



Instructor Writer Course (IWC)

Notes: Landing/Welcome screen

What's happening for the learners:

User Interface and Graphics: As shown on screen.

Programming:

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Instructional Lead-in

 IWC will focus on the first three phases of ADDIE:

 Analysis

 Design

 Development

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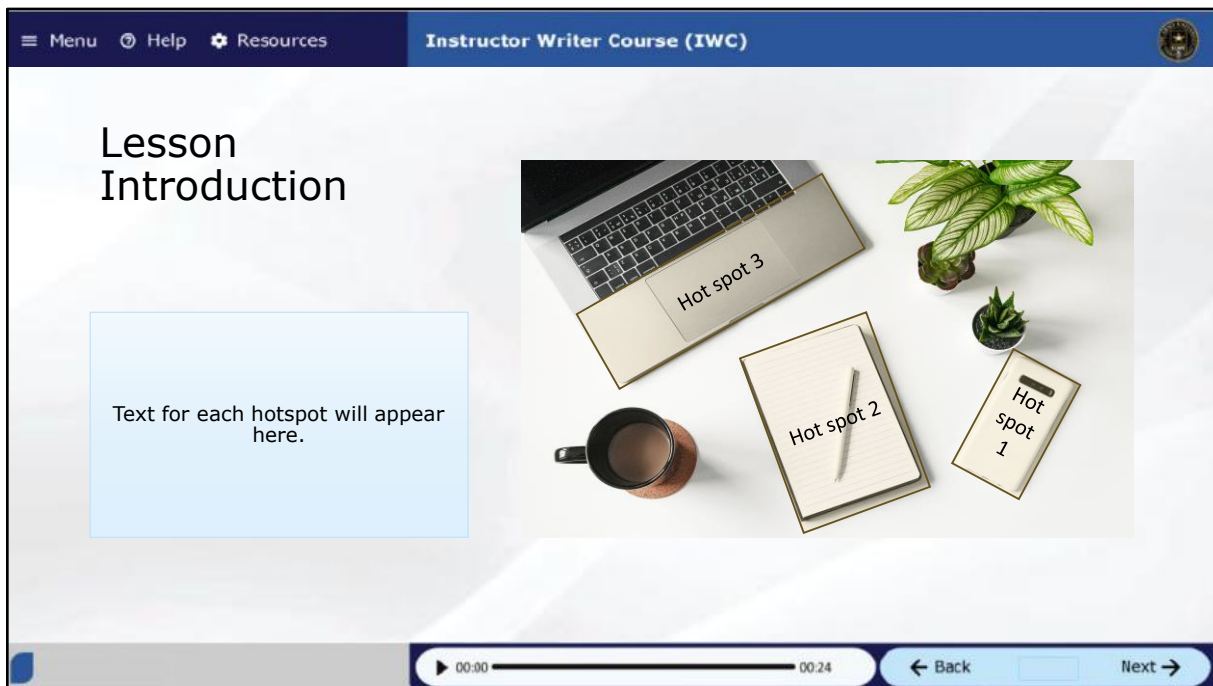
Notes: Instructional Lead-in

What's happening for the learners: Students are learning about the instructional lead-in for the lesson.

User Interface and Graphics: Open to ideas.

Programming:

Narration: All Army instructors should have a baseline understanding of all five phases—Analysis, Design, Development, Implementation, and Evaluation—but the focus will be on the first three phases since those are most applicable to revision of a lesson plan. Implementation and Evaluation are not less important than the first three phases of the ADDIE process but play a smaller role in lesson revision.



Notes: Lesson Introduction

What's happening for the learners: Students are learning the structure of the lesson.

User Interface and Graphics: Photo/image-based hotspots (example shown) or text-based hotspots.

