

<LEARNING SOLUTION/PROJECT NAME>

High Level Design

AMPLE EXTRACT ONLY



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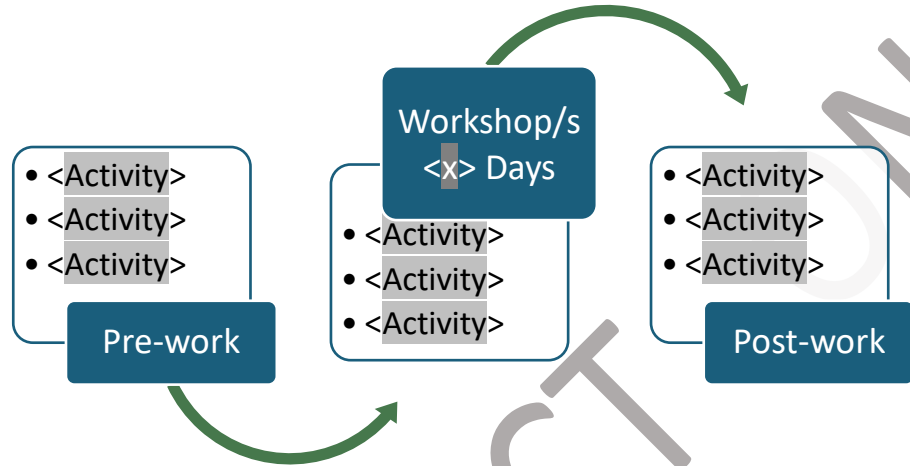
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PROGRAM DESIGN (CONTINUED)

Learning Pathway

<Complete (edit) the learning pathway below>



Learning Outcomes

At the end of this session, participants will be able to:

- <insert learning outcomes> (refer to Appendix A – Writing Learning Outcomes)

Audience

This High Level Design has been designed for the following audience groups:

- <insert target audience groups>

PROGRAM DESIGN (CONTINUED)

Pre-Work

Before attending <insert learning solution name>, participants are expected to have completed the following pre-work:

- <e-learning program>
- <Review/reflect on <x>>
- <Observe <x>>

Post-Work

After attending the <insert learning solution name>, participants are expected to have:

- Discussed program outcomes with leader
- Completed embedding activities

Delivery Method

The delivery methods for the various audience groups identified include:

Audience	Delivery Method
	<Face-to-Face>
	<Online learning>
	<Self-Paced>

Learning Methodology

The learning methodology includes:

Delivery Method	Methodology
<Face-to-Face>	Skills training
	Group discussions/activities
	Individual reflection
<Online learning>	Systems training that allows the participant to demonstrate their ability to navigate through/complete a process
<Self-paced>	Self-paced activities
<Other>	<insert>

PROGRAM DESIGN (CONTINUED)

Learning Materials

The following learning materials will be developed:

Delivery Method	Materials to be developed
Face-to-Face	Facilitator Guide
	PowerPoint Presentation
	Participant Workbook (activities only)
	Assessment Book
	Scenarios
	Posters
	Handouts
	Job Aid
Online learning	Program evaluation form
	Storyboard
	Job Aid
	Reference links
Self-paced	Reference and Activity Book
	Job Aid

Source Materials to Leverage

The following table lists relevant materials that have previously been developed:

Program Name	Document Type	Version Number	Location

Assessment Method

Assessment methods for various audience groups identified include:

Audience Group	Assessment Method
	<Knowledge test>
	<On-the-job observation>
	<Workplace project>

Assessment Materials

The following assessment materials will be developed:

Assessment Method	Materials to be developed
	<Multiple choice questions>
	<Short answer questions>
	<Observation checklist>
	<Project instructions and assessment criteria>
	<Interactive online simulation>

HIGH LEVEL DESIGN - <INSERT AUDIENCE GROUP/S & PROGRAM TITLE>

Topic/Module & Timing	Content	Learning Outcomes	Activity	Resources
<Topic> <Timing>	<Key concepts/frameworks/information> <ul style="list-style-type: none"> • X • X 	<See Appendix A for list of verbs> <ul style="list-style-type: none"> • X • X 	<Key learning activities for this topic – assign as whole group, small group, pair or individual reflection to ensure variety> <ul style="list-style-type: none"> • X • X 	<Required people, technical, process, media, materials resources>

