ADDIE Instructional Design Model – Quick Reference

	General Description	Notes
ANALYZE	Define the needs and constraints of the training. Determine the audience, training duration, and outcomes.	• Identify the learners/audience: What do they already know; what are their learning characteristics; what do they need or want to learn; why they need it; and in what environment will they apply the learning? • Define the overall goal or rationale for the training. • What knowledge, skills and attitudes need to be taught?
DESIGN	Identify how the training will meet the needs defined in the analysis. Specify the learning activities, assessment types, and choose the methods and media to use.	• Identify the specific measurable objectives or learning outcomes. • Identify the teaching resources and activities chosen to complement the learning outcomes. • Specify the structure the content of your learning material. • Determine how you will assess whether the students have learned the content. Ensure that the assessment covers the material presented.
DEVELOP	Begin production, formative evaluation, and revise based on feedback. Create the training and support materials to the specifications identified in the Design phase.	• Ensure that all resources necessary to develop the training are available and skilled to create it. This may include personnel with special "tools" skill sets. • For classroom or webinar training, ensure that rooms are reserved and instructors scheduled, etc.
IMPLEMENT	Present the training to the intended audience. Publish the training and present in stages to get realistic feedback from users. There are two stages of the implementation: Testing and Release.	• **Testing**: Although alpha and beta testing are desired, there are often time constraints. However, plan to have learners unfamiliar with the material, take the instruction and provide feedback before rollout of the training. • **Release**: Once all feedback has been considered and implemented as appropriate, the training can be released to the intended audience.
EVALUATE	Evaluate the plan from all levels for the next implementation. Evaluate the effectiveness of the instructional process and materials. The input from the alpha and beta test evaluations is collected and the training is revised based on this feedback.	Feedback is collected by two means: formative and summative evaluation. • Formative evaluation occurs throughout the entire process, particularly at the completion of each phase of ADDIE. • Summative evaluations occur at the end of alpha/beta testing and at the completion of each offering of the course. Summative evaluations provide feedback on needed improvements in the course.