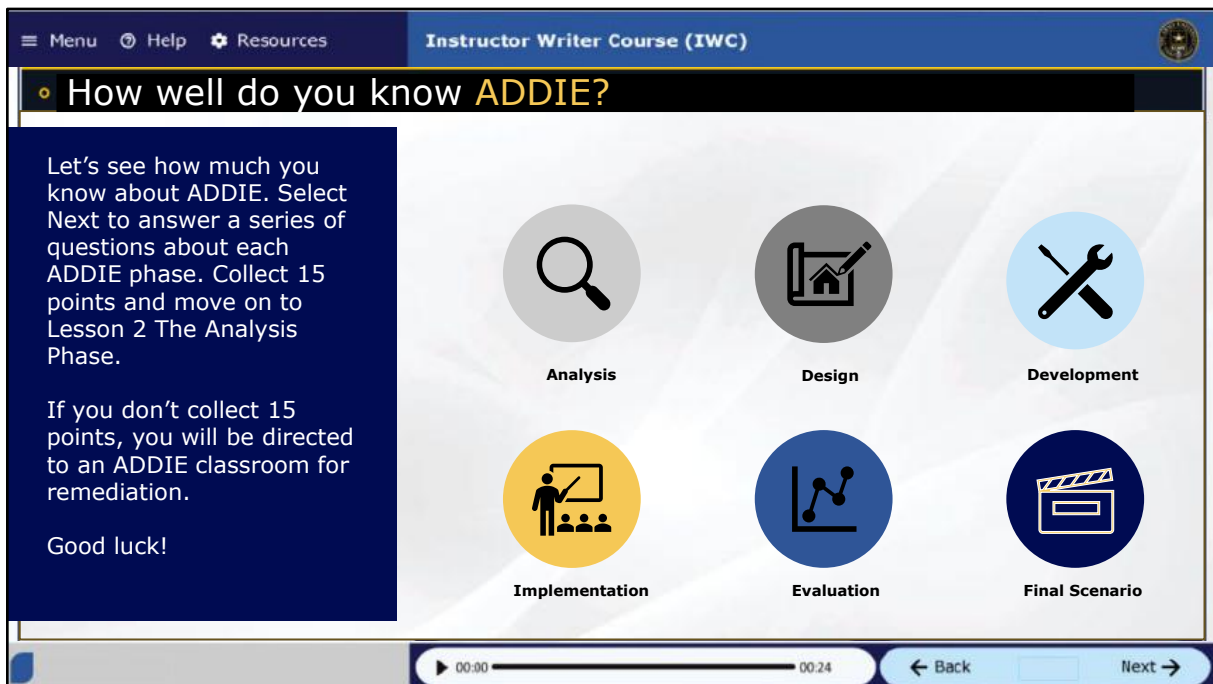
Programming: Hotspots, click/reveal.

Hotspot 1 –ADDIE Classrooms - Interactions to help fill in any gaps of your understanding of the ADDIE process.

Hotspot 2 – Test out option - You will have the opportunity to test out of this lesson and move on to lesson 2.

Hotspot 3 –Scenario based exercises – This lesson will provide opportunities for you to apply your knowledge in a scenario-based exercise

Narration: Welcome to lesson 1 How well do you know ADDIE? This is the first lesson of the Instructor Writer Course (IWC). Select each hotspot to learn what you can expect in this lesson.



Notes: Pre-Assessment Introduction

What's happening for the learners: Here, students are answering a series of questions for each ADDIE phase to assess their current level of knowledge about ADDIE.

User Interface and Graphics: Open to ideas.

Programming: 15 total questions will be drawn from the question bank, 3 for each phase. Questions are untimed, with 1 attempt given. Min number of points – 1, Max – 15. If a student does not answer all questions for a phase correctly, they will be sent to remediation for that phase.

Icons are not active buttons on this page.

Narration: Let's see how much you know about ADDIE.

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Analysis Question 1

Question 1: You are developing a refresher course for advanced rifle marksmanship. During the **Analysis phase**, you review the desired training outcomes, which include complex engagement drills and rapid target transitions. However, after assessing the target audience, you discover that many Soldiers lack proficiency in basic marksmanship fundamentals.

What type of analysis are you conducting when comparing the expected performance level to the actual skill level of the Soldiers?

- a. Gap Analysis
- b. Job Analysis
- c. Mission Analysis
- d. Resource Analysis

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Notes: Sample Question Slide.

What's happening for the learners: Here, students are answering a series of questions for each ADDIE phase. The questions will be grouped by phase and presented in order based on ADDIE.

User Interface and Graphics: Standard question slides.