EVALUATION (CONTINUED)

Evaluation Approach Template (Example)

		What are we measuring?		How are we measuring?	When are we measuring?
Level	Learning Outcomes	Questions		Data collection method	Timing
1 Reaction		Relevance	The program equipped me with knowledge and skills relevant to my role	<input checked="" type="checkbox"/> Questionnaire <input type="checkbox"/> Assessment <input type="checkbox"/> Focus Group <input type="checkbox"/> Participant Observations	<input type="checkbox"/> Pre-learning <input checked="" type="checkbox"/> Immediately post-learning <input type="checkbox"/> 30 days post learning <input type="checkbox"/> 90 days post learning
		Environment	The facilitator was flexible and responsive to my learning needs		
		Design	The job aids and workbook provided were well designed and easy to follow		
		Satisfaction	The content was challenging and interesting I would recommend this program to others		
2 Learning	Explain the benefits of using the ADDIE model to create effective learning programs. Describe the five phases of the ADDIE model.	Attitude	ADDIE is an effective guide for creating business-relevant, engaging and effective learning	<input checked="" type="checkbox"/> Questionnaire <input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Focus Group <input type="checkbox"/> Participant Observations	<input checked="" type="checkbox"/> Pre-learning <input checked="" type="checkbox"/> Immediately post-learning <input checked="" type="checkbox"/> 30 days post learning <input type="checkbox"/> 90 days post learning
		Knowledge & Skills	The program allowed me to develop the knowledge and skills to create business-relevant, engaging and effective learning programs		
		Confidence	What is your overall confidence in applying the knowledge transfer?		
		Commitment	How will you ensure you apply the learning?		
3 Application	Conduct an LNA to identify learning needs. Communicate LNA findings and recommendations.	Application on-the-job	What has changed about your work (actions, tasks, activities) as a result of this training/workshop? Please describe the ways in which you have effectively applied knowledge gained back on-the-job.	<input type="checkbox"/> Questionnaire <input type="checkbox"/> Assessment <input checked="" type="checkbox"/> Focus Group <input type="checkbox"/> Participant Observations	<input type="checkbox"/> Pre-learning <input type="checkbox"/> Immediately post-learning <input checked="" type="checkbox"/> 30 days post learning <input type="checkbox"/> 90 days post learning

<Learning Solution/Project Name>

High Level Design

DD.MM.YYYY (DRAFT) v0.1

<PROGRAM NAME>

Storyboard

<Module>

EXAMPLE EXTRACT ONLY



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STORYBOARD AND SCRIPT (WORKED EXAMPLE)

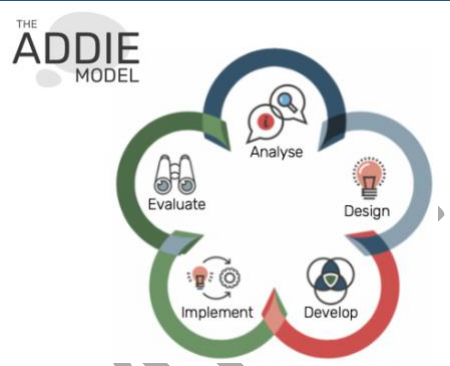
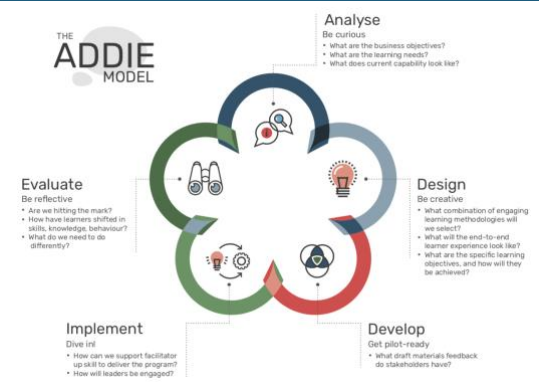
Page 1: Introduction






