

The ADDIE Process

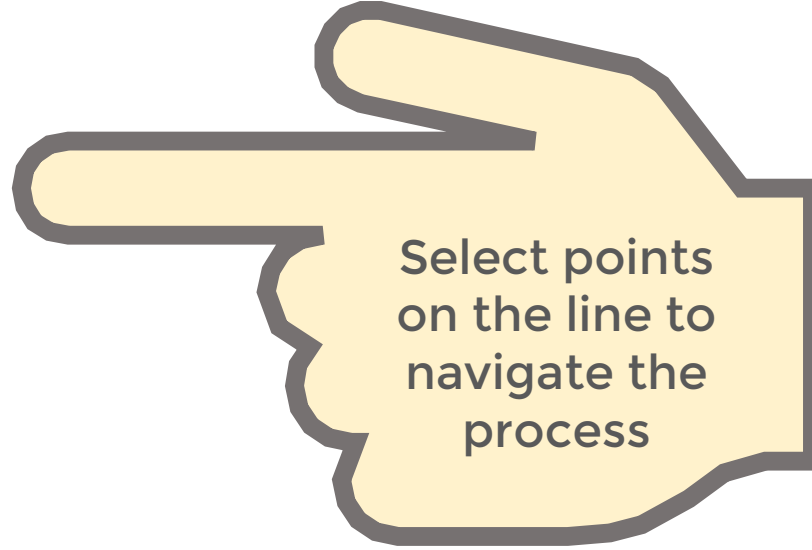
Analyse

Design

Develop

Implement

Evaluate



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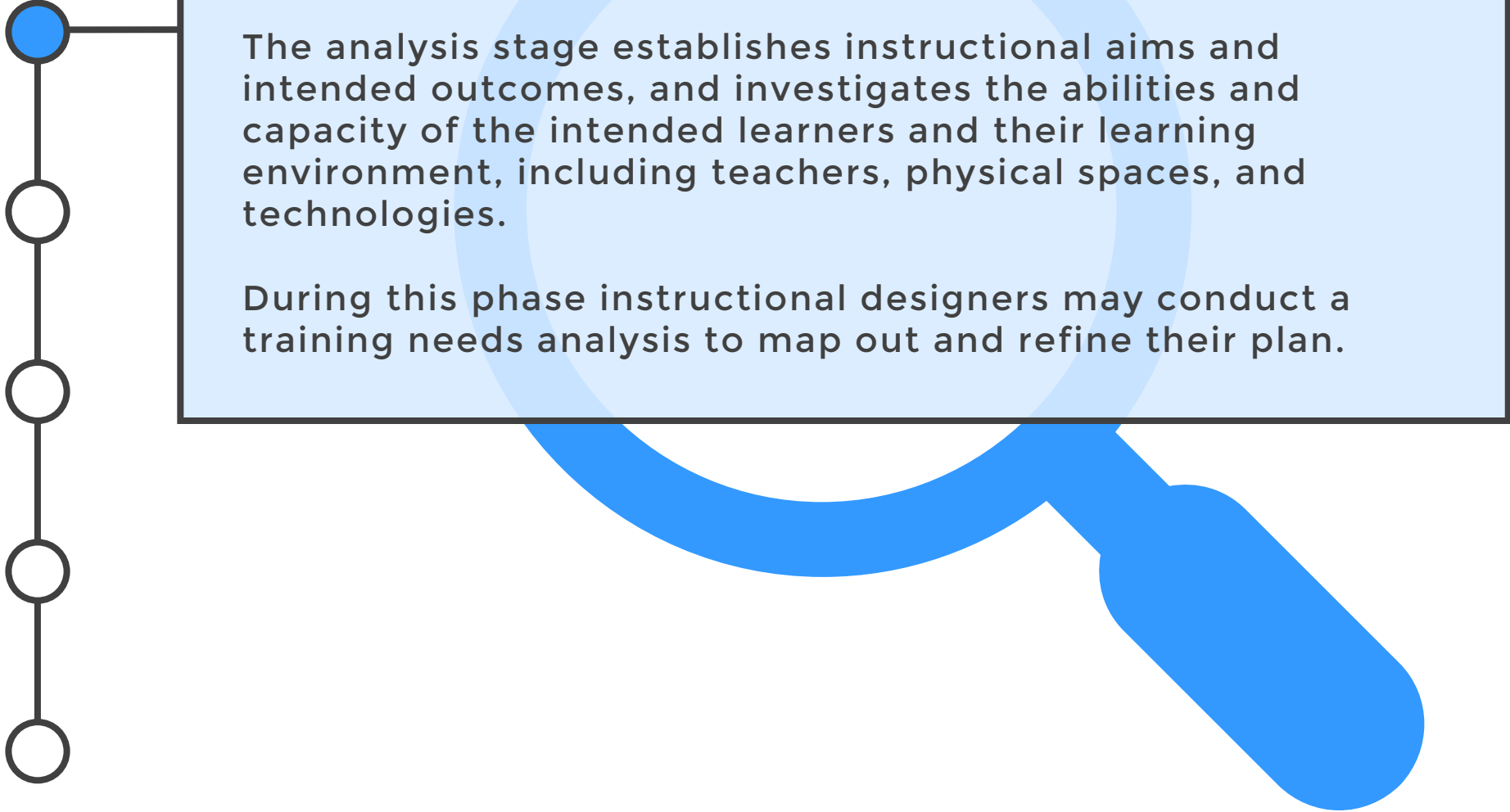
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The analysis stage establishes instructional aims and intended outcomes, and investigates the abilities and capacity of the intended learners and their learning environment, including teachers, physical spaces, and technologies.

During this phase instructional designers may conduct a training needs analysis to map out and refine their plan.

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The design phase refines learning objectives and starts to track a learning trajectory to successful outcomes.

The learning designer will break the intended outcomes down into measurable learning objectives, then research and select the most appropriate learning theories and design strategies to facilitate them.

This will be used to map content, activities, and formative assessments along a learning pathway.

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During the development phase, physical and digital learning resources will be prototyped and built. There may be a continuation of storyboarding or wireframing depending on the process being used, particularly Agile development.

Development includes LMS configuration, content creation, multimedia production, and any other work that is needed to produce the objects and spaces the learners and educators will use.

The development phase tends to come to a conclusion through testing and review, which may lead to a pilot of the course or resources.

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Implementation initially helps to prepare teachers, facilitators, and learners for delivery of the new programme. It might begin with a pilot before rolling out at a larger scale.

Senior trainers or technologists may need to train those involved in delivery or facilitation of the programme, then teachers or support staff may need to prepare learners for what is to come. This might need to cover access to and use of new platforms and software, or new rules and processes.



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The evaluation phase will consider both the design and development process itself, to see if there are any lessons to be learned, and also the impact and effectiveness of learning.

To measure learning it may be helpful to draw upon a learning evaluation model, such as Kirkpatrick's, which we will cover later on in this course. The four levels of evaluation (Reaction, Learning, Behaviour, and Results), may be embedded within the design of the programme and ideally considered as far back as the analysis phase.