

Rapid Resolution Plan

Directions: Now that you are more familiar with the concepts of the Rapid eLearning model, you need to develop your own rapid resolution document based on the ADDIE Model. To begin, review the ADDIE Mindmap you submitted in module, especially the action steps for each level of ADDIE.

1. Summarize the actions steps you identified for each step of your ADDIE assignment
2. Describe how those same steps would be executed in the Rapid model. Be sure you address timeliness, quality effectiveness, and roles/responsibilities
3. Conclude you plan with an example of an ADDIE task and how it would be modified under the Rapid model.

Remember, the Rapid eLearning model encompasses the same processes as traditional learning models like ADDIE; however, the processes are a scaled down version of each step. Complete the worksheet and layout your resolution of turning the ADDIE Model into a Rapid approach.

A analysis	
Summary of actions steps (from module 2 assignment)	Determine the purpose and scope of the course. Ask the following questions: <ul style="list-style-type: none">• Who is the target audience?• What do the students need to learn?• What do the students already know?• How much content should be covered?• What should the level/difficulty of the course be?• How long should the course be?• When does course need to be ready?
Rapid resolution	In regular ADDIE this would probably be split between the instructor and instructional designer but the in the Rapid approach this would be pretty much entirely done by the instructional designer. It would also be done quicker and the analysis would be less thorough.
Examples	Instead of meeting with the instructor and students, an online survey could be used to get the necessary info faster.

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<p>Design</p>	
<p>Summary of actions steps (from module 2 assignment)</p>	<p>Make final decisions regarding content and design and get ready for development. The following should be completed during this phase:</p> <ul style="list-style-type: none"> • Finalize learning objectives • Finalize course content • Come up with ideas for course structure, assessment methods, feedback tools, etc. • Storyboard the ideas • Develop prototypes • Test the prototypes
<p>Rapid resolution</p>	<p>These tasks would be done solely by the instructional designer and many would be forgone. Storyboarding and prototyping would not be necessary since layouts and components from previous course would just be reused.</p>
<p>Examples</p>	<p>Instead of creating assets, media can be reused from previous classes. Stock photos could also be used.</p>

<p>Development</p>	
<p>Summary of actions steps (from module 2 assignment)</p>	<p>Create course materials. This should be an iterative process. The following should be completed during this phase:</p> <ul style="list-style-type: none"> • Work based on storyboards and prototypes from the Design phase • Ensure that materials are appealing and engaging • Ensure that navigation is user friendly • Ensure that all accessibility standards are met • Double check content for copyright violations • Check spelling, grammar, and mechanics and make sure all content makes sense • Upload content to LMS • Test course thoroughly • Fix any issues discovered during testing • Test again and repeat testing as necessary
<p>Rapid resolution</p>	<p>Cookie cutter course courses would already be setup in the LMS with predefined layouts and components. The instructional designer would just have to upload the content and add any special, course-specific features.</p>
<p>Examples</p>	<p>Instead of focusing on developing layouts and components for the LMS the instructional designer can just upload content into a template course and focus more on testing (testing would be done a lot quicker in the Rapid method).</p>

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<p>Implementation</p>	
<p>Summary of actions steps (from module 2 assignment)</p>	<p>Take care of any final planning and deliver course to students. The following should be completed during this phase:</p> <ul style="list-style-type: none"> • Train instructors and support staff. • Ensure that everyone is familiar with course content and how to use the LMS • Make course live in LMS • Start course delivery • Assess students based on learning objectives • Provide support to instructors and students as necessary
<p>Rapid resolution</p>	<p>Instructors would already be trained on how to use LMS and course structure since it would be reused from previous courses. Thus, training would be eliminated and the course would just have to be published. The instructional designer would provide support as necessary.</p>
<p>Examples</p>	<p>Instead of an emphasis on training the instructional designer would focus on the steps necessary to publish the course and providing training.</p>

<p>Evaluation</p>	
<p>Summary of actions steps (from module 2 assignment)</p>	<p>Determine what areas of the course need improvement in order to prepare for future course development. The following should be completed during this phase:</p> <ul style="list-style-type: none"> • Get feedback from students • Get feedback from instructors • Determine what worked well in the course • Determine what did not work well in the course • Determine if the course met its goals • Determine what can be done the same next time • Determine what can be done better next time • Note any takeaways from the process that may be helpful in the future
<p>Rapid resolution</p>	<p>This would be similar to the regular ADDIE model but the deadlines for feedback would be shorter and the feedback surveys would be shorter.</p>
<p>Examples</p>	<p>Students and instructors might have one week instead of two to respond to surveys which might have five questions instead of ten.</p>