Which best describes you?
Leader/Manager – e.g., CLO, PM, Account/Client Relations, etc.
Designer/Content Developer – e.g., Prepare/shape content/learning interventions, QA
Developer – e.g., Authoring, coding, and/or media development
Disseminator – e.g., Trainer, facilitator, or instructor
I wear all 4 hats.
As an independent consultant for over 12 years, Robyn A. Defelice specializes in analysis and evaluation of educational products and processes for corporate and educational organizations. Her emphasis revolves around improving program design and efficiencies in addition to re-shaping organizational support for learning initiatives. Robyn is currently attending Indiana University of Pennsylvania (IUP) for her Ph.D. in Communication Media and Instructional Technology. Robyn is in the process of executing her research for her dissertation; *An Examination of the Effects of Multiple Learning Environments on Problem Solving in Graduate Instructional Design Students*. She is also a faculty member at LaSalle University in its Instructional Technology Management (ITM) program and an instructor and the Internship Coordinator for the Masters of Instructional Technology (MSIT) program at Bloomsburg University of Pennsylvania (BUP).
Is ADDIE dead? And what is next? SAM, RPD. . . ?

Robyn A. Defelice, MSIT
Instructional Designer: Consultant, Educator, and Creative Problem-Solver
“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”
— Albert Einstein
Agenda

• Constructive Discourse (aka no SAM Slamming)
• Checking the Audience’s Pulse
• Operationalizing our Understanding
• Postmodernizing ISD through Eclecticism
• Discourse to Go
CONSTRUCTIVE DISCOURSE
Your position

This Discussion

Our new perspective
Let’s Challenge Each Other

• Presentation Goals:
  – To challenge our current perceptions (mine included!)
  – To expand our view of a trending topic
  – To provide a platform for future discourse among peers, teammates, and the like
  – To think like Einstein!
CHECKING THE AUDIENCE PULSE
What best describes your reason for attending today’s presentation?
To gain a broader perspective/be more informed about this trending topic.
To challenge ideas and to be challenged.
Curiosity to the topic.
Other (Please write below your reason.)

POLL
Are you currently questioning the relevancy of the model you use?

LET’S DISCUSS
Now, Now, Now

- Work Place Trends
- Communication Platforms
- Learners of all ages

Authoring Tools
- Communication Platforms
- ISD/ID
OPERATIONALIZING OUR UNDERSTANDING
• Identify design opportunities and constraints of learning modalities
• Determine characteristics of a desired learning experience
• Design and plan the kick-off meeting
• Perform several iterations of a design/development process

SHARE IN THE CHAT AREA
Are you familiar with ADDIE?
(Even if just by recognition/definition)

SHARE IN THE CHAT AREA
Is ADDIE a:
  Model/Process
  Framework
  A set of guiding principles

LET’S DISCUSS
ADDIE IS:

• A pinch-hitter (Model/Process)
  – When you are not sure where to begin.

• Universal (Framework)
  – The phases could be applied to other fields
  – For example, marketing or nursing

• A self-check for the ID (Guiding Principles)
  – Did I make sure to address these key elements in creating my learning product?
What is the difference between a system (ISD) and a model (ID)?

LET’S DISCUSS
ISD vs. ID

• Instructional Systems Design (ISD)
  – Is a broader, overarching guide to ID
  – Has gaps for informing how to execute the process
    • E.g., Writing objectives, motivating learners

• Instructional Design (ID)
  – Focuses on a specific phase in the process
    • Bloom’s Taxonomy for objectives
    • ARCS for motivating learners
    • Gagne for instructional strategies
POSTMODERNIZING ISD THROUGH ECLECTICISM
Which best describes your organization's process for developing educational materials?

- We created a proprietary model.
- We use a derivative of ADDIE such as Dick & Cary, 4C-ID, ASSURE or Backward Design.
- We have a standard but we usually adapt it for each project based on its needs.
- We do not have a set process.

POLL
Postpositivism and the ID

• Positivistic stance – a problem has one correct answer
• Postpositivism – a problem has more than one potential correct answer
  – Respecting differences and seeking multiple explanations
  – Individuals and groups create knowledge and reality
  – Critical analysis and inquiry are warranted for our field
  – A system can be seen as decidedly multifaceted, but also adaptable.
Darwinism of ID?

• Flexibility over rigidity
  – How we were taught
  – Industry perceptions
• Adapting is mastering
  – Cultivates skills of ID
  – Allows for project goals to be met more readily
• Both have pros and cons
  – Focus on process may diminish quality
  – Adaptations may gloss over key needs
Adapt, Adapt, Adapt

Work Place Trends

Learners of all ages

Communication Platforms

Authoring Tools

Communication Platforms

ISD/ID
So Is ADDIE Dead?

• No known data or scholarly work evident
  – That it’s dead
  – That it is ineffective for creating learning products
• Because ISD/ID model only represents the process(es) and not the people there is much that is not accounted for in creating a solution.
  – Management (ID Self, Project)
  – Level of experience (ID, Client)
  – Level of skills/competencies (ID, Client)
  – ID principles, Design principles, Technology
    • Problem solving
    • Communication
But I Read . . .

- It takes too much time
- It's not iterative by nature
- Cannot address projects of urgency
- Creates cookie-cutter training
- Lacks ability to address affective domain
- Does not address evaluation beyond mastery
THANK YOU