Generic Workplan

PM-Project Manager; ID-Instructional Designer; CE-Content Expert; VID-Videographer; IP-Implementation Planner; EVAL-Evaluation Specialist; CM-Communication Manager; IM-IT Manager TA-Task Analyst; S-Sponsors;WD-Web Designer; MP-Multimedia Producer

Phases	Tasks	Resp / skills	Time line																		Deliverable	Notes	References
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Analysis																							
Activity 1	**Establish analysis team**	**PM**																					
Activity 1.1	Make connections with stakeholders in the organizations/ angencies/companies	PM																			Notes about stakeholders' interests and characterstics, culture and social environment,etc	Communications about the key priorities of projects	Kerzner, H. (2017). *Project management: A systems approach to planning, scheduling, and controlling* (Twelfth ed.). Hoboken, New Jersey: Wiley.
Activity 1.2	Form an analytic agenda	TA																			Draft of agenda		
Activity 2	**Develop analysis protocols**	**PM**																					
Activity 2.1	Review the analytic agenda and understand the program scope by holding a Kick-off meeting	PM																			Notes about critical success factors, constraints, expectiations,assumptions , culture and social environment, stakeholders' interests and characterstics and etc	To avoid developing solutions which cannot be implemented	Burek, P. (2006). *Developing a complete project scope statement in 2 days.* Paper presented at PMI® Global Congress 2006—North America, Seattle, WA. Newtown Square, PA: Project Management Institute.
Activity 3	**Conduct job/procedural analysis**	**TA**																					Jonassen, D. H., 1947-2012, Tessmer, M., & Hannum, W. H. (1999). *Task analysis methods for instructional design.* Mahwah, N.J: L. Erlbaum Associates.
Activity 3.1	Identify objectives according to task sequence	PM																			List of all the jobs and place them within this program, task statements	The task statements include what kinds of tasks, what actions should be performed, what equipment should be used and expected outcomes	
Activity 3.2	Construct a flowchart to demonstrate the operation and decision steps	TA																			List all the jobs to be analyzed in different catagories	Identify the top-down tasks that make up jobs and divide tasks into major tasks and supporting tasks. Label the levels of frequency, importance and difficulty of tasks to be performed	
Activity 3.3	Construct a flowchart to demonstrate the operation and decision steps	ID																			Drafts of detailed task to determine the requirements and capabilities that underlie successful performance	Analyze each detailed task to determine the requirements and capabilities that underlie successful performance;Develop task descriptions to describe tasks themselves, environmental conditions, and contigencies that may arise during the project	
Activity 3.4	Create a prototype to recruit competent performers	ID&TA																			A prototype to recruit Interview jobholders or applicants to decide pensonnel who can complete jobs as required.		
Activity3.5	Determine the overall structure of the project	TA																			The overall structure of the project, including the potential candidates, learning objectives, and the flowchart	Measure and observe all task steps	
Activity 4	**Conduct activity/context analysis**	**TA**																				Activity theory will be used for the activity analysis	McCormick, E.J.(1979). Job analysis: *Methods and applications.* New York: AMACOM
Activity 4.1	Clarify expectation levels from stakeholders	TA																			Draft of detailed expectations	Identify communities, contexts within which the task is performed; Understand the teachers, their motivations, circumstances and interpretations of perceived contractions	
Activity 4.2	Identify participants' roles	TA																			A list of relevant participants, their cultural norms, beliefs and values	Document participant-perceived rules and uncover participant-perceived roles	
Activity 4.3	Analyze the intentions or purposes toward completion	ID																			The plan of activity structure, actions and operations	Identify the current state of performance in details; Identify what historical phases have been done on participants	
Activity 4.4	Analyze the mediators of transformation	TA																			A list of tools to accomplish the goals of the projects	Define what tools will be available, including getting data about the tools used in the past	
Activity 4.5	Analyze the context	TA																			Draft of the assumptions about the time and effort to be expended on the projects		
Activity 5	**Conduct cognitive analysis**	**TA**																				A Precursor-Action-Results-Interpretation analysis can be applied to facilitate development of both depth and breadth of the protocol of the project	

Activity 5.1	Find the best hands-on, experienced problem solvers to analyze protocol	ID																			A diagram of problems including job, tasks, equipment, content and solutions from senior experts;A diagram of problem statements, ranking order of the problems by difficulty, recommended emphasis in design phrase	Interview the experts to determine their ability to present information listed in the protocol; The experts detect any typical problems or errors in the protocol and the workplace conditions that may impact on the tasks;The experts identify problems or malfunctions that require problem solving actions;	
Activity 6	**Conduct learning analysis**	**TA**																				Learning Hierarchy Analysis will be applied to this project	Project Management Institute. (2004) A *Guide to the Project Management Body of Knowledge* (PMBOK® Guide) (2004 ed.). Newtown Square, PA: Project Management Institute.
