# 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.

| Analysis | |
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| Summary of actions steps (from module 2 assignment) | # [Who is the primary target audience for the course?] <br> # [What are the learning goals you aim to achieve?] <br> # [What are the physical and organizational constraints?] <br> # [What are the technical requirements of the course?] <br> # [What are the structural characteristics of the course?] <br> # [How accessible are the requisite knowledge sources?] <br> # [What criteria will be used for assessment?] |
| Rapid resolution | # [Who is the primary target audience for the course?] <br> # [What are the learning goals you aim to achieve?] <br> # [What criteria will be used for assessment?] |
| Examples | After the definition of the target audience and the learning goals, you don't loose to much time with further analysis or feedback loops, and go directly to the next stage. |

| Design | |
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| Summary of actions steps (from module 2 assignment) | # [Which format is best suited for the course?](https://mm.tt/1578266481?t=IzxMEbx4mG) |

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| | # [Are there preliminary activities?]<br># [Are there practice / exercises?]<br># [Is there a post course activity?]<br># [What educational strategy fits best?]<br># [How will the learning goals be evaluated?] |
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| Rapid resolution | # [What educational strategy fits best?]<br># [How will the learning goals be evaluated?] |
| Examples | Define the educational strategy and how the learning goals will be assessed, then go to the development stage. |

| D evelopment | |
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| Summary of actions steps (from module 2 assignment) | # [Do you create a prototype?]<br># [Did you create a summary?]<br># [Is the course structured into modules, in a ordered and logical manner?]<br># [Is your course presentation appealing with media content?]<br># [Did you follow the considered steps from the analysis and design stage?]<br># [Did you manage successful test runs?]<br># [Did you receive feedback?] |
| Rapid resolution | # [Is your course presentation appealing with media content?]<br># [Did you follow the considered steps from the analysis and design stage?] |
| Examples | Try to use as many templates & easy course materials to develop the course, and do not use complicated tools or difficult design solutions, which might require the input of a designer or developer. This way you can better control the outcome and cut down the development time. |

| I mplementation | |
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| Summary of actions steps (from module 2 assignment) | # [Did you train and prepare the instructors?]<br>- Do they know the learning goals of the course?<br>- Do they know the activities?<br>- Do they know the course contents and media?<br>- Do they know how to evaluate?<br><br># [Did you prepare / inform the learners?] |

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| | - Are the learners familiar with the learning tools/environment?<br>- Do they have all required preliminary knowledge ?<br>- Do they know how to use/access related media?<br>- Do they know how the course will be evaluated?<br><br># [Did you prepare the learning environment?]<br>- Classroom: Is all set up correctly and available? (Printouts, Projectors, screens, Whiteboard, Paper, Pens etc?)<br>- PC: Is all software/plugins installed / configured and running?<br>- Other: Is the learning environment noisy,too hot and does not help positive learningoutcomes? |
| Rapid resolution | Preparing the instructors and the learning environment is always necessary, so the approach in rapid resolution will likely be the same. But since we used easier materials/tools, the preparation time is cut down by the design already. |
| Examples | If you are developing a multimedia rich course with many tools, which might be difficult to use in a regular environment, most of the preparation time goes into that. In a rapid resolution, you use easy tools and can save time. |


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| **E**valuation | |
| Summary of actions steps (from module 2 assignment) | # [Summative Evaluation required?]<br>- Is continuing the learning program worthwhile?<br>- How can the learning program be improved?<br>- How can the effectiveness of training be improved?<br>- How to make sure that the training corresponds to the learning strategy?<br>- How can the value of the training be demonstrated?<br><br># [Formative Evaluation required?]<br>- Small Group Evaluation required?<br>  - Was learning fun and engaging?<br>  - Do you understand the goal of the course?<br>  - Do you feel that the teaching materials were relevant to the course's goals?<br>  - Was there enough practical exercises?<br>  - Do you feel that the tests checked the knowledge that is relevant to the course's |

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|  | goals?<br>   - Did you receive enough feedback?<br>- One-to-One Evaluation required?<br>   - Clarity: Was the main idea well understood?<br>   - Usefulness: Was the course useful to achieve the learning goals?<br>   - Relevancy: Were the course materials relevant?<br><br># [How will the feedback used to improve the effectiveness of the course? According to Donald Kirkpatrick]<br>- Level 1: Reaction.   First thing to be analyzed once the training is complete is how the students reacted to the course and the instructor (if applicable)<br>- Level 2: Learning.    On this level we test the knowledge and skills acquired during the training. This evaluation can take place right after the training is concluded, or after some time has passed.<br>- Level 3: Behavior.   It involves analyzing the changes in the learners' behavior as a result of participating in training, and also understanding how well and how often the acquired knowledge and skills are being employed in the workplace.<br>- Level 4: Results.   Finally, the fourth level deals with analyzing the financial results of the conducted training. |
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| Rapid resolution | This step again cannot be skipped or trimmed down a lot, since it is necessary to evaluate the effectiveness of the training and the course. Time and energy can be saved as well through the design of the course and its setup, as well as by cutting down the complexity of the assessment. Since the training is less complex in rapid elearning, it takes less time to modify the course to make it more effective in relation to the learning goals. |
| Examples | If you realize that some part of the training did not show the expected results, the rapid elearning course is less complex and can be easily modified. Slight changes in the learning goals in rapidly changing environments can be implemented too. |