

Artizo Discussion Paper – Section: Training Others to Minister

‘The Basic ADDIE Model for Training Course Design’. Wks. 1-3

Ministers need to be trainers. Over the next 3 weeks, you will be working on creating a basic training program to develop a ministry skill. The people you will be thinking about designing it for are a group of people you are currently working with.

Week 1.

1.1) Read and acquaint yourself with the ADDIE outline for training course design. (It is just one of many you might use, if you have a better one, its ok to use it instead)

1.2) Question: What are some strengths and weaknesses of this basic training course structure when using it for ministry training?

Week 2 and 3

Spend time these two weeks:

2.1) Thinking about a ministry skill you would like to see people within your current ministry develop.

2.2) Work though the ADDIE outline and write a brief (ie: 2 pages) outline of each of the 5 ADDIE points applied to your training program.

Week 3

Questions:

3.1) In your context, what are some barriers you might encounter to running the training you have designed?

3.2) How might you overcome these barriers?

The ADDIE Model for Training Course Design

The ADDIE instructional design model provides a step-by-step process that helps trainers plan and create training programs. The ADDIE design model has five steps:

- 1) Analysis *What are the training needs?*
- 2) Design *What needs to be taught to satisfy these needs?*
- 3) Development *What will the training program look like?*
- 4) Implementation *Do the training*
- 5) Evaluation *How can this training be improved?*

Analysis

Let's take a look at the first phase in the ADDIE instructional design model – the analysis phase. Great training programs don't come together by accident. They require planning and analysis. You'll produce the best training if you first analyze three important areas:

- 1) Define the training goals you want to achieve.
 - Conduct an 'instructional analysis'. What do people need to learn?
 - Define measurable goals if possible (this isn't always easy for ministry training)
- 2) Define the material that must be taught.
 - Include evaluating existing material that is relevant.
- 3) Recognize the learner's current capabilities
 - Analyze what the learners already know about the area. This is a 'learner analysis'

Finally, at the end of the training ANALYSIS stage, you should be able to define some LEARNING OBJECTIVES that summarize what a learner needs to understand at the end of the training.

Design

Once you have written the course's learning objectives it's time to begin the training course design step. During the design step, you plan what the course should look like when it's complete. At the end of this stage, you should be able to outline the training course contents, although you might not know all the details of those contents (that's the next step). You are creating an overview of the training.

At the start of the design phase, you should have a pretty good idea of what the learners will already know when they start the course (through a learner analysis). You should also know what learners will need to learn during the course (as stated in the learning objectives). How do you create a course that helps people move from what they already know and gain mastery of the new material? That's the **question** that the design step answers.

Here are some of the questions you will need to answer:

- 1) How should content be organized?
- 2) How should ideas be presented to learners?
- 3) What delivery format should be used?
- 4) What types of activities and exercises will best help learners?
- 5) How should the course measure learners' accomplishments?

Steps in the Design Phase

There are basically three steps in the design phase:

A) How will course material be grouped and sequenced? Here are some examples:

- 1) Step-by-step
- 2) Part-to-whole

- 3) Whole-to-part
- 4) Known-to-unknown
- 5) General-to-specific

B) What instructional methods and tactics will be used to present material? Here are some examples:

- 1) Group discussions
- 2) Modelling
- 3) Scenarios
- 4) Mnemonics
- 5) Drills
- 6) Applied practice

C) How will assessments measure a learner's success? Here are some examples of methods to measure learning.

- 1) Written tests
- 2) Oral tests
- 3) Practical tests
- 4) Ability to teach someone else

At the end of the design step, you will need to have idea of the basic structure and method of your training.

Development Step

A successful development step draws upon the information collected in the analysis step and the decisions made in the design step and comes up with the details of the training content. If the first two steps of ADDIE are done properly, it's much easier to focus on writing the materials.

4 Steps in Development

1) Create a prototype - what will it look like?

A training prototype provides a preview. It shows what the final course will look like when it is complete. Both training specialists and clients love prototypes. Until this point, people have been envisioning the course materials in their minds. In this step, the training specialist builds a tangible sample that everyone can see and discuss.

Training prototypes often vary in scale and complexity. For some courses, the prototype might be just a few template pages. Other courses might need detailed step-by-step storyboards. The course's format often influences the type of prototype the training specialist will create.

2) Develop the course materials.

A good course developer understands both instructional design and training delivery.

When the course developer creates content, two questions are paramount:

- Does this material meet the learning objectives?
- Will the material work in the classroom?

For example, an instructional design document might call for an activity where learners gather into small groups and discuss case-based scenarios. It's the course developer's responsibility to write scenarios that will interest the learners and promote discussion. If the course developer doesn't understand classroom dynamics, those scenarios might fall flat or seem contrived.

3) Conduct a tabletop review

After the course has been developed, the training specialist delivers a first draft of the course materials to the client. It's now time for a tabletop review of the course.

During the tabletop review, the training specialist and client check the content's accuracy and completeness. They walk through the course materials as experts looking for errors rather than as learners interacting with the course.

The tabletop review serves as a quality assurance step. The training specialist and client check the course's content before any learners interact with the course.

4) Run a pilot session

In the tabletop review step, project members reviewed the course content for completeness and accuracy. Now, it's time to put the course in front of the learners and measure how they interact with the materials. In most cases, the pilot test will be the first time actual learners experience the course.

The pilot test of the course takes place before the official course implementation. It provides the training specialists and the clients a final chance to review the course prior to its official launch.

Since there are many types of training projects, the development phase often adapts to fit the project and the client's needs. One project might devote a lot of time to prototyping, while another session may devote more time to tabletop review and pilot testing. In many situations, it's a matter of matching the right quality assurance steps to the project.

Implementation

Launching the Course

The ADDIE model provides a systematic methodology to plan, develop, and test the course before it launches. If you follow the ADDIE model, you'll have a high degree of confidence about the course when it's ready to launch:

- 1) The course meets important training goals
- 2) The course covers content that learners need to know

3) The course reflects the learners existing capabilities

Additionally, you'll have reviewed the course's content for accuracy and completeness. You'll also have conducted a pilot test to ensure that learners will actually master the skills they need to achieve the course's learning objectives.

It's possible for someone to write and launch a course without following the ADDIE instructional design methodology, but there's a much higher degree of risk. The course could have the wrong focus, confuse or frustrate the learners, or even lack critical content. So, if the course has been developed without planning or testing, then all you can do is hope that the course will go well.

Course Delivery Issues

There are plenty of issues to address during the ADDIE implementation phase. It's important to make sure that the course gets delivered smoothly and effectively to the learners. Of course, these delivery issues will substantially depend on the course's delivery format. Generally, the implementation phase contains a lot of logistics issues.

Evaluation

The ADDIE model stresses the idea that good training programs require planning, review, and revision. The evaluation phase assesses the course's effectiveness and looks for ways of improving the training.

Some possible evaluation questions

- Do learners like the course?
- Do learners achieve the learning objectives at the end of the course?
- Will the learners use their training?

For some questions, it's fairly easy to collect information. You can find out

learners' opinions of the course through a short survey immediately after the course. A pre-test and post-test can measure how well learners achieved the learning objectives. However, it usually takes more time and effort to measure things such as whether the learners will use their training. This evaluation phase can extend for months.

Remember, the purpose of the evaluation is to see if your training has been effective. Use the feedback from your evaluation to improve your training.