Activity 6.1	Review overall structure of the project and outline the skills implied by the content	ID																			Statements of higher order learning outcome, such as: Anylysis, synthesis, creation or evaluation	Identifying the entering capabilities the participants have in regard to the final learning outcome;	
Activity 6.2	State the final learning outcome	ID																			Statements of higher order learning outcome, such as: Anylysis, synthesis, creation or evaluation		
Activity 6.3	Identifying the entering capabilities the learners have in regard to the final learning outcome	ID																			List of entry behaviors or capabilities in relation to the final learning outcomes; First-level and second-level prerequisites for the terminal learning objectives	Identifying the entering capabilities the participants have in regard to the final learning outcome;	
Activity 6.4	Verify the learning hierarchy	ID																			A pilot test to empirically validate the learning hierarchy	To verify the accuracy of the prerequisite skills ans the relationships among them; The test items used as instruments and the test data will be analyzed to determine if they are consistent with the pattern;Path analysis can be used to analyze the relationships among the skills;	
Activity 7	**Conduct content/subject matter analysis**	**TA&CE**																			The big picture will be captured by identifying concepts and relationship of outcomes of instruction in terms of what is to be taught, the behavior expected from students, and the relative emphasis on a set of individual relationships between items of content	Matrix analysis will be applied to identify and depict relationships between and among concepts. It will examine every possible relationship between paired concepts and form the basis of the instruction;By examining each cell in the matrix, what teachers must master in order to understand fully the content will be described;Work can be done from row to row until each cell of the matrix will be completed;Evaluate the quality of matrix	
Activity 8	**Summarize findings**	**ID**																			A comprehensive summary of all the components in the protocol		
Activity 9	**Write analysis report**	**TA**																			The final report		
Activity 10	**Review report with analysis team and respresentatives of stakeholders**	**All**																			A comprehensive report	To determine goals, learning objectives, project structure, success criteria, contingent plans, assumptions, costs, determining budgets, and risks and tasks	
Activity 11	**Determine next step**	**PM**																			Approval from the project manager; Timeline and the project and draft of a Work Breakdown Structure (WBS)	Write project management plan and share with stakeholders;Announce job specfications and arrange pensonnel for technology workshops; Create a project schedule to distribute work to personnel;Conduct a risk management plan	
Design		**PM**																					
Activity 1	**Establish design team**	**CE**																			Detailed module plans, activities & media specifications;	Activities for each learning objectives	
Activity 1.1	Project team recruitment	PM																			A design team formulated to launch the project; Excel with notes	Assess the design skills of the current project team and identify where additional experitise may be required. Set up a recruitment team and review matching CVs; Use Excel to track the process of recruiting potiential candidates and take notes; Interview and make choices ;Send out offers;Orient selected candidates the project	*Welty, G. (2007). The 'design' phase of the ADDIE model. Journal of GXP Compliance, 11(4), 40.*

Activity 2	**Review analysis report**	**All**																			Records of conclusions and recommendations in the report, and associate interpretations to justify conclusions or recommendations;	Assemble the newly formed designed team to restate the project's objectives and review all related documents, design ideas from previous sessions; Categorize analysis report according to each result of task analysis; Organize comments into similar categories, e.g., concerns, suggestions, strengths, weaknesses, recommendations, outcome indicators, etc.	
