Implementing Articulate Storyline using the ADDIE Model

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Abstract

With so many technological tools available in education today it can be difficult to choose one.

Technology-based programs come in so many forms that some tools will work for some

programs while other tools may be best suited for another. This paper explores the use of the

ADDIE instructional design model to identify a tool that is be best suited for implementing a

simple new Parking Ambassador training program.

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Mayer (2008) states, "People learn better from words and pictures than from words alone" (p. 4). This is a straightforward statement that summarizes the promise of multimedia learning, but what approach should you use when creating instructional messages?   With so many technology tools out there how do you choose one? These are some of the questions that every designer faces before creating lessons. This paper examines these questions and identifies a tool to help solve some of these problems.

Discussion

According to Manning, Johnson (2011) "when we solve problems using technology tools we begin to match the tools to our pedagogy. Teachers have done this for centuries. If you wanted to teach a student to read, for example, you would have to provide text (the tool). If you wanted the learner to differentiate between baroque and impressionist music, you would play samples on the phonograph (the tool). In the twenty-century, our tools have changed, but ideally not the practice of matching tools to pedagogy" (p.14). Based on this statement, a pedagogy must be established before a tool is chosen. There are numerous approaches and theories for doing this, but one model is particularly effective in providing developers with a common, systematic framework that is easy to use and can be used for numerous applications.

The ADDIE model is a common approach widely used in the development of instructional courses and training programs. It provides clearly defined stages for the effective implementation of instruction at a fairly high level for instructional designers, educators, etc. ADDIE (an acronym for Analyze, Design, Develop, Implement, and Evaluate) is a sequential model that depends upon the successful completion of the preceding phase. Furthermore,

ADDIE is a repetitious feedback model that returns the results of the Evaluation phase back to its origin, the Analyze phase. If the evaluation shows that the module has shortcomings then those shortcomings are returned to be analyzed again. Further design and development efforts follow, until the module meets organizational needs (Food and Agriculture Organization of the United Nations 2011).   Below is a breakdown of how I would incorporate ADDIE into my program:

PROBLEM:

UAMS has decided to upgrade its parking equipment moving from a cashier based system to an electronic system. Its goal is to move cashiers out of the booths and create a mobile Ambassador role to assist customers.   Because it is a new position, there is a performance gap in the professional knowledge and skills to fulfill the Ambassador role. With this gap in mind, UAMS has decided to implement a training program for the new Ambassador role.

ANALYSIS:

The Analysis Phase of the ADDIE model can be used to cover a broad area. It can help determine an instructor's goals, objectives, existing knowledge of the audience, and any other relevant characteristics before design starts.   However, this can be a daunting task. Because of the sheer size, I've chosen to break the Analysis Phase into four sections: instructional goal, instructional analysis, learner analysis, and learning objectives to save a lot of time and resources. The four sections will use are as follows:

1. Instructional Goal: Implement a new Ambassador training program using its existing employees.

2. Instructional Analysis: The new position requires the Ambassador to write tickets, help customers with directions and payment, and patrol parking decks.

3. Learner Analysis: My learners consist of existing employees that have little to no knowledge of the campus locations due to their previous stationary requirements.   They are familiar with the customer service procedures in general due to existing customer interaction. Their computer literacy is limited.

4. Learning Objectives: By the time an employee finishes this program he or she should be able to: write a citation, help customers with way finding, assist customers with payment options, and explain how to use a pay station and an exit verifier, and secure parking decks.

DESIGN:

The design phase will be a planned approach to addressing the performance gap that is outlined and approved. This planned approach will involve developing scenario based assessments that will allow employees to display their knowledge such as identifying a customer who is lost and helping them with directions. Taking under consideration the learner's knowledge, I would incorporate a blended format in which employees display knowledge retention through "live" scenario situations as well as in an online format.

Some of the challenges I anticipate include:

- The "digital divide," caused by low computer literacy rates and lack of access to technology among some learner populations (Koller, Harvey, Magnotta 2001).

- The ability to interface with current HR and ERP systems to share data and facilitate tracking and reporting (Gripple 2014).

- "Social loafing," which occurs when learners reduce their effort in eLearning programs, or are frustrated in their attempts to use online learning, because of the program's lesser focus on personal interactions (Koller, Harvey, Magnotta 2001).

DEVELOP:

In this stage I will develop training samples and the assessments to address the performance gap. These materials will consist of written processes and procedures, storyboards or the instructional strategy I plan to use, and supplemental materials such as maps and checklists. Upon completion, the samples will be submitted to the department supervisor for additional suggestions.

Once a decision has been approved to move forward, an online tool must be selected. There are numerous ways this selection can be made, but I've chosen to use Manning and Johnson's Decision-Making Matrix to make my pick (Manning, Johnson, 2011, p.19). And with the help of the matrix, Articulate Storyline seems to be the best choice to meet my instructional needs.

Articulate Storyline is a standalone application, rather than something that works within PowerPoint that has an extremely user friendly interface. It can be used to create rapid eLearning modules in a short amount of time and has many customizable features that can be taken further through development. This tool adequately meets my needs, because it is cost effective and user friendly. Employees can just sit down and begin to take the modules with little or no computer experience. Also, Storyline allows me to design scenario based modules that will increase the use of an employee's cogitative ability hopefully resulting in better knowledge transfer and retention.

IMPLEMENT:

After development is complete and the training system is finished, the implementation phase will addresses the details with final delivery, installation, and testing. This phase should progress with very few challenges due to the simplicity of the modules and limited number of

resources needed for completion. I will roll out the initial training so there will be no need to

train another instructor, and the modules will be simple limiting the about of barriers to prepare

the learners. Also, by this time, I would have made arrangements for an adequate learning space.

EVALUATE:

Once the Implementation Phase has been completed the only thing left is the Evaluation

Phase. The Evaluation Phase will involve two parts.

1. A one-to-one evaluation will be done to make sure the modules are easy to understand and

determine what impact they have.

2. Employee's will display their skills through a performance test. Each employee will be given

opportunities to display their knowledge in "live" situations such as writing a citation.

Conclusion

When presented with the challenge of implementing a new training program various

methods can be used. Some instructors may use the Dick, Carey, and Carey model while others

may prefer another method. Furthermore, a decision must be made using one of these models to

choose a tool that best help complete the task at hand. For the purposes of establishing a simple

training program the ADDIE model seems to work best for me. It helped establish my pedagogy

for this particular project and when combined with a Decision-Making Matrix allowed me to

choose Articulate Storyline as my tool of choice.

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