Programming: 1 attempt per question. Questions will be drawn from the question bank with each phase presented separately and in ADDIE process order. Not all questions will be presented to each student: there will be three per phase for a total of 15 questions.

The assessment will track student progress and correct/incorrect answers.

Feedback is included with each question below, however, it will NOT be provided during the Pre-Assessment. It will be available (only) after the Pre-Assessment is complete.

Question bank questions:

1 Analysis:

Question 1: You are developing a refresher course for advanced rifle marksmanship. During the **Analysis phase**, you review the desired training outcomes, which include complex engagement drills and rapid target transitions. However, after assessing the target audience, you discover that many Soldiers lack proficiency in

basic marksmanship fundamentals.

What type of analysis are you conducting when comparing the expected performance level to the actual skill level of the Soldiers?

- A) Task Analysis
- B) Gap Analysis
- C) Job Analysis
- D) Mission Analysis

Correct Answer: B) Gap Analysis – This analysis identifies the **difference between the current performance or knowledge and the desired outcome**, which is essential for tailoring effective instruction.

Question 2: You are assigned to conduct interviews to collect information on the student background for a refresher course on advanced rifle marksmanship including the knowledges and skills the participants expect to gain from the training. **Which type of analysis would collecting student background fall under?**

- A) Gap Analysis
- B) Needs Analysis
- C) Target and Targeted Audience Analysis
- D) Mission Analysis

Answer: c. Target and Targeted Audience Analysis focuses on understanding the characteristics, background, and needs of the learners. Gathering information about student backgrounds, including their existing knowledge and expectations, directly contributes to defining the target audience and tailoring the training to their specific needs. This ensures that the course content is relevant and resonates with the participants.

Question 3: You are assigned to assist in developing a new training program for a unit transitioning to a cyber operations mission. Before any course materials are developed, your team begins reviewing the unit's current skills, available resources, and mission requirements. You compare this information to the capabilities required for successful cyber operations and identify several critical areas where training or resources are lacking.

Which of the following statements best describes the type of analysis you are conducting?

- A) Determines individual learning preferences and styles of Soldiers
- B) Identifies gaps between current and required Army capabilities
- C) Evaluates the effectiveness of an existing training program
- D) Measures knowledge gained after training is completed

Correct Answer: B) Identifies gaps between current and required Army capabilities – This is the core purpose of a **needs analysis**, which helps ensure that training aligns with operational requirements.

Question 4. You're part of a training development team tasked with creating a new course for vehicle recovery operations. During the **Analysis phase**, the team completes a needs analysis and produces several key documents, including a list of critical tasks

SAMPLE Preassessment only - final lesson continues through all 5 stages of ADDIE

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Pre-Assessment Results

ADDIE Phase		Score
Analysis	# of # correct	# points
Design	# of # correct	# points
Development	# of # correct	# points
Implementation	# of # correct	# points
Evaluation	# of # correct	# points
Total Score		# points

Analysis

Design

Development

Implementation

Evaluation

Final Scenario

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Notes: Pre-Assessment Results and Launch Page for Remediation Classrooms

What's happening for the learners: Students are presented with their Pre-Assessment Results. The Classroom Icons for each phase are now active. Each phase passed in the Pre-Assessment will be checked as complete. Students must visit and complete the classroom for any phase that they did not pass in the Pre-Assessment. Students can choose to view classrooms in any order and to view classrooms that they *did* pass as well.

After completing a Classroom, students will be returned to this slide. The completed classroom phase will be marked complete and their Total Score updated.

Once all five phases are complete (either by passing the Pre-Assessment or by completing the classroom), the Final Scenario icon will be active.

User Interface and Graphics: Results broken down by ADDIE phase. Icons representing each phase as functional buttons leading to each classroom.