Activity 3	**Determine design approach**	**ID**																			Draft of the outline of design approach based on revised analysis report; Depict tbe paths, options, sequences, and how participants will access the content;	Negotiate the priority and details with the client; Design approach can be illustrated with flowcharts or diagram	
Activity 4	**Create different design teams to complete different tasks**	**ID**																			A detailed description of the visual content, flowchart, narratives to describe prototypes, which demonstrate visual content, colors and storyboards	Software like Sprint, Monday.com can be set up for every week and work assigned to them because it's easier for the teams to track what they completed till a specified date, what we're doing this week, and the priorities for the next. Loop other stakeholders who can see exactly the same. If work is missing they can open issues for it, and can be later made up; and communicate with each other effectively and timely	
Activity 4.1	Develop instructional goals and learning objectives	ID																			Goals and learning objectives	Learning objectives must be specific, measurable, attainable, revelant and time-based to be bought into by project stakeholders	
Activity 4.3	Design assessment	ID																			Standards and the types of assessments	Determine the Primary Purpose of the Assessment; Identify the standards and use them for assessment; Identify the cognitive levels of each skills included in the assessment; Bloom's taxonomy can be used to conduct standards; Formative and summative assessments should be used for this project	
Activity 4.4	Select instructioal strategies	ID																			Strategy map to demonstrate the choices of instructional strategies	Strategies including but not limited to brainstorming, role playing, sketching, motivational strategies, think aloud strategies; evaluation strategies; 9-event instruction; computer-based instruction; lectures, case-based teaching	
Activity 4.5	Select media	ID																			Appropriate educational technologies	A media selection strategy should be allocated to find revelant resources;Select from a wide range of media types: images, documents, videos, audios, tutorials, simulations, presentation, hands-on tasks, games	
Activity 4.6	Analyze data	ID																			Summary of Peer reviews, structured walkthrough	The treatment, strategies, and methods can be discussed, enhanced, refined;	
Activity 5	**Create blueprint(design report) for instructional solution**																				Outline of the structure of the course; Define materials to conduct each unit/type of instruction	Create the structure, content for each unit; Assessment types and location in instruction	
Activity 6	**Review design report with management**																				Worksheet with edits	A solid foundation founded;	
Activity 7	**Determine next steps**																				A comprehensive checklist and a design assessment matrix, highlighting significant changes to the original objectives, budget, strategies or resources	The checklist to make sure all components of the design document are in place; The design matrix will verify that key components in this phase and be ready for development	
Development																							*Dobbs, R. L. (2006). Development phase of systematic training: New technology lends assistance. Advances in Developing Human Resources, 8(4), 500-513.*
Activity 1	**Recruit development team**	**PM**																			Includes developing employees terms of reference (TOR), job advertisement, interview protocols, contract or employee letter of consent.	Those employees document must be designed in relation to the project scope as indicated in design phase.	
Activity 1.1	create job specifications																							
Activity 1.2	submit for approval																							
Activity 1.3	advertise job position																							
Activity 1.4	review applications																							
Activity 1.5	conduct interviews																							
Activity 1.6	make an offer																							
Activity 1.7	reach an agreement																							
Activity 1.8	Submit to client																							

Activity 2	**Review analysis and design**	**ID/PM**																	Reviewed copy of the project analysis and design phases.	It is important to ensure that project scope and timeline are aligned with your goals and objectives. This emphasis comes in play that the goals and objectives are realitcily achieveble in the propose timeline.	
