

# 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.

<b>A</b> <sub>analysis</sub>	<b>Identify the problem and objectives, and collect information</b>
Summary of actions steps (from module 2 assignment)	During the analysis stage, the customer and project manager will identify the goals. Then stakeholders need to be identified and interviewed to answer: Who, What, When, Where, Why, and How.
Rapid resolution	Using rapid resolution, the instructional designer (ID) can act as the project manager, and collect the necessary information. In some cases, the ID will also act as the subject matter expert (SME).
Examples	ID uses a brainstorming session to collect the necessary information from customer, stakeholders, and SME.

<b>D</b> <sub>esign</sub>	<b>Define the strategies and interface</b>
Summary of actions steps (from module 2 assignment)	In the design stage, the project manager documents the strategy. Then the ID creates storyboards, designs the interface, and creates a prototype. The prototype is tested by stakeholders.
Rapid resolution	Using rapid resolution, the ID can create a strategy brief and outline of the course. They can select a course authoring tool and use that to create a quick prototype which they can test.
Examples	ID uses existing interface design for the prototype.

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<b>D</b> evelopment	<b>Develop the learning resources</b>
Summary of actions steps (from module 2 assignment)	The development stage includes creating/assembling content, developing/integrating technologies, and testing/debugging the course.
Rapid resolution	Using rapid resolution, the ID will create content, possibly without a SME (see Analysis), and plug it into the prototype. They will continue to test/debug the course. Some learners and teachers can beta test the course while it's being built, to provide feedback during development.
Examples	ID uses existing content and learning objects when possible.

<b>I</b> mplementation	<b>Prepare the learning environment and deliver the solution</b>
Summary of actions steps (from module 2 assignment)	During the implementation phase, the course creation team will train the teachers and prepare the learners. They will then share the course with the learners by uploading it to the learning management system (LMS).
Rapid resolution	Using rapid resolution, the ID can use existing materials to prepare the learners for the course. ID will upload the course to the LMS.
Examples	Teachers who were beta testers should already be prepared to teach the course.

<b>E</b> valuation	<b>Evaluate the effectiveness of the solution</b>
Summary of actions steps (from module 2 assignment)	The evaluation phase includes formative and summative evaluation.
Rapid resolution	Using rapid resolution, the ID has been receiving feedback throughout the process.
Examples	ID can use assessments during beta testing and post-launch to determine course effectiveness.