources in terms of time, personnel, and costs. Delayed testing: Since testing occurs later in the process, there may be less opportunity for early identification of issues or for incorporating feedback without revisiting and revising several stages. Assumes static needs: The model is based on the assumption that training needs and objectives remain constant throughout the development process, which may not align with the dynamic nature of some organizations and learning environments. By considering these pros and cons, organizations and instructional designers can better decide when and how to apply the ADDIE model to meet their training development needs effectively. The application of the ADDIE model in corporate training has seen numerous successes. It facilitates the creation of tailored training solutions that address specific organizational challenges, enhance employee skills, and foster a culture of continuous learning and development. Incorporating the ADDIE model into corporate training can take many forms, depending on the specific needs and context of an organization. Below are practical examples of how the ADDIE model can be successfully applied across various industries to enhance training programs and outcomes. Example 1: Sales Training Program in a Tech Company Example 2: Leadership Development Program in a Financial Services Firm Example 3: Compliance Training in a Healthcare Organization Analyze: A tech company identified a gap in its sales teams ability to sell a new product line effectively. The analysis phase involved surveys and interviews with sales representatives to understand their challenges and learning needs.Design: Based on the analysis, the training program was designed to focus on product knowledge, sales techniques, and customer engagement strategies. Interactive eLearning modules and role-play exercises were selected as the primary training methods.Develop: The training materials developed included video tutorials, a product knowledge database, and simulation exercises to provide hands-on experience with selling scenarios.Implement: The training was rolled out through the companys learning management system (LMS), with sales representatives required to complete modules at their own pace and participate in live virtual role-playing sessions.Evaluate: Post-training, sales performance was monitored through sales metrics, and feedback was collected from participants. The evaluation showed improved sales outcomes and product knowledge, leading to the training being adapted for ongoing use with new hires. Analyze: A financial services firm aimed to enhance its leadership pipeline by developing a program for high-potential employees. The firm conducted a needs assessment to identify key leadership competencies required for its future growth.Design: The leadership development program was designed to include workshops, mentoring, and project-based learning activities focused on strategic thinking, decision-making, and team leadership.Develop: Development efforts resulted in a comprehensive curriculum, incorporating expert-led workshops, case studies, and a mentoring program pairing participants with senior leaders.Implement: The program was implemented over a six-month period, with participants engaging in various learning activities and applying their skills in leadership projects.Evaluate: The effectiveness of the program was evaluated through participant feedback, assessments of leadership competencies before and after the program, and the impact on participants career progression. The positive outcomes led to the program becoming a cornerstone of the firms talent development strategy. Analyze: A healthcare organization needed to ensure all staff were up-to-date on new compliance regulations. The analysis phase involved reviewing regulatory requirements and assessing current staff knowledge levels.Design: The compliance training program was designed to be accessible and engaging, utilizing scenarios and quizzes to highlight key compliance issues. The program was segmented into modules specific to different staff roles.Develop: Development included creating interactive online training modules with real-life scenarios healthcare staff might encounter, focusing on practical application of compliance rules.Implement: The training was implemented as mandatory for all staff, with progress tracking through the organizations LMS. Reminders and support were provided to ensure high completion rates.Evaluate: Post-implementation, the organization evaluated the trainings effectiveness through knowledge assessments and compliance audits. Feedback led to adjustments in the training content and approach to further enhance comprehension and application of compliance practices. These examples illustrate the versatility and effectiveness of the ADDIE model in addressing diverse training needs across various sectors, demonstrating its value in creating tailored, impactful corporate training programs. While specific project details and the internal processes of companies can be proprietary or confidential, many organizations across various industries have publicly acknowledged or demonstrated principles aligned with the ADDIE model in their Learning & Development (L&D) and training strategies. Below are examples of sectors and types of companies known to implement ADDIE or similar systematic instructional design models for their training programs: IBM: Known for their robust L&D programs, IBM utilizes structured approaches to instructional design that closely resemble the ADDIE model for both their internal training programs and its customer education initiatives. Microsoft: Microsoft implements systematic training development processes for both software training and professional development of their employees, focusing on continuously analyzing and evaluating the effectiveness of their training programs.Bank of America: They have been recognized for commitment to employee development and training, using structured models to design, develop, and deliver training programs that enhance skills and performance. JPMorgan Chase: They utilize a systematic approach to develop and implement training that supports both regulatory compliance and professional growth, indicating a methodology similar to ADDIE.Kaiser Permanente: Their focus on comprehensive needs analysis and evaluation in their training programs ensures healthcare professionals receive effective and current training, a hallmark of the ADDIE model. Johnson & Johnson: Employment of structured training designs provides employees with continuous learning opportunities, focusing on innovative and effective healthcare solutions and professional development.Coursera & edX: While not traditional companies in the sense of product manufacturing, these platforms work with universities and corporations to develop online courses, often employing systematic instructional design models to ensure course effectiveness and learner satisfaction. Khan Academy: Known for its educational content across a wide range of subjects, Khan Academy likely utilizes phases of the ADDIE model to design, develop, and evaluate its instructional materials for maximum impact.Toyota: Toyota incorporates structured training systems to uphold high standards of quality and efficiency, emphasizing continuous improvement (Kaizen), which aligns with the evaluation and analysis stages of ADDIE. Walmart: They have implemented sophisticated training and development programs, including