

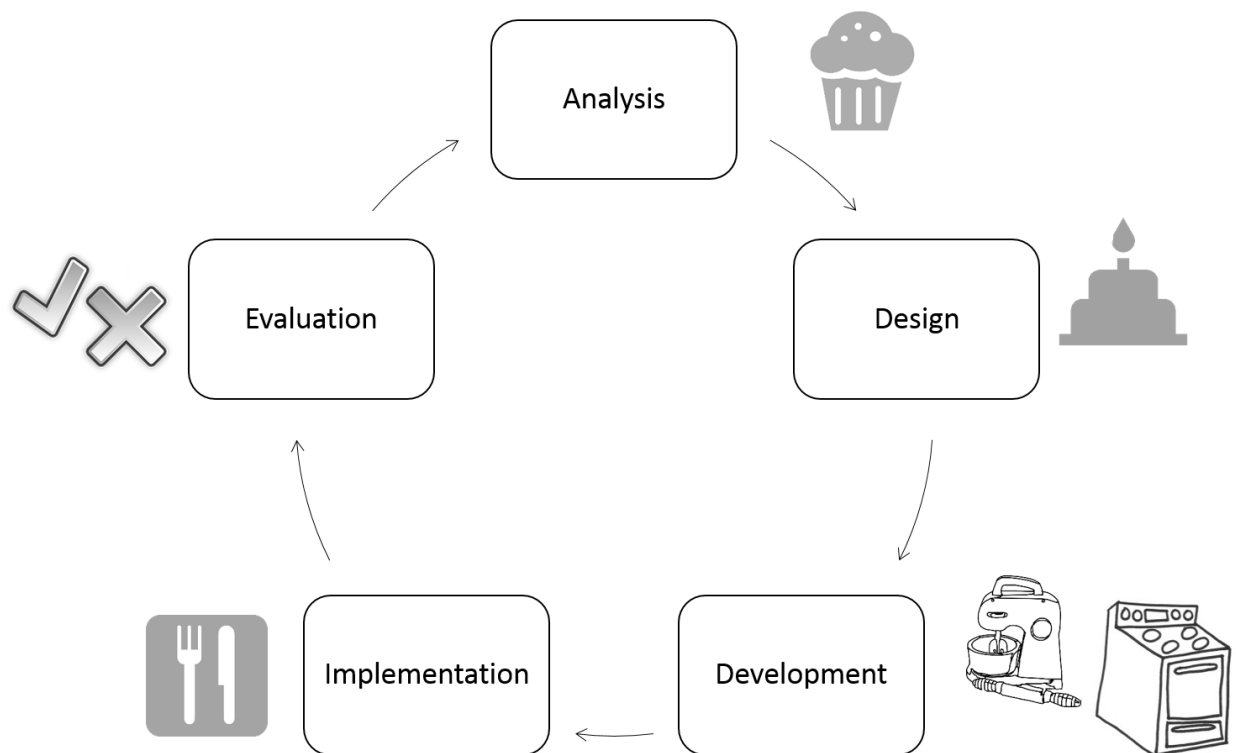
How Training Design and Development Can Be a Piece of Cake

When we think of training, we think of someone (usually a subject matter expert) teaching us (the learners) how to learn a task or develop a skill. But, how does the whole teaching and learning process start? Let's begin by looking at the model most instructional designers use when designing and developing training programs.

The ADDIE Model

We use the The ADDIE model¹ which is comprised of five phases: analysis, design, development, implementation, and evaluation. The idea is to complete each phase before moving to the next. This model was developed for the U.S. Army in the 1970 by Florida State University's Center for Educational Technology. The model was later adapted to be used by all branches of the U.S. Armed Forces. It also evolved into other models to be used in the private sector. The primary one I learned during my graduate studies in Instructional Design at Mass Boston, was called the "Dick and Carey Instructional Model." There are other training models out there, but they all derived from ADDIE, so let's focus on that one.

Let's use the analogy of making a cake to help illustrate this model:



How does this instructional design model relate to baking a cake?

The table below will help illustrate the process:

Model Stages	Instructional Design	Cake Making
Identify the goal	Analyze: What are the instructional goals? What do the learners need to be able to do at the end of the training course?	Do we need a dessert? What kind of dessert? Do we have the right tools to bake the cake?
Identify your audience	Analyze: What courses have the learners previously completed? Do they already have experience with the subject? What are their attitudes towards the subject?	Does everyone eat cake? Does anyone have a flavor preference? Do people have allergies? Will they be using utensils or their hands to eat it?
Identify the modality for delivery	Design: What objectives do the learners need to achieve? Should the instructor lecture, show a video, or create group discussion?	Can we bake a 3-tier cake? Do we have enough frosting? Will it fit in the oven? Do we have the right container? Can we deliver it to the venue?
Develop parameter for success	Develop assessment instruments: What activities and assessments will measure the learning objectives?	How will we know if people enjoyed the cake? Do we inspect leftovers for signals of satisfaction?
Create course content	Develop and select instructional materials: What articles and/or case studies can you use? Do you need to create PowerPoints? Can you reuse existing videos?	Do we have all the ingredients and utensils we need? Are the mixer and oven working well? Can we buy pre-made frosting?
Delivery	Implement: Conduct the training class.	After baking it, serve the cake.

Assess and revise	Evaluate: What course content and activities were well-received, or not? How well did the learners complete assignments/tests? What are the results of student course evaluations?	Did everyone eat the cake? Did anyone get sick from eating the cake? How quickly was it consumed? How many pieces were left?
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Will we bake our cake and eat it too? That's what we think about when designing and developing training programs: Would we enjoy sitting through the training we created? It is very important to keep this in mind because we all know what it's like to have to endure poorly-designed learning programs. Using an instructional design model will help avoid any mistakes.

What do you think? Did the cake analogy make sense? I'd love to hear your thoughts in the comments section below.

References

¹ ADDIE Model from the Training Industry.

<http://www.trainingindustry.com/wiki/entries/addie-model.aspx>. 2015.

³ Walter Dick, Lou Carey, and James O. Carey. *The Systematic Design of Instruction*. 7th ed. Upper saddle River, New Jersey.: Pearson., 2009.