Programming:

Analysis – leads to Slide 10

Design – leads to Slide 12

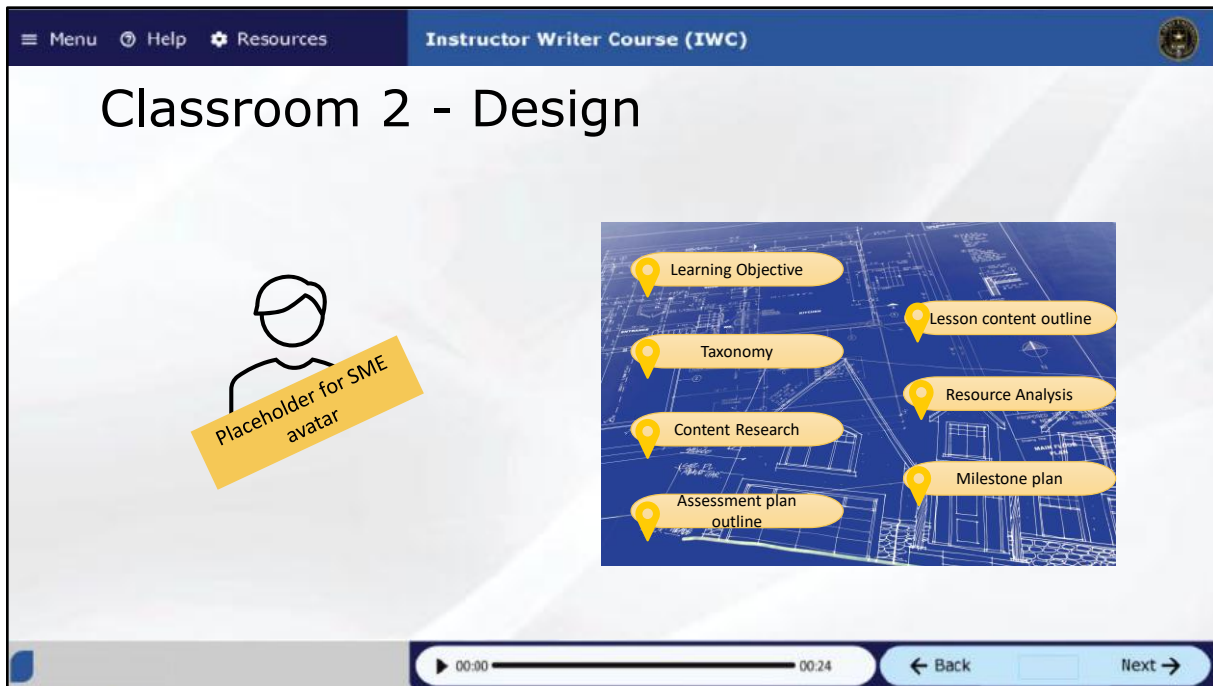
Development – leads to Slide 14

Implementation – leads to Slide 16

Evaluations – leads to Slide 18

Final Scenario– leads to Slide 20

SAMPLE lesson includes DESIGN classroom and related portion of the Practical Exercise



Notes: Classroom 2 - Design

What's happening for the learners: The student is sent to this classroom if they did not answer all Design phase questions correctly.

Content is presented via narration by SME and additional details are included in the hotspot interaction.

User Interface and Graphics: SME avatar and blueprint image with hotspots

Programming: SME narration plays automatically on slide load. It can be paused or repeated.

After the narration completes, students select each hotspot for more information about the outcomes of Design. The text for each hotspot will be displayed layered over the main page.

SME Narration: Design is the second phase in the ADDIE process. The outcome of the Design phase is an outline of instruction to meet an identified outcome, to articulate objectives, and to draft assessment plans to measure performance.

The design phase translates analysis information into a sequential, progressive instruction outline. The results of analysis culminate in an approved critical learning requirements list. These requirements drive the objectives and outcomes of the lesson. The design phase determines when, where, and how instruction will take place, and identifies the resourcing requirements needed to conduct the lesson/course.

During this phase, developers will develop and organize learning objectives, create a lesson and/or course outline, create an assessment plan, and identify instructional strategies and methods of instruction to meet the objectives.

We often refer to the Design phase as the blueprint for a house, to stay with that metaphor. How many rooms do you want? How many floors: one, two, or split level? Two or three car garage? All electric, natural gas, solar power, or a combination? There are too many details to address all of them, but you get the picture.

Hot spot content:

Learning Objective: *Write the learning objective.* A learning objective includes an action statement, conditions statement, and standards that define what students will be able to do as a result of your lesson—and that the instructor can use to determine student achievement of the learning objective.