Activity 2.1	review project goals and objectives																					
Activity 2.2	review project scope and timeline																					
Activity 2.3	Submit to client																					
Activity 3	**Select Instructional Strategies**	**ID**																	Includes cooperative learning , group discussion, independent study, portfolio development, service learning, issue-based inquiry.	Selecting the appropraite instructional strategies will ensure that learners are focus and learning materials are organize to help learner achieve the require learning objectives.	*Weston, C., & Cranton, P. A. (1986). Selecting instructional strategies. The Journal of Higher Education, 57(3), 259-288. doi:10.1080/00221546. 1986.11778771*
Activity 3.1	Review instructional strategies																					
Activity 3.2	Submit to client																					
Activity 4	**Select/develop learning media**	**ID/SME**																	Digital media (video, text, visual) Learning managment systems, print (textboks, brochures,etc.).	The media selection, development or integration is key to making the instruction accessible. It also layout the pace of instruction.	*Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018, December). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. In Journal of Physics: Conference Series (Vol. 1140, No. 1, p. 012014). IOP Publishing.*
Activity 4.1	Review learning media																					
Activity 4.2	Select learning media																					
Activity 4.3	Develop/integrate learning media																					
Activity 4.4	Submit to client																					
Activity 5	**Develop learning material/ resources**	**ID/SME**																	Syllabus, trainer guides, learner guides and trainer and participant resources. On-the-job aids and technology infrastructure and software. Participant assessments and evaluation instruments.	Making sure that the selected media makes learning accessible is essential especially for the developing learning resources. Learning resources must be able to assimilate information via different formats suit learners preferences.	*Kozma, R. B. (1991). Learning with media. Review of educational research, 61(2), 179-211.*
Activity 5.1	Selection of content																					
Activity 5.2	Selection of format																					
Activity 5.3	Writing or editing materials																					
Activity 5.4	Pre-testing of draft material																					
Activity 5.5	Submit to client																					
Activity 6	**Formative evalutaion**	**ID**																		Formative evaluations provide data to revise and improve the materials, the lesson plans, the performance tests, and indeed the operation of the entire instructional system	*Welty, G. (2008). Formative evaluation in the ADDIE model. Journal of GXP compliance, 12(4), 66-74.*
Activity 6.1	identify key evaluation questions																					
Activity 6.2	select measures of program functioning																					
Activity 6.3	choose evaluation methods																					
Activity 6.4	collect data																					
Activity 6.5	analyze data																					
Activity 6.6	Submit to client																					
Activity 7	**Pilot testing**	**ID/SME**																	Improved development product based on feedback from pilot data	Pilot testing is conducted differently, depending on the course's delivery format and objectives	*Welty, G. (2008). Strategy and tactics for pilot implementation in the ADDIE model. Journal of GXP Compliance, 12(2), 12-20.*
Activity 7.1	Create a checklist																					
Activity 7.2	Identify pilot sample																					
Activity 7.3	Conduct pilot testing																					
Activity 7.4	collect data																					
Activity 7.5	analyze data																					
Activity 7.6	Submit to client																					

Activity 8	**Review of learning material /resources**	**ID/SME**	Products or learning resources ready for implementation	This will focus primarily on resources and strategies revising if necessary from pilot testing analysis. Learning objectives are not adjusted are this level of the project.	
Activity 8.1	Submit learning materials to stakeholders				
Activity 8.2	Submit to client				
Implementation					*Kruse, K. (2002). Introduction to instructional design and the ADDIE model. Retrieved January, 26, 2005.*
Activity 1	**Recruit implementation team**	**PM**	Includes developing employees terms of reference (TOR), job advertisement, interview protocols, contract or employee letter of consent.	Those employees document must be designed in relation to the project scope as indicated in design phase	
Activity 1.1	create job specifications				
Activity 1.2	submit for approval				
Activity 1.3	advertise job position				
Activity 1.4	review applications				
Activity 1.5	conduct interviews				
Activity 1.6	make an offer				
Activity 1.7	reach an agreement				
Activity 2	**Aligning learning resources to design specifications**	**ID/PM**	Finalized copies of project resources and set up project tools	Aligning learning resources to design specifications ensure that learning resources are enhanced and support the effectiveness of the learning process. By doing this, they provide They provide guidance and information that address the competencies/learning outcomes to be achieved by the learner.	
