

ELABORATION THEORY MODULE

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Epitome: We plan to show how we will use elaboration to present the topic of basic instructional design. Our process begins with a general look at ADDIE and as the unit and lessons progress, they get more and more detailed as supported by elaboration theory.

Scope Decisions:

The relationship of the content is somewhat procedural, at least for beginners. Since this is an introductory course, we will assume that our learners are beginners and will present the content in a procedural manner.

The size of content is too large for one 2 hour lesson, so we plan to break ADDIE into 5 component lessons. Each lesson will introduce the learner to the next component of ADDIE, but will utilize spiral sequencing so that the position of each component of ADDIE will be reviewed and reinforced in every lesson. Spiral sequencing will be utilized to introduce structure to each subheadings of each lesson. Subheadings will then switch to topical sequencing, as each subheading objective is described to satisfy learning objectives and goals of the entire ADDIE topic.

Type of Relationship:

Chronological

Procedural

Hierarchical

For beginners, the learning context that we are presenting has a procedural relationship as describe by Mager in *Making Instruction Work*.

*“This chapter will present a brief description of the phases of the instructional process, as well as a description of the main techniques and procedures through which we develop instruction that works. The chapters that follow this one will describe each procedure in more detail, describe how to carry out the **procedure**, and offer one or more examples. Though some of the procedures may be new to you, the overall strategy will be familiar, simply because it asks you to do in your instruction what you already do in other aspects of your life: decide what you want to accomplish, apply the tools and techniques needed to accomplish it, and then determine how well you did.”*

Pattern of Sequencing:

Topical

Spiral

We utilize both spiral and topical sequencing in our design. For broader concepts and principals such as analyze, design, develop, implement, evaluate, task analysis, goal analysis and performance analysis, we will use spiral

sequencing to provide our learners with a built-in synthesis and review mechanism for their learning. This will give them an opportunity to understand how each component interrelates to the others in the ID process.

We will utilize topical sequencing to provide a depth of understanding to our learners, once the topics demonstrate little or no interrelationship. To review and synthesize topically sequenced content, a final design project will be implemented, allowing the learner to utilize the content in an authentic design situation.

Type of Expertise:

Task Domain

We believe that our learning content requires task expertise. The learner must come away from this unit with an understanding of how to use the ADDIE process. Although this unit is a prerequisite for most courses in the Instructional Systems program and is designed to begin the learner on their journey to becoming an expert in the field of Instructional Design, the unit itself is solely dedicated to presenting learners with how to utilize the ADDIE model.

Type of Elaboration:

Conceptual Theoretical Simplifying Conditions

Because the components of ADDIE are highly related and interactive, a theoretical elaboration sequence is utilized in our unit. Analysis is closely related to Design, because the outcomes of the analysis will directly affect the design. The design affects what is developed, and so on. Evaluation will affect all stages of the process.

Lesson to be developed:

The components of the ADDIE model as a strategy of Instructional Design. The analyze step of ADDIE will be fully developed into our lesson.

Objectives for the Lesson:

The learner will:

ADDIE

- Understand the relationship between all components of the ADDIE model.

Analysis

- Identify and explain the three parts of analysis.

Performance Analysis

- Identify the performance problem, given a situation where performance doesn't meet expectations.
- Determine if the performance problem is worth intervention.
- Identify and employ fast fixes of performance if appropriate in a given situation.
- Identify if performance consequences are appropriate and apply corrective actions in the given situation.
- Determine if the performance problem is caused by a skill deficiency.
- Determine if the performance problem is caused by frequency.
- Determine if the performance problem is caused by unfamiliarity.
- Determine if the task can be made easier.
- Determine if there are any obstacles related to the poor performance.
- Determine if the personnel affecting performance can improve.
- Determine if training can improve the performance.

Goal Analysis

- Identify the overall performance goal.
- Determine what specific performances are required to complete the goal.
- Determine if there is a hierarchical relationship amongst required performances
- Place performances in order.
- Refine the performances to when and how often they are performed.
- Review performances for completeness.

Task Analysis

- List all tasks that make up the desired performance.
- Detail each task according to when the task is performed, how it is performed, and list the indicators of task completeness.
- List or Flowchart tasks as appropriate.