Taxonomy: *Develop the taxonomy of the objectives.* The taxonomy of the objectives includes the domain (cognitive, psychomotor, and/or affective) and learning level of your lesson.

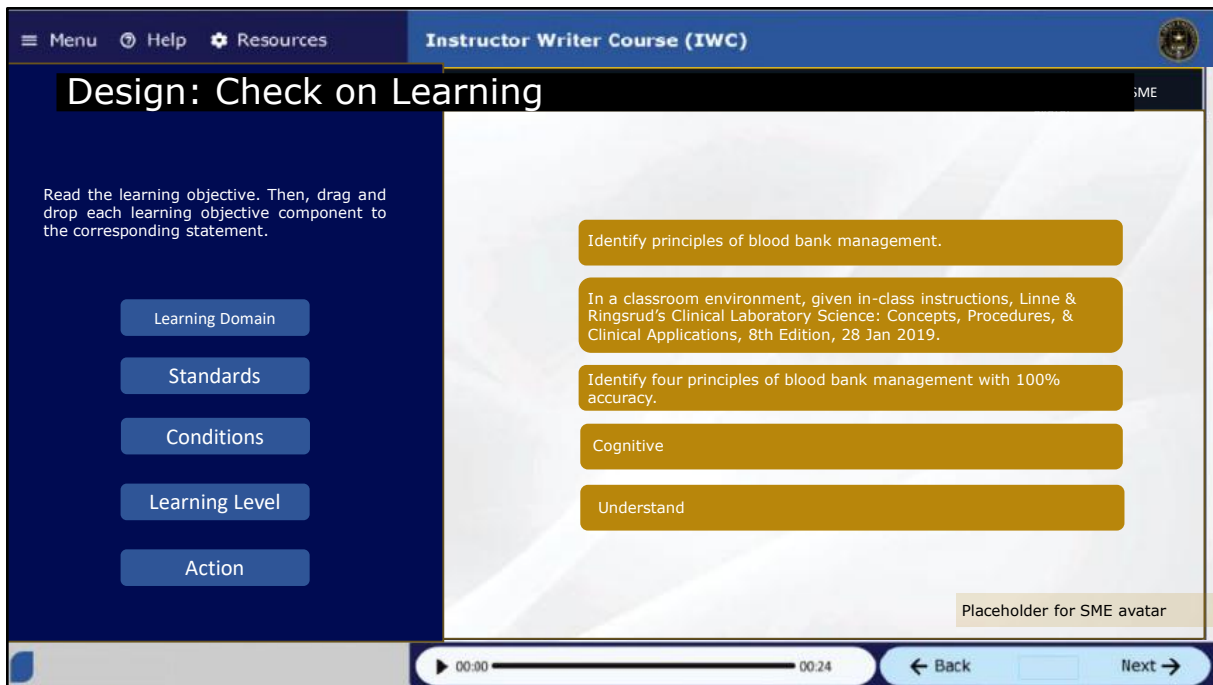
Content Research: *Conduct preliminary content research for possible lesson materials.* Identify information available to assist in meeting the objectives: resources, methodology, doctrine, publications, guidance, etc.

Assessment plan outline: *Develop an assessment plan outline.* Determine how to assess the standards of the learning objective. Consider assessment reliability and validity, and time requirements or limitations for students and instructors. Outline an assessment plan.

Lesson Content Outline: *Develop an outline of lesson content.* Determine the content that directly supports the standards of the learning objective. Consider how learning events will be presented. Outline a plan for the conduct of the class.

Resource Analysis: *Update resource analysis.* Continue the process of resource analysis begun in the analysis phase.

Milestone Plan: *Update milestone plan.* Correct the milestone plan based on accomplishments in the design phase.



Notes: Check on learning for Design Classroom

What's happening for the learners: Students are given the opportunity to identify each of the five components of a learning objective.

User Interface and Graphics: Open to ideas.

Programming: Drag and Drop. One Attempt.

Narration: Let's practice. Contact the SME if you'd like a review of the parts of a learning objective.

