

Office for Victims of Crime Instructional Design Standards

The Office for Victims of Crime (OVC) Instructional Design Standards establish the processes that OVC grantees must follow in the development of OVC-funded trainings. The Instructional Design Standards are based on the ADDIE (analysis, design, development, implementation, and evaluation) approach to developing training. The ADDIE model was developed in the early 1960s and is widely used today to develop trainings for the U.S. military, government agencies, and businesses. This model is a generic, systematic, step-by-step process that OVC grantees will apply to OVC-funded trainings to help ensure that:

- The trainings are based on the needs of the participants.
- Participants achieve the goals of the trainings.
- The trainings are delivered in a consistent manner each time it is offered.
- The effectiveness of the trainings can be evaluated using specific, measurable outcomes.

Additionally, the Instructional Design Standards support OVC's training mission: to provide information and learning experiences to victim service providers and allied professionals to expand their knowledge and assist in developing their skills to better serve the needs of victims.

In the ADDIE model, subject matter experts (SMEs) and an instructional designer work together during each development phase. Both OVC and the OVC Training and Technical Assistance Center (OVC TTAC) will review the products associated with each phase before the grantee proceeds to work on the next phase. This document describes each product (highlighted in bold). OVC and OVC TTAC will review the following products: **Training Analysis Plan**; **Training Analysis Report**; **High Level Design Document**; **draft Instructor and Participant Manuals and PowerPoint slides**; **Implementation Plan**; and **Evaluation Plan**. Examples of training development products are available upon request.

Analysis

The purpose of the analysis phase is to understand the training problem and to define the objectives that the training should achieve. The information gathered during this phase of the instructional design process forms the foundation of the training.

The data collection serves to:

- Determine if training is the most appropriate way to address the problem.

- Define the current level of skills and knowledge and the performance gaps to address in the training.
- Identify the end result of the training, or the organizational goal.
- Describe the characteristics of the intended audience such as their professional experience, current job duties, what they already know and skills they have, and challenges they may experience when they apply the training knowledge and skills in their jobs.

Methods of gathering data include:

- Observation of the target audience at their jobs.
- Individual interviews or focus groups with people who are similar to the target audience, managers, or SMEs.
- Surveys of people who are similar to the target audience, managers, or SMEs.
- Review of documents such as previous needs assessments, reports, or evaluations from trainings that are similar to the training under development.
- Formal assessment of knowledge or skills of those who are similar to the target audience.

The analysis phase yields two products. The first is the **Training Analysis Plan**, which summarizes what information grantees are going to collect and how they are going to collect it. The second product is the **Training Analysis Report**, which summarizes the information collected and the implications of that information for the new training, including the identification of the objectives for the training and the content to be covered. OVC and the OVC TTAC will review both documents.

Design

Activities in this phase include sequencing the content of the training, dividing the content into modules, allocating time required for each module, and deciding how to present the content using multiple training strategies. Grantees will make preliminary decisions to address the types of activities to include in the training that will reinforce learning.

All trainings must incorporate adult learning principles.

- Adult learners are busy and have limited time to invest in learning.
- Adult learners are goal-oriented. They attend trainings to achieve a particular goal or to solve a problem.

- Adults are competency-based learners, meaning they want to learn a skill or acquire knowledge they can apply pragmatically to their immediate circumstances.
- Adult learners bring previous knowledge and learning to the training. It is important to link new material to existing knowledge or experience.
- Adult learners have a finite capacity for information. If learners do not see application of the information that is presented, they will absorb little of it.
- Adult learners have different motivation levels. Most are motivated to learn by internal rather than external factors, such as the need to progress in their profession, or gain recognition in a recreational activity.
- Adult learners have different learning styles. To accommodate different learning styles, many different strategies to present content need to be used throughout the training (e.g., role plays, small group activities, lecture, etc.).

The two documents created in the design phase are the **High Level Design Document (HLD)** and the **Detailed Design Document (DDD)**. The HLD is a matrix which includes the name of each module and the presentation order, the learning objectives and topics to be covered in each module, the anticipated delivery method (such as lecture or activity), notes and sources of information, and time estimates for each module. It is a high-level blueprint of the training being developed.