virtual reality-based training, that are likely developed using a systematic approach to instructional design to meet the diverse needs of its workforce. These examples demonstrate the widespread adoption and adaptability of the ADDIE model across different sectors. Companies appreciate the models structured yet flexible framework for creating, implementing, and refining effective training and development programs to meet specific organizational needs and goals. When juxtaposed with other training models, such as other iterative design models like the SAM (Successive Approximation Model), ADDIE stands out for its comprehensive and methodical approach. While SAM offers a more agile development process, ADDIEs strength lies in its thoroughness and emphasis on analysis and evaluation, making it particularly suited for complex training needs. This comparison chart highlights the core differences between ADDIE and other models in instructional design. The choice between models largely depends on the specific needs of the project, including the scope, timeline, resources, and flexibility required. For example, ADDIE is well-suited for projects with clear objectives and stable requirements, while SAM excels in environments where rapid development and adaptability are key. FeatureADDIE modelSAM modelDick and Carey modelKemp design modelGagnes Nine Events of InstructionOverviewA traditional, linear approach focusing on systematic, sequential phasesAn agile, iterative approach focusing on rapid prototypingA systematic approach emphasizing interrelated phases in instructional designA flexible, non-linear approach focusing on simultaneous development of instructional componentsA structured approach based on nine instructional events that align with cognitive processesPhases / ComponentsFive phases: Analysis, Design, Develop, Implement, EvaluateThree cyclical phases: Preparation, Iterative Design/Development, ImplementationTen components emphasizing a systems approach to IDNine key elements, with flexibility in how they are applied and in what orderNine instructional events, intended to be applied in sequence for effective learningFlexibilityStructured and linear, which can limit flexibilityHighly flexible, allowing for changes based on feedbackStructured, but with interrelation of components allowing for some adaptabilityHighly flexible in application and sequence of elementsStructured sequence, but events can be creatively implementedDevelopment speedGenerally slower due to its linear approachFaster, due to its iterative natureModerate, depending on the complexity of the instructional challengeVaries, can be rapid due to the flexibility in focusing on different elements concurrentlyModerate to slow, depending on the depth of application of each eventFeedback integrationAt the end, during the Evaluation phaseContinuous throughout the processIntegrated at various points, especially during the development of instruction and formative evaluationOngoing, with a focus on revising the instructional plan based on feedbackPrimarily during the development and after implementation for future revisionsBest forWell-defined projects with stable requirementsProjects with evolving requirements or need for rapid developmentComprehensive instructional systems with a focus on learner and context analysisProjects that benefit from a holistic view of instructional design, considering all elements from the startInstruction aimed at cognitive engagement and mastery, especially when a step-by-step process is beneficialResource intensityCan be resource-intensive due to depth required in each phasePotentially less resource-intensive upfrontResource-intensive due to the comprehensive nature of the modelModerate, depending on the scope and how elements are prioritizedModerate, with considerations for designing and implementing each of the nine eventsRisk managementThrough detailed planning and analysisThrough early and ongoing testingThrough systematic design and constant evaluationThrough flexibility and adaptability in design processBy ensuring all instructional components are addressed systematicallyOutcome predictabilityHigh, due to structured approachLower predictability due to iterative, feedback-driven processHigh, due to systematic and comprehensive approachVaried, due to the non-linear approach and emphasis on flexibilityModerate, depending on how well the events are executedInnovation potentialLimited within the process, though specific phases may focus on innovationHigh, due to iterative approach and feedback integrationModerate, with a focus on effective instructional strategiesHigh, given the models encouragement of creative and holistic planningModerate, with structured creativity within the framework of the nine events The ADDIE model is a powerful tool in the arsenal of corporate training professionals and business leaders. Its structured approach to instructional design not only addresses the pain points of developing engaging and impactful training programs but also aligns with the core motivations of implementing effective, research-backed training methodologies. By embracing the ADDIE model, organizations can enhance their training initiatives, ultimately leading to improved employee engagement and knowledge retention. The ADDIE Model was first created for the U.S. Militaryduring the 1970s by Florida State University. ADDIE is an acronym for a five-phase course development process.The ADDIE model generally consists of five interrelatedphasesAnalysis, Design, Development, Implementation, and Evaluation.The ADDIEmodelrepresents aflexible guideline for building effective training and instructional materials. See each of the phases below: AnalysisIn the analysis phase of the ADDIE model the instructional problem is identified. The instructional goals, success metrics,and overall objectives are also established. Information regarding the learner such as thelearning environment, preferences, demographics, and existing knowledge and skills are alsoidentified during this phase. DesignThe design phase of the ADDIE model nails downlearning objectives, instructional methods and activities, storyboards,content, subject matter knowledge, lesson outlines,and media assets. DevelopmentThe development phase of the ADDIE model is where instructional designersdevelop the content and learning interactions outlinedin the design phase. Duringthis phase, content is written and graphics, audio, and photography are also produced and assembled. ImplementationDuring the implementation part of the ADDIE model, the instructional designer delivers the content and materials to Learning Management Systems (LMS) ordirectly to the trainer for live training events. The instructional designer also provides training needed to trainers, facilitators, SME's or instructors. EvaluationDuring the evaluation phase of the ADDIE model, the instructional designer determines what success will look like and how it will be measured. Often times, the evaluationconsists of two phases:formative and summative. Formative evaluation is iterative andis done throughout the design and development processes. This occurs all throughout the ADDIE process. Summative evaluation consists of tests that are done after the training materials are delivered. The results from these test help to inform the instructional designer and stake holders on whether or not the training accomplished its original goals outlined in the analysis phase.

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