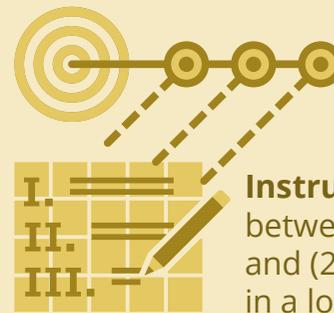


Instructional goals (1) respond to competency gaps caused by lack of knowledge and skills, and (2) state desired outcomes of successful course completion.

Target audience characteristics (e.g., existing knowledge and skills, experience level, language proficiency, motivation) inform decisions throughout the ADDIE process.

Required resources (content, technology, facilities, and human) and potential delivery methods are determined.



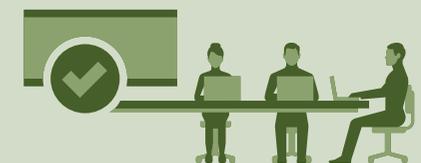
Learning objectives define specific, measurable actions that will enable learners to fulfill instructional goals.

Instructional strategies (1) establish clear links between course content and learning objectives, and (2) introduce content and learning activities in a logical sequence that supports the learners' construction of knowledge and skills.

Testing strategies provide feedback on the learners' progress in meeting the defined learning objectives.



Learning resources are generated by integrating content and strategies with supporting media and developing guidance for instructors and learners.

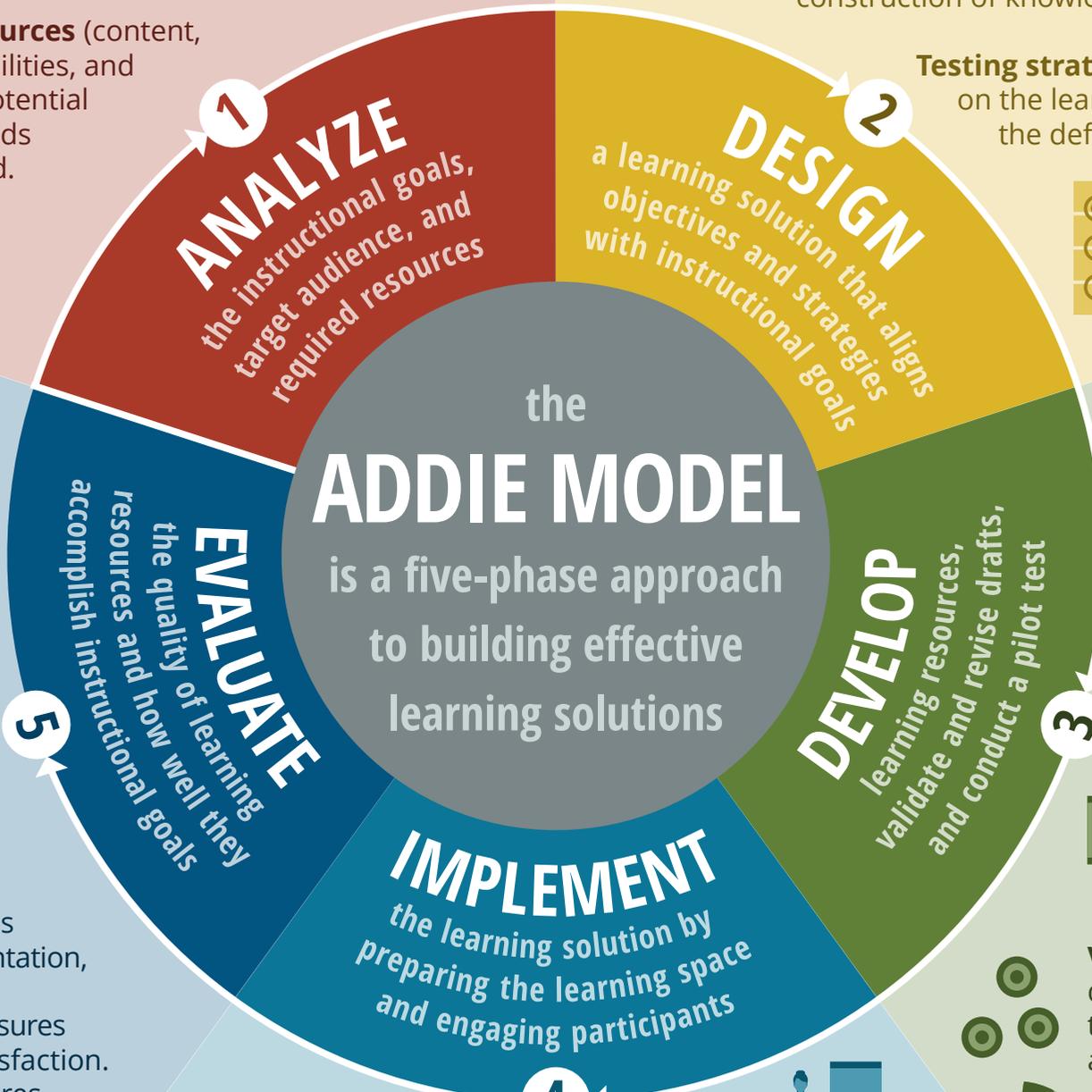


Validation of resources in development is performed through stakeholder review and subsequent revision.

A pilot test and the feedback/observations collected offer insight into final adjustments that should be made before implementing the learning solution.



Preparation for an instructor-led course identifies and schedules qualified individuals to act as facilitators and take part in a train-the-trainer workshop.



1 ANALYZE
the instructional goals, target audience, and required resources

2 DESIGN
a learning solution that aligns objectives and strategies with instructional goals

3 DEVELOP
learning resources, validate and revise drafts, and conduct a pilot test

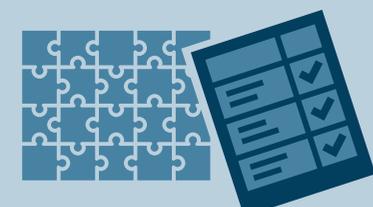
4 IMPLEMENT
the learning solution by preparing the learning space and engaging participants

5 EVALUATE
the quality of learning resources and how well they accomplish instructional goals

Participant engagement begins with notification and enrollment, followed by pre-course communication and interaction with the newly developed learning resources.



Formative evaluation is conducted prior to implementation in order to determine whether the quality of learning resources satisfies the standards established in the Design phase.



Summative evaluation is conducted after implementation, generally at three levels:
Level 1: Perception measures degree of participant satisfaction.
Level 2: Learning measures acquisition of knowledge and skills.
Level 3: Performance measures transfer of newly acquired knowledge and skills to an actual work environment.