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# Our Instructional Design Project

Addison, Glen, David, and Taylor

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# Situation

In this course, I had to analyze learning needs and work together with a team of three instructional designers (David, Glen, and Taylor) to design and develop a unit of training materials over a topic of our choosing following the Instructional Design (ID) process, ADDIE, and guidelines from *Developing Technical Training* by Ruth C. Clark.

**(To view each work sample in detail, go to my Instructional Design Project on my portfolio at [AddisonKliewer.com](http://AddisonKliewer.com))**

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# Task

For this project, we were instructed to follow ADDIE, an ID model that stands for Analyze, Design, Develop, Implement, and Evaluate. We had to determine:

- Is training the best choice for this problem?
  - If so, what training needed to emphasized? Which audience should be trained?
  - Meet with my team, present my plan and choose one training procedure to create, and create it following ADDIE.
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# Overview

Analyze  
Design  
Develop  
Implement  
Evaluate

Get approval from the project sponsor and determine what need is to be met, and if training is required.

Create a rough prototype of the lessons based on the analysis of the need, tasks, and learners.

Create lesson plans and materials with a team.  
Review each other's work.

Introduce the developed materials into a classroom setting to the students.

See what went well with an evaluation Report. Revise current materials.

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# Analysis

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# Analysis

I chose a current need for a training document for Graduate Ambassadors (UNT Graduate School Tour Guides).

Current Problem:

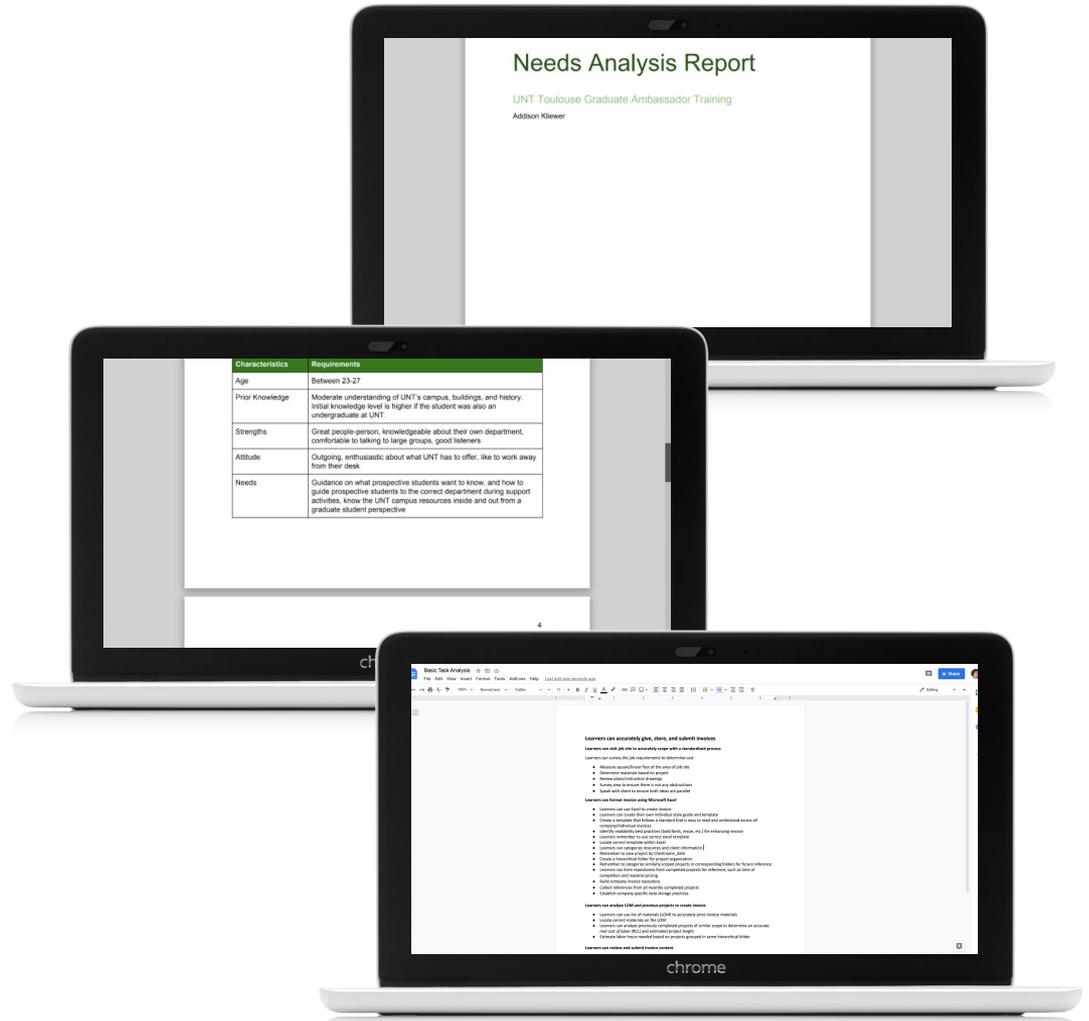
- No single formal training document
  - Instructional files came from all over the place and in a variety of formats, from documents to emails
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# Analysis (Needs Analysis Report)

I had to look at Audience, Content, and Tasks.