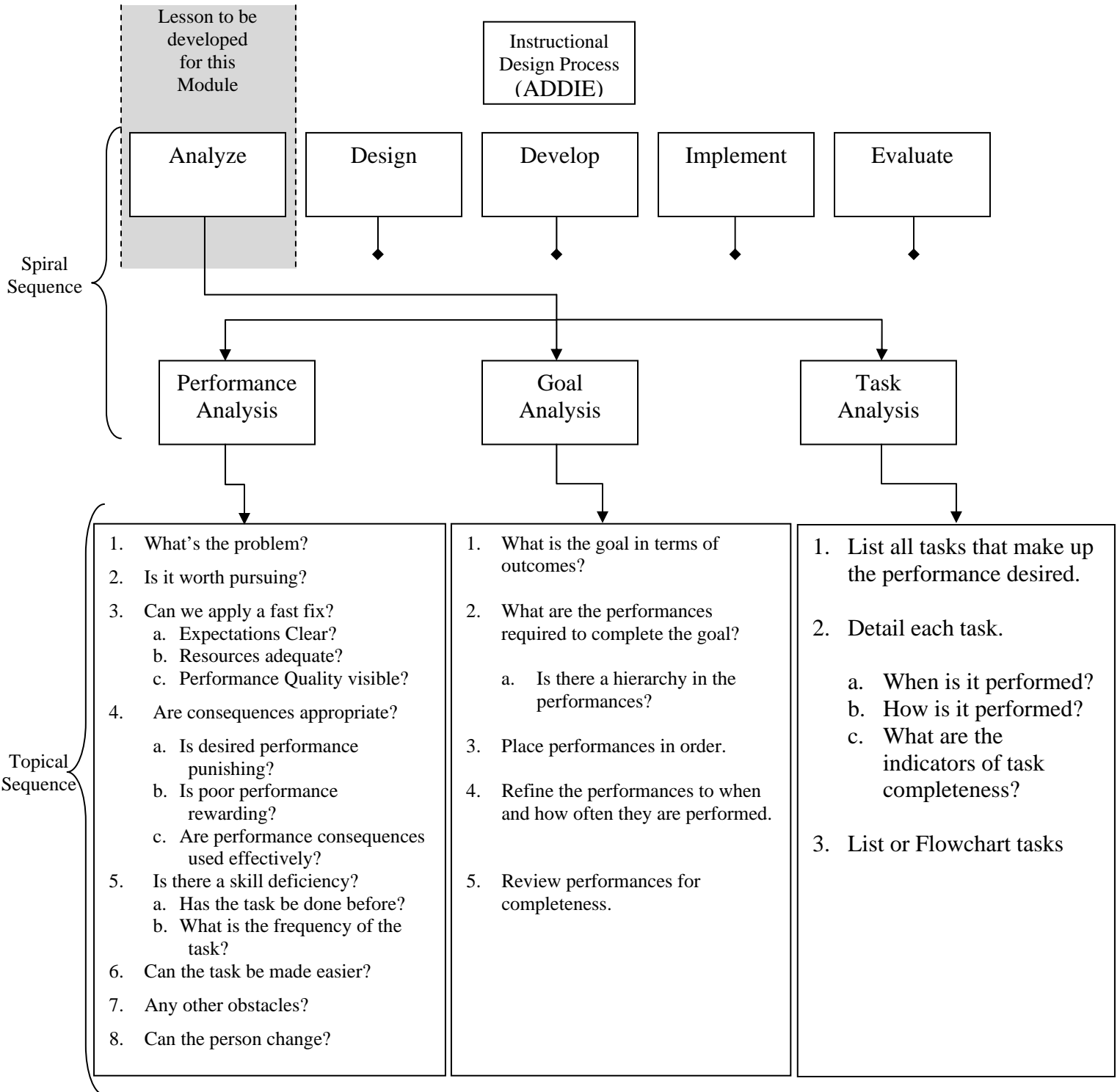
Strategies and Rationale for Each:

The objectives are listed in order, from general to specific. Each step in the procedure is learning objective. Presenting the ADDIE model and its subcomponents in a procedural order provides the learner with an organized structure that enables the learner to organize each component and how each interrelates with the other ADDIE components. A prerequisite to our lesson would have the learners read chapters 3 and 4 of *Making Instruction Work* (Mager, 1997) and chapters 2 and 3 of *Instruction Design 3rd ed.* (Smith & Ragan, 2005)

Assessments and Rationale for Each:

Students will be required to complete a final design project that will cover the entire ADDIE process. During each phase of ADDIE, the learners will submit a document that rationalizes all findings and decisions for each phase. Learners will provide a phase document that will be evaluated utilizing a rubric that each learner will be given prior to the project. Assessment is explicit and connected directly to the learning objectives listed above as well as learning objectives for the 4 other phases of ADDIE.

Concepts/Principles Mapped to Organizing Structure:



Lesson Plan Outline

At the outset of class, learners would be asked to think of a situation where they may have encountered a performance problem, whether at work or in education. The teacher should solicit a volunteer to share their experience with the class.

Students then would be solicited to name each component of ADDIE.