Question #1

Week 1: Course Introduction: ADDIE and Other ID Models

Reading: Dr. Farrington, My Good Friend ADDIE

Directions: Which of the following statements about the ADDIE model are not correct? (Circle the best two answers.) (1 point)

A) ADDIE proposes detailed steps for each of its stages
B) ADDIE was originally founded by Michael Molenda
C) ADDIE is a generic schema for instructional design systems
D) ADDIE is a flexible model that can be used in different ways
E) ADDIE was designed to be followed iteratively rather than sequentially

Answer: A, B (Incorrect statements)

Question #2

Week 1: Course Introduction: ADDIE and Other ID Models.

Readings: Intro HPT Prez, “In Search of the Elusive ADDIE Model” by Michael Molena

Directions: Which parts of the HPT model can you map to each ADDIE element? Provide at least two similar aspects and two different ones. Please give a short-detailed explanation by writing at least one paragraph. (5 points)

Answer: (The answer will not be exactly the same, but comparable)

There are four general phases in HPT model: Analysis, Intervention Selection, Intervention Implementation, and Evaluation whereas there are 5 phases in the ADDIE model: analysis, design, development, implementation & evaluation.

HPT and ADDIE are similar in that they are both iterative, systemic processes and can be better described as tools than models. Their processes are also alike in that they begin with analysis, their second phase is design, third is a form of implementation, and forth is evaluation. As I stated previously, the iterative process is accounted for and improvements are made accordingly. Although the main elements are similar, their application potential is where there are the most obvious differences.

Nevertheless, HPT is a more performer-focused methodology, and ADDIE is more of a framework. ADDIE could only address training problems and was not applicable to non-training issues.
**Explanation for this question:** I awarded 2 points for giving two different and 2 similar aspects between the two models. I gave 1 point for organization.

**Question #3**

**Week 2: Analysis 1: Needs, Learner, and Context**

Reading: Six Disciplines of Breakthrough Learning, Ch.1, pages 22 – 37, Figure I.16 (p. 34) and Exhibit I.2 (p. 36).

**Directions:** For each item in column A (Disciplines) below, select a matching item in column B (Descriptions) by placing the letter of the item before the item in column A. Use items only once. (3 points)

<table>
<thead>
<tr>
<th>Column A : Disciplines</th>
<th>Column B: Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________ 1. D1: Define</td>
<td>a) World class training always has a “how-to” approach. Clearly convey relevance of training, provide sufficient time for practice with feedback.</td>
</tr>
<tr>
<td>___________ 2. D2: Design</td>
<td>b) Great learning is essential, but it is still not enough to guarantee success. You need both great learning and effective transfer of the skills back to the job.</td>
</tr>
<tr>
<td>___________ 3. D3: Deliver</td>
<td>c) Begin with the end in mind. Define the business outcomes, not just learning objectives and clarify the business’s definition of success.</td>
</tr>
<tr>
<td>___________ 4. D4: Drive</td>
<td>d) Prepare learning transfer process, bridge the gap between learning and doing, and develop methods and tools to optimize outcomes.</td>
</tr>
<tr>
<td>___________ 5. D5: Deploy</td>
<td>e) Provide performance support to employees and managers during and after the program.</td>
</tr>
</tbody>
</table>
f) Evaluate performance and results based on business outcomes to inform decisions and encourage continuous improvement.

Answers: **D1-c, D2-d, D3-a, D4-b, D5-e, D6-f**

**Question #4**

**Week2- Reading:** Six Disciplines of Breakthrough Learning, Ch.1, pages 55 – 75, Figure D1.6 (p. 56).

The first discipline of high-value learning is to rigorously define how the initiative will contribute to the organization’s mission and productivity. Traditional learning objectives are not sufficient; they define what will be covered or learned, but not how learning will create value for the business.

