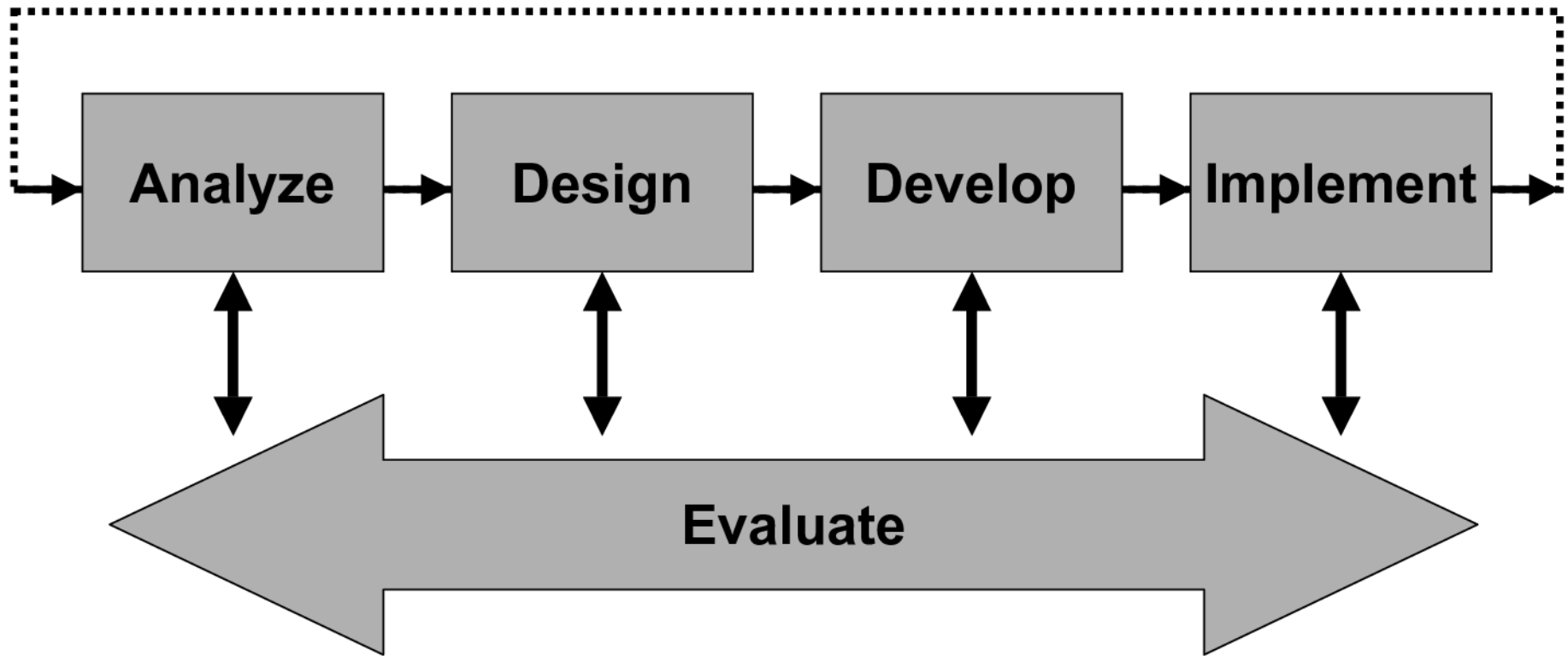


# ADDIE Model for Instructional Design



Analysis	Design	Development	Implementation	Evaluation
<ul style="list-style-type: none"> <li>• Determine overall goals</li> <li>• Assess learning needs (i.e., knowledge or performance “gaps” in existing vs. desired behaviors)</li> <li>• Identify target audience</li> <li>• Determine delivery environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify learning objectives</li> <li>• Develop assessment instruments (i.e. pre-tests, post-tests, evaluations)</li> <li>• Create practice exercises</li> <li>• Outline content and instructional strategies to match learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Create all assets for the educational program or activity (i.e., lecture slides, graphics, animations, video, audio, photographs, text, web-based tools, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver or distribute the educational program or activity to the intended audience</li> <li>• If necessary, create and implement a plan for learner support</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the intended learning goals or objectives are being considered all the way through the instructional design process</li> <li>• Assess whether or not the learning needs have been met</li> <li>• Assess the overall “effectiveness” of the educational program or activity</li> <li>• Document changes in clinical practice behavior and/or patient outcomes</li> </ul>
<b>Related ACCME Criteria</b>				
Criteria 1, 2, 4, 5	Criteria 3, 6	Criteria 7, 8, 9, 10	Criteria 7, 8, 9, 10	Criteria 11, 12, 13, 14, 15