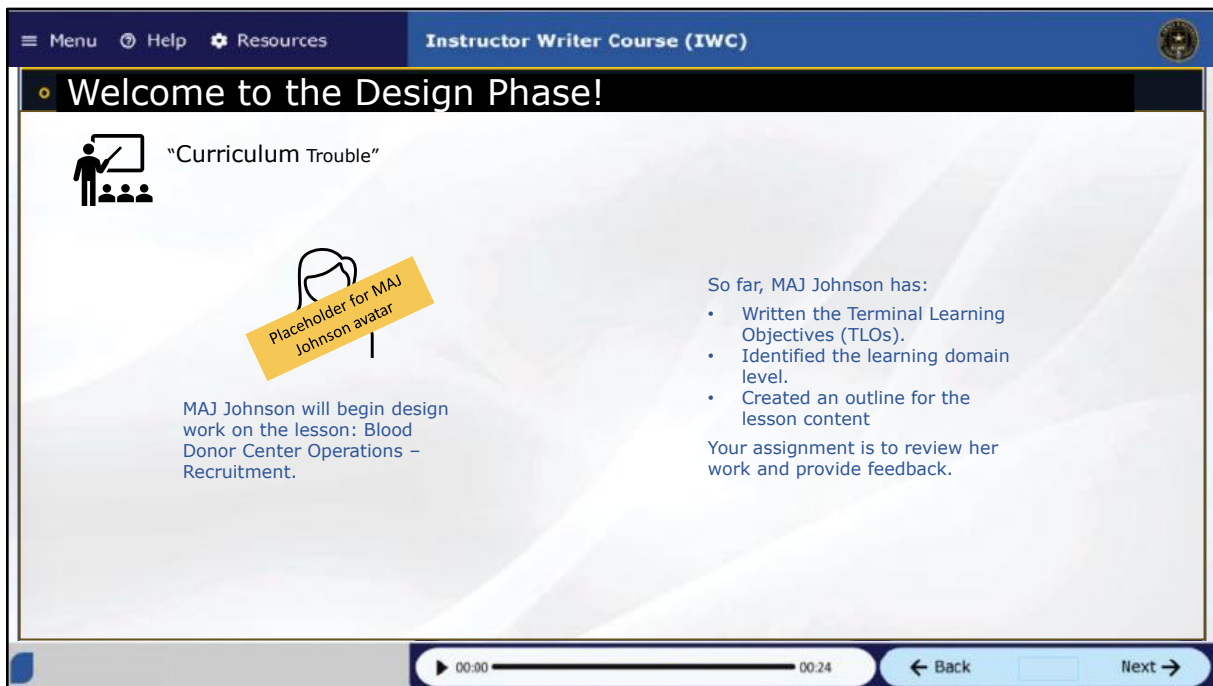
SME Narration: A terminal learning objective consists of 5 components. Let's review the definition for each component:

Action. An action statement specifies what a student is to be able to do as a result of the educational experience. Authors must only use one verb in an action statement. The verb selected must be congruent with the learning level.

Conditions. A conditions statement describes the learning environment. It states what will be provided (a scenario, small group), what will be denied or withheld (without references, closed book), and the time constraints, if any. It includes anything that affects student performance, for example, material, equipment, special environmental conditions, references, and the role the student assumes.

Standards. The standards define the action statement and provide the criteria used to measure if and how well the student mastered the task. The standards also help minimize subjectivity in measuring student attainment of the identified skills.

Learning domain: A learning domain is comprised of identifiable levels that progress from the lowest level through increasingly more complex levels, to the highest complexity level. There are three learning domains – cognitive, affective, and psychomotor.



Notes: Scenario based exercise Design phase

What's happening for the learners: Students are presented with the scenario for the design phase if remediation is needed.

User Interface and Graphics:

Programming:

Narration: Take a moment to review the scenario.

Classroom 2 - Design "The Curriculum Conundrum"

Lesson Title: Blood Banking

Lesson Outcome: By the end of the lesson, the student will be able to understand and identify recruitment strategies for blood donor operations.

TLO(s):

Action: Identify blood donor operations.

Condition: In a classroom setting, given in-class instructions.

Standards: Identify recruitment for blood donor centers.