To do this, I created a Needs Analysis Report, comprised of:

- *Needs Analysis*- interview the project sponsor to determine initial potential training need.
- *Learner Profile*- Observe learners and record attributes in a table to identify target audience
- *Task Analysis*- Identify which tasks needed to be completed after training



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# Analysis (Presentation)

I had to determine whether my training was immediate and urgently needed. I presented and discussed my findings with the rest of the team.

Ultimately, we decided to go with Glen's project, teaching independent construction contractors how to create and use their own invoice template in Excel.

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# Design

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# Design

Our Instructional Design Team needed to brainstorm, prototype, and test our training need response.

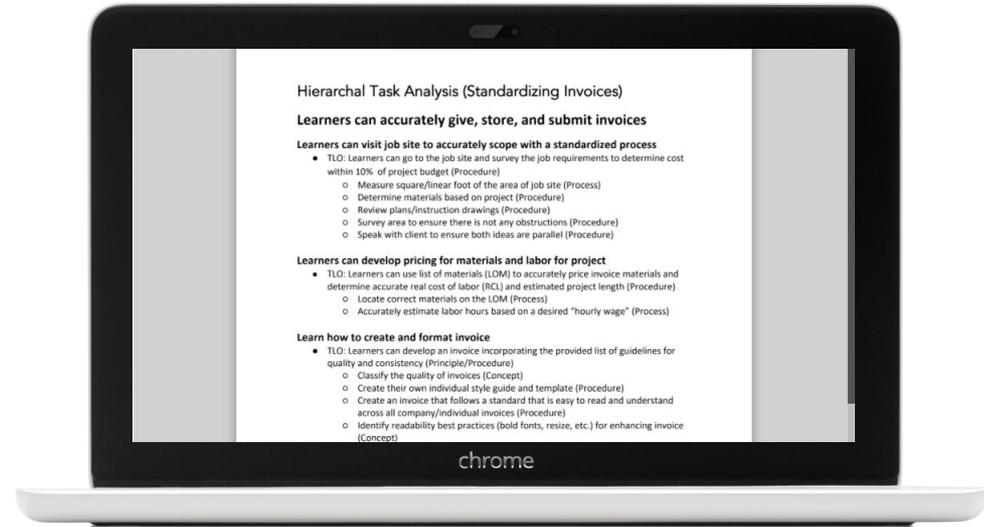
We needed to create a solid, but rough structure, strategy, and evaluation plan so we could implement the design in the development phase.

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# Design (Task Sorting)

For the Design phase, we needed to create a solid prototype. We started this by:

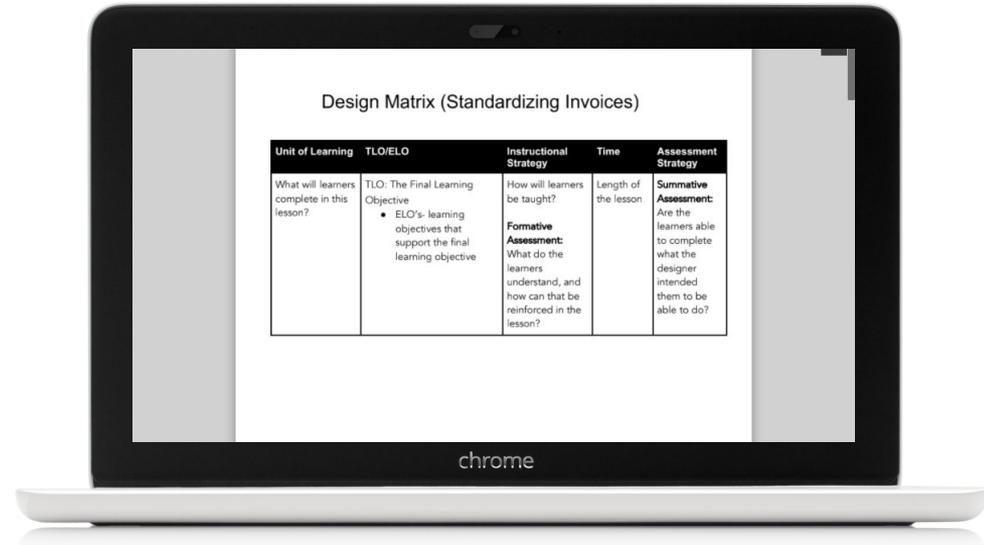
- *Hierarchical Task Analysis*- organizes task order/hierarchy for teaching learners how to accomplish objectives.
- Sort each task into a concept/procedure/process/principle/fact.