Block Title	Welcome
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Block Components: TWO OPTIONS

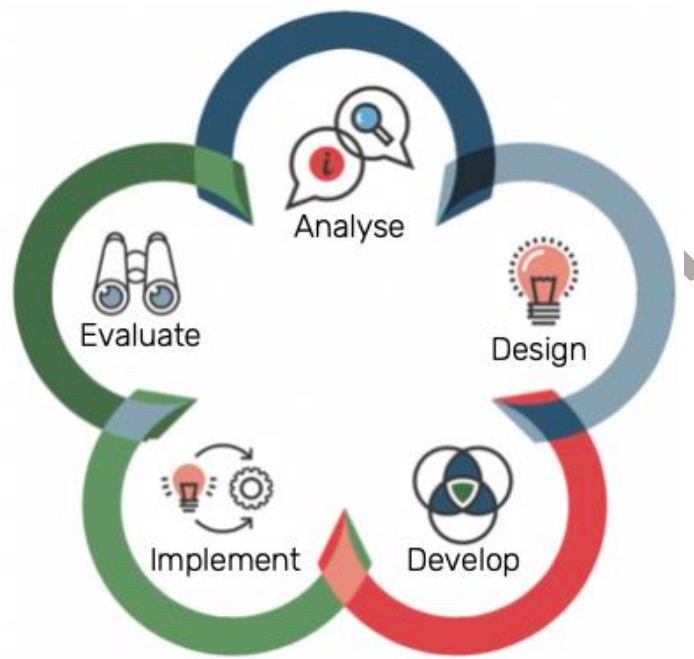
OPTION A	OPTION B
Type: Text	Type: Video
<ul style="list-style-type: none"> • Program benefits • Introduce ADDIE Model – next block 	<ul style="list-style-type: none"> • Our approach to Instructional Design • One word to describe the Instructional Designer’s purpose/how they can make a difference – vignette of Vox Pops – staff to re-appear at end of each ‘Phase’ to express the value they add to each phase (each of the 5 ADDIE Phases) • Introduce ADDIE Model – next block

Block Components:

Type: Hot Spot	
Instruction text Hover the cursor over each of the phases in ‘The ADDIE Model’ below to reveal a description.	
Before text reveal	With text reveal
	

Hot Spot	Text Reveal
 <p>Analyse</p>	<p>Be curious</p> <ul style="list-style-type: none"> • What are the business objectives? • What are the learning needs? • What does current capability look like?
 <p>Design</p>	<p>Be creative</p> <ul style="list-style-type: none"> • What combination of engaging learning methodologies will be select? • What will the end-to-end learner experience look like? • What are the specific learning objectives, and how will they be achieved?
 <p>Develop</p>	<p>Get pilot-ready</p> <ul style="list-style-type: none"> • What draft materials feedback do stakeholders have?
 <p>Implement</p>	<p>Dive in!</p> <ul style="list-style-type: none"> • How can we support facilitator up skill to deliver the program? • How will leaders be engaged?
 <p>Evaluate</p>	<p>Be reflective</p> <ul style="list-style-type: none"> • Are we hitting the mark? • How have learners shifted in skills, knowledge, behaviour? • What do we need to do differently?

INSTRUCTIONAL DESIGN TOOLKIT



Activity Examples

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ABOUT THIS ACTIVITY EXAMPLES

Overview

This guide includes generic icebreaker and embedding activities that can be contextualised to suit different programs.

Handout/Participant Workbook Activity examples are provided for applicable activities. These may be transferred to the Participant Workbook or Job Aid/Handout template. In addition, high-level embedding activity examples are provided on the final page.

Activities may be combined or repeated, where appropriate.

Many of the activities suggest that 'prizes' may be awarded. If choosing to do so, detail these in the required resources for the program.

Icebreaker Activities

Icebreaker activities are used at the beginning of a program as a thought-starter, and to create a comfortable, engaging and participative atmosphere.

