

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.

Roles – me, the librarian who does instructional design; faculty, subject matter expert.

<p>A analysis</p>	
<p>Summary of actions steps (from module 2 assignment)</p>	<p>Conversations with faculty, looking at the curriculum, user needs assessments, identify main ideas for content.</p>
<p>Rapid resolution</p>	<p>Instead of just conversations with faculty, I'd be leaning on them more for subject expertise instead of me taking a lot of time to figure out the curriculum and assessing user needs in a formal way; accelerating this phase, moving the paradigm from preparing to just doing.</p>
<p>Examples</p>	<p>it's identified that medical students need more instruction on evidence-based medicine. In ADDIE world, I, as the librarian, would spend a good amount of time analyzing accreditation standards, analyzing the existing curricula, surveying users to see what they need, and identify content from there. In the more realistic scenario, I'd lean on existing material and work to identify gaps with a faculty member and go straight from there.</p>

<p>D esign</p>	
<p>Summary of actions steps (from module 2 assignment)</p>	<p>Formal lesson plan, outline content, determine appropriate technology, determine time/resources needed to produce media/activities/assessment, circle back with faculty.</p>
<p>Rapid resolution</p>	<p>We'd lean on the faculty's expertise to finalize learning objectives and pick tech based on what's readily available and quick to deploy. Quick sign-offs</p>

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	as needed on the general direction things are moving in, show a prototype at that conversation. Make changes if necessary.
Examples	With ADDIE, here I'd be creating a deliberate series of documents mapping everything out. With rapid design, the design work is happening in the same space as the development – building a prototype in the environment it'll eventually be deployed in. So, for example, instead of doing in depth task analyses like we would in ADDIE or undergoing formative evaluation prior to moving to development, I'd be sharing incremental changes and iterations of prototypes after taking the faculty member's word for the instructional need/objectives.

D evelopment	
Summary of actions steps (from module 2 assignment)	Create the materials, seek peer feedback prior to launch, test launch, troubleshoot, proofread
Rapid resolution	As mentioned above, this is sort of happening simultaneously. As the design is tweaked and changes are finalized, the developed product is born. This stage is similar to ADDIE in that feedback is being gathered, problems are being troubleshoot and typographical errors are being remedied. The big emphasis here is on leveraging the capabilities of the technology to make for light work – templates, quizzing functionalities, etc
Examples	Ideally, we'd be able to build out the modules based on existing materials students use to ensure a familiar user experience. In ADDIE, there would be piloting stages and more rounds of feedback and approval – here we're just going for it and working off the feedback.

I mplementation	
Summary of actions steps (from module 2 assignment)	Cosmetic touches, launch considerations like space, seek user feedback
Rapid resolution	Launch!
Examples	The students wouldn't be presented with any preface materials and no consideration to space would be made; the product would simply be added to their learning management system.

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E valuation	
Summary of actions steps (from module 2 assignment)	seek feedback from faculty, review feedback and assessments, make changes for next time
Rapid resolution	feedback about the final product since we already had feedback about the prototype, make changes if necessary
Examples	At this stage, both processes seek feedback. What they do with it varies – ADDIE takes feedback and goes back to step one whereas our students and other stakeholders have seen this module at different stages, therefore a complete overhaul isn't necessary, just changes at the development phase.