# Design (Design Matrix)

We took the HTA and our list of tasks and turned it into a Design Matrix-

- *Design Matrix*- to plan out each unit of Learning, with TLOs (the final learning objective)/ELOs (learning objectives that enable the reader to understand the TLO), Instructional Strategy for the section, section time duration, and a strategy for assessing if our learners had understood the unit or not.



The image shows a laptop screen displaying a table titled "Design Matrix (Standardizing Invoices)". The table has five columns: Unit of Learning, TLO/ELO, Instructional Strategy, Time, and Assessment Strategy. The content is as follows:

Unit of Learning	TLO/ELO	Instructional Strategy	Time	Assessment Strategy
What will learners complete in this lesson?	TLO: The Final Learning Objective <ul style="list-style-type: none"><li>• ELO's- learning objectives that support the final learning objective</li></ul>	How will learners be taught?  <b>Formative Assessment:</b> What do the learners understand, and how can that be reinforced in the lesson?	Length of the lesson	<b>Summative Assessment:</b> Are the learners able to complete what the designer intended them to be able to do?

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# Development

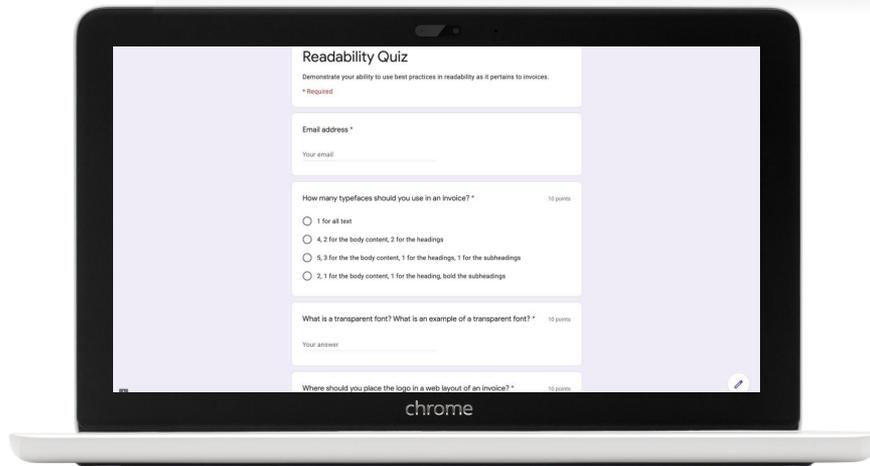
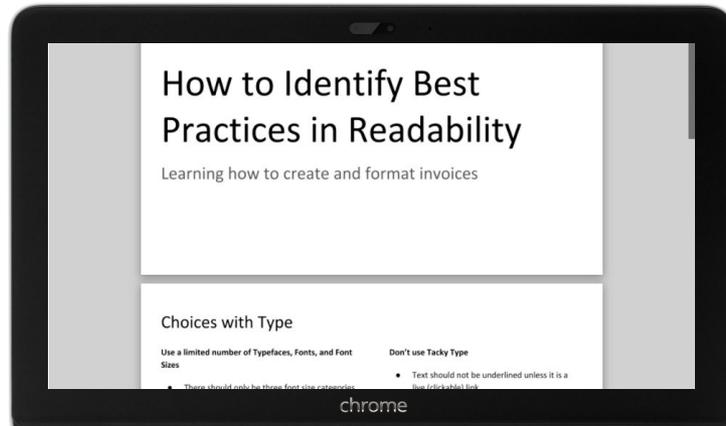
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# Development (Google Classroom)

My ID team and I took the design materials (design matrix and HTA) to develop our lesson materials into one completed unit.

I created the *Making Invoices More Reader-Friendly* section, using:

- *Learning Deck*- to instruct learners how to apply best design practices
- *Google Forms Quiz*- Assesses whether they had learned how to apply those best practices.



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# Implementation

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# Implementation (Classroom)

Finally, we published our lesson on Google Classroom. While we didn't have access to our full audience, we would be responsible for the next few steps:

- Test the finished instructional materials
- Secure an instructional delivery mechanism for the plan.
- Prepare the learners, instructors, and the environment
- Monitor the launch and address any launch issues
- Collect data for evaluation



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# Result

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# Result

This much-needed training will help contractors standardize their invoice creation and help them spend more time on the job site and earn more revenue with accurate templates.

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**Thanks for Reading!**

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