After the SMEs review and agree upon the HLD, development of a DDD for each module begins. The DDD presents detailed information about each module in a matrix format, including time requirements, content outlines and notes, and resources for each learning objective within a module. Activities to help achieve the objectives are presented in detail.

OVC and OVC TTAC will review the HLD. Because the DDD is derived from the HLD, in most cases it is not necessary for OVC and OVC TTAC to review the DDDs for each module. The HLD and DDDs are evolving documents and will change in the development and review of the training material. Changes in the DDDs do not require a revision of the HLD.

Develop

In the development phase, grantees convert the design plans into training material. The sequence of the modules reflects a logical flow of information. Each module covers a specific topic, skill, or concept.

- Each module contains the following components:

- Specific and measurable objectives
 - Statement of the purpose of the module
 - The topics or lessons within the module
 - Time needed to present the module
 - List of special materials, equipment, and training aids needed.
 - Advance instructor preparation, if necessary.
- The **Instructor's Manual** includes all of the material that an instructor will need to train. This manual includes:
 - Training purpose and objectives
 - Participant selection criteria, if any
 - Instructor subject matter expertise and skills
 - General instructor preparation and prework by the participants
 - Agenda with times for modules and breaks
 - Detailed descriptions of what the instructor says and does to deliver training content and administer learning activities, by module
 - References
 - Copies of PowerPoint slides
 - Copies of videos, DVDs, etc.
 - The **Participant's Manual** includes all of the material that participants will need and use during the training. This manual includes:
 - Background information
 - Training goals and module objectives
 - Agenda
 - The content covered in the training
 - Supporting material, including handouts, articles, and instructions for exercises
 - References
 - Copies of PowerPoint slides
 - Additional resources

Grantees are encouraged to conduct a pilot of the entire training or selected modules to identify what parts of the training are effective and what parts need revising. Materials should be as complete as possible before conducting the pilot and participants in the pilot should represent the intended learners.

Following the pilot test, grantees will make revisions to the training material based on feedback provided by instructors and participants. A careful editorial review of the final draft follows.

In some cases, OVC and OVC TTAC will review the Instructor's and Participant's Manuals prior to the pilot testing. In all cases, OVC and OVC TTAC will review the Instructor's and Participant's Manuals prior to wide-scale implementation.

Implement

After finalizing the Instructor's and Participant's Manuals, the training is ready for implementation on a wide scale. Grantees will create an **Implementation Plan**. This plan includes a description of the number of trainings planned, the frequency of the trainings, estimated number of participants attending each session, location of trainings, and identification of the instructors who will deliver the training, along with their qualifications to deliver the material. If wide-scale implementation is part of the OVC grant, OVC and OVC TTAC will review the Implementation Plan.

Evaluate

The purpose of evaluation is to assess whether the training has achieved its objectives. Donald Kirkpatrick* identified four levels of evaluation. Grantees will conduct evaluation of OVC trainings at least at the first and second level.

Level 1 Evaluation: Reactions. Evaluation at this level measures how participants in a training reacted to it. The evaluation attempts to answer questions regarding the participants' perceptions of the training (e.g., Was the material presented relevant to your work? Did the instructor demonstrate an expert knowledge of the subject?).

Level 2 Evaluation: Learning. Evaluation at Level 2 measures knowledge, skills, and attitudes specified as learning objectives.

Level 3 Evaluation: Transfer (sometimes referred to as Behavior). This level measures changes in the participant's behavior or how they do their job as a result of the training.

Level 4 Evaluation: Results. Evaluation at this level assesses the training in terms of the organizational impact it made. What results have been achieved in the organization because a training was implemented? Most OVC grantees will not be conducting Level 4 evaluations.

OVC grantees will develop an **Evaluation Plan**. OVC and OVC TTAC will review the Evaluation Plan that describes how the training will be evaluated. The plan will include draft assessment tools.

* Kirkpatrick, D.L. 1998. *Evaluating Training Programs: the Four Levels*, 2d ed. San Francisco: Berrett-Koehler.