## Lesson Plan: Instructional Design

**40 minutes total**

Lesson Description



In this lesson participants are introduced to the ADDIE instructional design model. They discuss the history of the model and how it will be used in subsequent lessons.

Learning Outcomes



At the end of this session participants will be able to:

1. Define instructional design.
2. Identify the different stages in the ADDIE instructional design model.
3. Describe the history of the ADDIE model.

Materials



* Flip chart paper
* Markers
* Tape
* CEWT Workbook – 1 per participant
* Optional: A large whiteboard that can be used for a diagram of the ADDIE model during the remainder of the workshop.
* Optional: Participants’ Nametags created using the template in the workshop introduction

Preparation



* Read and prepare lesson plan
* Read *Trainer Essential: Instructional Design*
* Review *The ADDIE Model* explanation at the end of the lesson
* Write the heading “Instructional Design” on a sheet of flip chart paper, and write the following questions beneath:
* Where are you going?
* How will you get there?
* How will you know when you arrive?
* Create a large version of the ADDIE model on a white board or with flip chart papers. If you are using flip chart paper, write the title of each stage of the ADDIE model on a separate piece of flip chart paper. Combine the pieces of flip chart paper to create the diagram of the ADDIE model. This will give you space to add more about the stages of the model in subsequent lessons. If you are using a white board, do not erase the ADDIE model at the end of the lesson; you will be adding to it throughout the workshop.

**The ADDIE Model**

**Analyze**

**Design**

**Develop**

**Implement**

Introduction 10 minutes



1. Present the learning outcomes or lesson description.

1. Ask the participants to find a partner and discuss the following: “*You want to design a workshop, where do you start*?”
2. Ask a few volunteers to share their ideas with the large group.

Instructional Design 5 minutes



1. Explain that in their responses most participants acknowledged that there was a process behind designing a workshop, and that it involved a number of steps. The process of designing a workshop or course is often referred to as instructional design.
2. Explain that instructional design is a process focused on creating optimal learning experiences. It helps you to plan out a learning experience, from start to finish.
3. Explain that there are many different instructional design models, but all of them respond to three main questions:
* *Where are you going?*
* *How will you get there?*
* *How will you know when you arrive?*

*(Smith & Ragan, 2005)*

1. Explain that in this workshop participants will be using the ADDIE instructional design model. In this lesson we will do a general overview of the model. In subsequent lessons participants will learn the details of each stage of the model.

Introducing ADDIE Model 5 minutes



1. Display the “ADDIE Model” diagram you prepared earlier.
2. Provide a brief overview of the history of the ADDIE model and why CAWST uses it:
* *CAWST’s model is adapted from the ADDIE model, which has been used for many decades and proven in the field.*
* *This model is used a lot in adult education and online learning. It is an easy model for people who are new to education program development.*
* *ADDIE was first introduced in the 1970s. It was created by Florida State University for the US Military when they wanted a structure to their training process to improve learning.*
* *The model used to be more linear and is now often shown as a more cyclical/iterative process.*

Overview of the Stages of the ADDIE Model 10 minutes



1. Briefly describe the ADDIE framework using the analogy of designing a product like a car. Highlight the following:
	1. You analyze the market and the needs
	2. You design an appropriate product to meet the needs you identified
	3. You develop or build the product
	4. You market the product and see how it is used
	5. Throughout each of these stages, you evaluate your progress against the step before (for example, you evaluate whether the design you created fits the needs and consumer profile you assessed in the analyze stage)
2. Ask the participants: “why do you think the ADDIE Model is shown as a circular process instead of a linear process?”
* *Although the ADDIE model offers a step-by-step approach to the design process, the model is actually quite flexible. Educators may move back and forth between the various stages when creating a workshop.*
* *The evaluation stage of the model happens throughout.*
1. In their CEWT workbook, under the title “Instructional Design”, ask the participants to write down what they think happens at each stage of the ADDIE model.

Review 10 minutes



1. Ask participants to discuss with a partner: “what stage of the ADDIE model are you most curious to learn more about and why?”
2. Explain that we will be coming back to the ADDIE model throughout the workshop. At the end of each lesson, participants will discuss what they did and how their activities fit within the model.

Reflections on Lesson