Activity 2.1	ensure learning objectives aligned to design				
Activity 2.2	ensure assessment aligned to design				
	ensure instructional strategies aligned to design				
Activty 3	**Select implementation strategy**	**ID/PM**	Implementation strategy plan which includes an implementation structure, budgeting and allocation of resources and activties	The goal of the intended strategy is to operationalize that strategy throughout the project. It will ensure that planned outcoemes using the strategy are realized.	
Activty 3.1	Review implementaion strategies				
Activity 3.2	ensure implementation strategies aligned with learning objectives and assessments				
Activty 4	**Formative evaluation**	**ID**	Reviewed implementation plan		
Activity 4.1	edit learning materials/resources				
Activity 4.2	edit instructional/implementaion/ evaluation plans				
Activty 6	**Rollout Learning resources**	**ID/SME**	Content resources, assesments resources, media and infrastructure	This entails getting the project from concept to reality. At the level of reality an active line of communication should exist between stakeholders and resources should have been approved and ready for use.	
Activity 6.1	organize learning space				
Activity 6.2	distribute learnng materials				
Activity 6.3	implement instruction				
Activity 6.4	implement assessment				

Evaluation					*Almomen, R. K., Kaufman, D., Alotaibi, H., Al-Rowais, N. A., Albeik, M., & Albattal, S. M. (2016). Applying the ADDIE—analysis, design, development, implementation and evaluation—instructional design model to continuing professional development for primary care physicians in Saudi Arabia. International J ournal of Clinical Medicine, 7(8), 538-546.*
Activty 1	**Quality Assurance**	**PM**	A Quality Assurance plan that ensures that all level of the project was complete at the need quality level.	Ideally quality assurance ensure that a desired level of quality at every stage of the process of delivery or production are meant. In this case it is about ensuring that productivity was achieved under or within the required resources and allocations.	
Activity 1.2	create a quality assurance plan				
Activity 1.3	review and verify product with the quality assurance plan				
Activty 2	**Select evaluation method/tools**	**ID/PM**	This could include process based or outcomes based strategy with the use of observation, surveys, rating scale or checklists as tools.	Overall evaluation helps tell us what worked and what didn't work. Thus selecting the appropraite method will enure that the intended determination is made. The chosen method will be used to layout the process and use for data collection and analysis.	
Activity 2.1	select evaluation method				
Activity 2.2	determine measures needed to evaluation method				
Activty 3	**Summative evaluation**	**ID**	Project performance or procedure data	Unlike the formative evaluation, summative evaluation focuses on the final outcome of the program. This outcome is the client goal or purpose for the the project. Summative evaluation covers holisticly the program instruction and organization.	*Davidson-Shivers G.V., Rasmussen K.L., Lowenthal P.R. (2018) Conducting Summative Evaluation and Research: The Final Stage. In: Web-Based Learning. Springer, Cham*
Activity 3.1	setup summative evaluation plan and scope				
Activity 3.2	identify stakehoders				
Activity 3.3	select evaluation methods				
Activity 3.4	collect evaluation data				
Activity 3.5	analyze data collected				
Activity 3.6	report data to client				
Activty 4	**Closing project**	**ID/PM**	Final report	Closing the project entails finalizing the project and submitting the deliverables to the client. At this stage outcomes are expected to be meant atleast at 80%. Closing the project doesn't necessary call for totsl closure until the client approves its closure.	Van Rooij, S. W. (2010). Project management in instructional design: ADDIE is not enough. British Journal of Educational Technology, 41(5), 852-864.
Activity 4.1	review project deliverables				
Activity 4.2	submit to client for feedback				
Activity 4.3	review feedback on deliverables				
Activity 4.4	review contracts and documents				
Activity 4.5	archive documentations				
Activity 4.6	organize final report				
Activity 4.7	submit final report to client				