



Knowledge to lead

Designing Training: the A.D.D.I.E Checklist

Analysis:

- Who are the learners? What are their characteristics (e.g. profile, existing knowledge), learning styles or learning behaviors?
- What are the target audience's performance gaps? Or what is the knowledge problem?
- Determine whether the performance gap is indeed a problem that could be solved with a training intervention;
- Gather data to be able to determine the objectives and the contents of the training. Both are to be perfectly aligned with what learners need to know to bridge the performance gap;
- Elaborate overall goals and develop meaningful, measurable, and observable learning objectives. Use the Bloom Taxonomy to classify the learning objectives and derive specific learning objectives (for modules and/or sections of the training programme);
- Determine measurement methods assessment items/activities;
- Consider the resources available and also the training project's constraints;
- Determine the delivery options;
- Draft a budget and a time line;



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Design:

- Describe the elements that are going to be part of the learning architecture (text, animation, graphics, video, multimedia elements, resources, etc.);
- Design a storyboard which indicates how contents are presented, including identifying sections/units' specific learning objectives. The content should be arranged in a logical sequence, according to the learning objectives;
- Elaborate an assessment plan to demonstrate how learners will be tested;
- Design the assessment items (criterion-referenced tests);
- Draft a syllabus or course manual/workbook;
- Identify facilitators' responsibilities and tasks;
- Identify prerequisites, inclusive technical (if any).

Development:

- Draft a lesson plan based on the following steps:
 - Gain attention> Direction> Recall> Content> Application> Evaluation> Closure;
- Assemble content and/or draft content to compose the learning materials. Keep in mind the data gathered in the Analysis and Design phases to orient your decisions and avoid the selection of inappropriate materials;
- Monitor carefully your decisions related to content organization and make sure you have pay attention to cognitive load, resisting temptations to add more than what is actually needed;
- Orient your choices related to content making a clear distinction between dispensing of information and performance enhancement. Your end goal should be the latter not the former: what's needed to attain learning objectives? What's needed to perform tasks, activities, and criterion-referenced tests?
- Prepare a list of resources for each learning objectives, making specific references to different materials to make sure you have all covered;
- Prepare on-line content (if applicable);
- Decide about the media and other equipments. Consider and select methods appropriate to the learning and feasible within the available budget;
- Utilize medium that is close to real work environment as it will enhance knowledge transfer and retention;
- Conduct a pilot test, whenever possible.



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Implementation:

- Put the plan into action;
- Deliver the training to participants and monitor its implementation;
- Monitor learners' reaction to content, materials, activities, facilitators, etc.

- Collect feedback (survey, email, or other media) to validate content accuracy and completeness, teaching methods, and communication approach, among others (Level 1 Evaluation– Reaction) preferably while the training takes place.

Evaluation:

- Review constantly all A.D.D.I.E. elements;
- Adjust instructional strategies according to students' interaction with the content, the instructor, and the peers;
- Make sure you evaluate reaction to the training (Level 1 Evaluation) and learners' ability to attain the learning objectives (Level 2 evaluation - Learning);

- Review and analyze feedback received in Level 1 evaluation and analyze results achieved on learning (Level 2 Evaluation);

- Review contents, materials, activities, as needed, based on the analysis of Level 1 and Level 2 evaluation;
- In case you planned for Level 3 and Level 4 Evaluation (behaviour), observe performance, gather information from participants, access records such as performance data, and define measurable changes;
- Revise the training activity based on the feedback obtained in the evaluation phase.



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