**Directions:** Use the questions in the Outcomes Planning Wheel to help you clarify the business needs and outcomes with a business leader or leaders of any given company that are asking you to create a training? In your own words, briefly clarify the goal behind each question and a short real-life example. *(Each question is worth 4 points each) 16 points in total!*

**Answer:**

The four key questions of the Outcomes Planning Wheel are:

1. **What business need will be met?**
   You have to get the specifics of the business need based on the current performance, when addressing the business needs. Training is not always the solution, without specifics and details of the end objective, it is impossible to build the successful training measures. **For example,** if the organizational goal of a company is to improve the effectiveness of an Application Analyst’s ability to complete their documentation, the first question in the wheel might help me determine that the current rate at which the documentation is completed is not satisfactory.

2. **What will participants do better and differently?**
   This question is used to determine what actions are needed or vital behaviors that need achieved to get the desired results. One must determine when setting up the training what is that key fundamental that will help employees reach the desired performance, that will improve their efficiency. **For instance,** what is required for AA’s, is that they get training on how to use a different program than they are using today. The Microsoft Word program, which contains the Document Manager, is different than the program they use today. So, there is a new skill that they would be required to learn.

3. **What or who could confirm these changes?**
   This has to be the sponsor or the manager that confirms the changes were successful or a failure. This is commonly determined by whether the change in performance met the
expectations of manager or not. **For example**, and in this case, it would be an analysis of the time and money invested to train the AA’s on the Document Manager, made their jobs easier and made them more effective in doing their job.

4. **What are the specific criteria of success?**
   The fourth question in the planning wheel is, what are the specific criteria that will determine the success of training? This can be determined in many ways by many different people, but the only one that matters is what the sponsor considers successful. To determine that it will take clear understanding of what and how business leaders determine success. It is particularly important to solidify and codify that through dialog with leaders. **For instance**, if this training is not delivered for the new Microsoft program, the AA’s would not be able to use it, therefore not able to perform their job. With the creation of the document repository, it will enable all the AA’s to share information rapidly amongst each other and have templates readable available for use, without having to store them on their computers. This will improve efficiency by making the work much easier and quicker to do. Through successful training of this new document manager, it will fulfill the definition of success of management and their request of AA’s to be more effective with their documentation.

**Explanation for this question:** I awarded 4 points for each question due to the fact that they had to explain the goal behind each question and then give a valid short example. This type of question requires higher thinking and more effort on the learner’s part.

**Question #5**

**Week 3 - Reading:** [Here’s Why I Love Content Types: And You Should, Too](#), Task & Content Analysis: Gathering, Typing, Chunking By: Dr. Farrington.

**Directions:** Which of the following statements about “How to analyze different learning outcomes” are true when we are writing a Problem-Solving content type? *(Circle the 2 best answers.)* (2points)

A. Determine how one designs solutions for this domain.
B. Make a list of examples and non-examples both obvious and divergent
C. Determine the standards for correct execution of the skills.
D. Review analysis concepts, principles, procedures.

**Answers:** A, D

**Question #6**

**Week3: Analysis 2: Task (Content)**

**Reading:** The Six Disciplines of Breakthrough Learning, Ch.2, p.82-105.
Scenario: Alina is an instructional designer who has been hired to create a training module for Instacart employees. She wants to design the complete experience, so learners transfer their training long after the training session.

Directions: Write down the 4 phases of the Complete Design Experience in the correct order with the reasoning behind each one. (8 points)

Answer:

1) Preparing the learner, plan, and environment: prep work by preparing the learner, lesson plan, and environment.
2) Guided learning (methods of instruction, coursework): guided the learning so that there is similarity between the learning and business outcomes.
3) Transferring and applying: to ensure that the learning has transferred and been applied.
4) Achieving improvements: to ensure the learners know they are achieving implementation of the new training (a sense of making progress, increased productivity, creativity, and commitment.

Explanation for this question: I awarded 2 points for each question due to the fact that they had to remember the correct order for each phase, and then they had to explain the goal behind each phase. This type of question requires higher thinking and more effort on the learner’s part.

Question #8

Week 4 - Reading: Dr. Farrington, Writing Learning Objectives and Objectives Handout

Directions: Read the objective carefully then answer the question that follows.

Objective 1: Given a video guide on how to use the Linguaskill assessment tool, ESL instructors at the City College of San Francisco will be able to create a test by using the Lingua assessment tool without making errors.

