

Instructional Design Checklist

Activities for the systematic design, development, delivery, and support of adult learning.

Instructional Design is a systematic approach to adult learning that typically includes five phases: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. This is commonly referred to as ADDIE, which may be seen as a linear process. However, in practice, information collected at later phases often leads the designer to revising work completed at earlier steps as an iterative approach to the design of adult learning.



Analysis – What are the business, performance, and training needs?

- Develop a Valid Task List
- Gap Analysis - Compare what's currently happening to what should be happening or needs to begin happening soon
- Determine Training Needs
- Select Tasks for Training
- Prepare a Task-to-Training Matrix
- Conduct an Analysis of Existing Training Material
- Conduct a Task Analysis
- Identify tools used in the workplace to complete the tasks
- Application of Job or Task Analysis Information
- Training development/Changes



Design – How is the instruction designed for your learning objectives?

- Write Terminal Objectives
- Describe Members of the Target Audience
- Identify Enabling Objectives for each Terminal Objective
- Describe the scope and sequence for the Enabling Objectives
- Develop Training Standards
- Develop Evaluation Standards
- Describe the scope and sequence for the Training/Evaluation Standards
- Develop Test Items
- Construct Tests
- Decide how to engage and motivate the learners
- Describe Optimal Training Environment (Classroom or Virtual)
- What resources are available and where are there constraints
- Write Training Development and Administrative Guide

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Development – Build materials and lesson plans.

- Select Training Methods
- Reserve/Purchase Equipment and Tools for Optimal Training Environment (Classroom or Virtual)
- Define Learner Equipment Requirements for Virtual/Online Training Environment
- Develop Lesson Plans
- Develop Training Support Material
- Design and conduct formative evaluations of training materials and complete revisions as needed during development
- Prepare trainers for implementation
- Conduct Training Tryouts
- Make Post-tryout revisions, as required



Implementation – Deliver the instruction and collect artifacts.

- Conduct Training
- Conduct in-Training Evaluations
- Document Training



Evaluate – How effective was the instruction?

- Monitor Indicators
- Analyze Information
- Initiate Corrective Actions
- Provide feedback to Instructors

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Reference List

The following is a list of websites and documents that describe ADDIE, or parts of ADDIE. Explore them and find the processes and explanations that make the best sense for your application.

<https://aect.org/>

https://aect.org/reference_library.php

<http://www.brainrules.net/>

<http://www.brainrules.net/the-rules>

[DOE-HDBK-1074-95](#) Alternative Systematic Approaches to Training

[DOE-HDBK-1076](#) Table-Top Job Analysis

[DOE-HDBK-1078-94](#) DOE Handbook Training Program Systematic Approach

[DOE-HDBK-1086](#) Table-Top Training Program Design

[DOE-HDBK-1103-96](#) Table-Top Needs Analysis

[DOE-HDBK-1118-99](#) Guide to Good Practices for Continuing Training

[DOE-HDBK-1200](#) Guide to Good Practices for Developing Learning Objective

[DOE-HDBK-1201](#) Guide to Good Practices Evaluation Principles

[DOE-HDBK-1202](#) Guide to Good Practices for Teamwork Training and Diagnostic Skills Development

[DOE-HDBK-1203-97](#) Guide to Good Practices for Training of Technical Staff and Managers

[DOE-HDBK-1205-97](#) Guide to Good Practices for the Design, Development, and Implementation of Examinations

[DOE-HDBK-1206-98](#) Guide to Good Practices for On-the-Job Training

<http://www.nwlink.com/~donclark/hrd.html>

<http://www.nwlink.com/~donclark/hrd/sat.html>

<https://www.td.org/>

<https://www.td.org/job-aids-tools>