Learning Domain/Level:

Cognitive – Understanding

Resources:

Modern Blood Banking & Transfusion Practices, 7th Edition; Denise Harming Publishing: F.A. Davis Company

Content Outline:

1. Why do Donors:

a. Give blood – to help others

b. Not give blood:

1) It hurts

2) Had a bad experience

2. Number One Turn-Off of Donors – Incompetent Staff

3. Recruitment:

a. Clean environment

b. Well trained staff

c. Good people skills

d. Personal attention

e. Aware of donor's time:

1) Donors should only wait once

2) When they arrive to when they are called

4. Recruitment Strategies:

a. Technology:

1) Text messages

2) Social media

b. Donor competitions

c. Event promotion

d. Recruit donors before they are eligible to donate:

1) Less than 16 years old (y/o)

2) High schools

SUBMIT
BUTTON

Notes: Scenario based exercise Design phase

What's happening for the learners: Students are asked to review a content outline and select appropriate feedback from options (shown on the next slide)

User Interface and Graphics:

Programming: The highlighted areas will have drop down boxes for students to select feedback responses. See slide 26 for content of the drop-down boxes

On screen directions appear over the content and are closed when the student is ready to begin. Review the content outline. Provide MAJ Johnson feedback on the lesson content by selecting the appropriate responses provided in the drop-down boxes for the highlighted areas. When you are done, submit your feedback by selecting the "submit" button.

Narration: Review the content. Provide MAJ Johnson feedback on the lesson content by selecting the appropriate responses provided in the drop-down boxes for the highlighted areas. When you are ready begin, select close on the direction box. When you have made your selections, submit your feedback by selecting the "submit" button.

Classroom 2.0 Help Resources Instructor Writer Course (IWC)

Drop down for Action statement:

Correct answer: Identify blood donor recruitment strategies.
 Feedback: Great job. The action statement is clear and concise, has one verb, and clearly describes the achievable outcome.
 Incorrect answer: This is correct. No revision needed.
 Feedback: Try again. The action statement is not specific enough to the lesson outcome and the lesson content. By the end of the lesson, the student will understand recruitment for blood donor operations.

Drop down for Condition statement:

Correct answer: In a classroom environment, given in-class instructions and Modern Blood Banking & Transfusion Practices, 7th Edition.
 Feedback: Great job. The condition statement sets parameters by describing what will be provided and under which condition the task will be taught or measured.
 Feedback: Choice 2: This is correct. No revision needed.
 Feedback: Try again. The condition statement is missing information on the learning environment.

Drop down for Standard statement:

Correct answer: Identify 4 blood donor recruitment strategies with 100% accuracy.
 Identify 4 blood donor incentives with 100% accuracy.
 Feedback: Great job! The standard statement is measurable and provides criteria on how the students will be assessed.
 Incorrect answer: This is correct. No revisions needed.
 Feedback: Try again. The standard statement is not measurable, nor does it provide criteria on how the students will be assessed.

Drop down for content outline:

Correct answer: Yes. No revisions needed.
 Feedback: Great job! The content adequately supports the learning outcome and the learning objectives.
 Incorrect answer: No. Revisions are needed.
 Feedback: The content does not adequately support the learning outcome and the learning objectives.

Drop down for learning domain level:

Correct answer: This is correct.
 Feedback: Great job! No revision needed. The learning domain accurately captures the learning outcome and lesson content.
 Incorrect answer: Revision needed.
 Feedback: Try again. The learning outcome clearly states that by the end of the lesson, the student will be able to identify blood donor recruitment strategies. Any other learning domain level would be too high for the learning outcome.

Excellent! You have provided MAJ Johnson great feedback on her content outline. Select the next button to continue.

That is not correct.

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Notes: These are the responses and feedback for the drop downs in slide 21.

What's happening for the learners: Students are selecting the appropriate response for each drop down menu on slide 21.

User Interface and Graphics:

Programming: This is the content for each drop down on slide 21. Students have two options to choose from.

Feedback once submit button is selected:

Correct: Excellent! You have provided MAJ Johnson great feedback on her content outline. Select the next button to continue.

Incorrect: That is not correct. Try again.

END OF SAMPLE