What content type would this objective be considered? Write your answer in the blank below: (1Point)

Answer: Procedures

Question #7

Week 4: Objectives & Planning

Reading: Serious eLearning Manifesto
Directions: Write a short paragraph to reflect and answer the question.

On the "Serious eLearning Manifesto," two of the supporting principles are "Provide Realistic Practice" and "Enlist Authentic Contexts."

**Why are these two in particular important when dealing with learners (especially in a K-12 setting)?** (4 points)

**Answer:**

Making the learning as authentic as possible, using scenarios and true-to-life examples to practice, for instance, helps engage the learner and better make meaning of the instruction. In a business setting, this helps increase the transfer degree of skills from the training to the job. In K-12 education, having authentic lessons that have real-world implications, or at least the appearance of such, helps engage them and drives interest, increasing retention of the content covered.

**Explanation for this question:** I awarded 4 points for this question because they have to think and give an explanation in their own words on why they think realist practice and authentic context are important in a k-12 setting.

**Question #9**

Week 5: Course & Lesson Design

*Reading: The Six Disciplines of Breakthrough Learning Ch. 4, (p. 172).*

The Six Disciplines of Breakthrough Learning explains that a manager’s reaction to their report’s use of new knowledge and skills can affect the transfer and application of new knowledge.

**Directions:** Identify at what point management’s reaction becomes a positive force by putting a check mark next to the correct answers. (1 point)

<table>
<thead>
<tr>
<th>Prevent</th>
<th>Discourage</th>
<th>Neutral</th>
<th>Encourage</th>
<th>Require</th>
</tr>
</thead>
</table>

**Answer:** Encourage, Require

**Question #10**

Week 5-Reading: The Six Disciplines of Breakthrough Learning Ch. 4, p. 174.

An employee is excited about the training he just attended because he believes it will drastically change his job productivity. However, his manager is hesitant and thinks it will be a waste of time to implement. How would you advise the manager toward creating a more conducive transfer climate?
**Directions:** Provide two suggestions. Answers should offer potential reasons for the manager’s response and a suggestion for how to mitigate the problem. Use 2-4 sentences for each response. (4 points)

Answer:

1) It would be important to communicate the relevance of the training toward improving department efficiency, since the manager may not understand the potential business outcomes. Communicating relevance to the manager might motivate her toward creating a more conducive environment.

2) The manager might not know how to coach her employees on how to implement the training. Having her attend the training or providing an outline of the training would help her be better prepared to support her employees.

**Explanation for this question:** I awarded 4 points for this question because they have to offer potential reasons for the managers response and give a suggestion on how they think they should deal with manager.

**Question #11**

Week 6: Course & Lesson Development

*Reading:* The Six Disciplines of Breakthrough Learning, pages, Ch. 5 (p. 195)

**Directions:** Which of the six Ds corresponds with the following statement.? (Circle 1)

Each Ford employee will be given a pocket-sized pamphlet that provides proper instructions for uninstalling and reinstalling the airbag chip. (1 point)

   a) Define the Business Outcome
   b) Define the Complete Experience
   c) Deliver for Application
   d) Drive Learning Transfer
   e) Deploy Performance Support
   f) Document Results

Answer: Deploy Performance Support

**Question #12**

**Week six:** Reading: The Six Disciplines of Breakthrough Learning, Ch. 5, p 201 – 202.

**Directions:** Answer the following 2 questions in a precise manner and in your own words (as much as possible). 😊 (4 points)
a) Ask yourself? What are the “key concepts” of D5 that resonate with me? Now write a brief explanation.

Answer:

The fifth discipline is to provide learners with on-going support to help them apply new methods and new skills during the critical transfer period. Support helps learners answer the “Can I?” question to increase learning transfer and business value. Well-designed programs ensure that managers are committed to support application of learning. Other important sources of support include instructors, peers, and coaches (internal or external), as well as printed or online guides.

b) What do you think the goal of performance support is? Describe it by writing one complete sentence ONLY.

Answer:

The goal of performance support is to ensure everyone does the right thing every time.

Explanation for this question: I awarded 3 points for part “a” because they have to think and give an explanation in their own words on what resonates with them or what they think is important about the concepts in D5, and I awarded 1 point for providing the goal in their own words.

Thank you for taking the time to review my test! 😊