Icebreaker activities:

- Encourage communication and interaction
 - 'Warm up' participants, allowing them to feel more comfortable with their peers
 - Build collaboration
 - Help set the tone of the workshop
 - Should help to 'frame' the workshop topic/s
-

Embedding Activities

Embedding activities ensure the learning 'sticks', by reviewing the learning content, allowing multiple opportunities for applying theory and discussions to practice.

The example embedding activities provided in this kit may be integrated into the program delivery, or used post-program (E.g., you may include them in the Leader Kit for use in team meetings or personalised embedding plans, or use as a coaching tool).

Note: The embedding activity examples and handouts are also included in the Leader Kit template.

ICEBREAKER ACTIVITY 2: LOOKS LIKE, SOUNDS LIKE, FEELS LIKE

Looks Like, Sounds Like, Feels Like (15 min)		
<p>Purpose: The objective of this activity is to gain an insight into the participant current perspectives around <insert topic>.</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe what <insert topic> is/is not, and how it applies in the context of your role 	<p>Resources:</p> <ul style="list-style-type: none"> Pens Handout/Participant Workbook Activity (1 per participant)
Instructions		
<ol style="list-style-type: none"> Participants describe what effective <insert topic> looks like, sounds like and feels like. Debrief, unpacking how this provides insight into current perspectives - and what this says about the culture or impact it may have. Additional questions may include: <ul style="list-style-type: none"> In what ways does this matter? How does this align with our vision/values? How might our strategic goals require us to shift this? 		

<Insert topic>



Looks like...



Sounds like...



Feels like...

EMBEDDING ACTIVITY 7: STOP START KEEP

Stop Start Keep (15 min)		
<p>Purpose: The objective of this activity is for participants to describe new insights developed in the learning program.</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recall new insights they developed through the learning program 	<p>Resources:</p> <ul style="list-style-type: none"> Handout/Participant Workbook Activity (1 per participant)
Instructions		
<ol style="list-style-type: none"> Provide participants with the handout. Participants have five minutes to describe what they will stop doing, start doing and keep doing, as a result from their new insights developed from the learning program. Invite participants to share their responses. Discuss the resources and support they need to make it happen. 		



STOP



START



KEEP



COMPLETE DOCUMENT VERSIONS

The ADDIE Toolkit

This document contains only a select number of pages from one of the series of documents available across each ADDIE phase.

You can obtain the full version of ADDIE Toolkit documents by:

1. Purchasing one of the following courses:
 - Instructional Design Basics: Self-paced
 - Instructional Design Plus: Self-paced; plus up to 3, 90-minute 1:1 coaching with a Senior Instructional Designer from the IDA and DLD team
 - Instructional Design for your Organisation: Face-to-face workshop/s
2. Purchasing a bundle of documents, specific to each ADDIE phase:

Note: These bundles contain a selection of documents. The entire ADDIE Toolkit is available by purchasing any of the courses above.

Bundle	Documents Included
Analyse Pack	<ul style="list-style-type: none"> • 1.1_ANALYSE_LNA Guide • 1.2_ANALYSE_LNA Template • 1.3_ANALYSE_LNA Summary Template
Design Pack	<ul style="list-style-type: none"> • 2.1_DESIGN_Learning Strategy Template • 2.2_DESIGN_HLD Template • 2.3_DESIGN_Storyboard Template • 2.4_DESIGN_Activity Examples
Develop Pack	<ul style="list-style-type: none"> • 0.3_Style Guide • 3.1_DEVELOP_Icons • 3.2_DEVELOP_FG Template • 3.3_DEVELOP_PW Template • 3.4_DEVELOP_AB Template • 3.5_DEVELOP_JA Template • 3.6_DEVELOP_PPT Template • 3.7_DEVELOP_LDR Template • 3.8_DEVELOP_Program Review Template
Evaluate Pack	<ul style="list-style-type: none"> • 5.1_EVALUATE_Questionnaire Templates • 5.2_EVALUATE_Focus Group Template • 5.3_EVALUATE_Observation Checklist • 5.4_EVALUATE_Report Template

To learn more about these courses and bundles, visit our website at www.instructionaldesign.com.au
