

### Step 1 – Evaluate Current Intervention

<b>SEDA Quick Audit</b>	<b>No</b>	<b>Some-what</b>	<b>Mostly</b>	<b>Almost Exactly</b>
Situation – Are learners presented with situations to evaluate, make a decision about, and/or take an action on? If so, is the practice situation similar to the on-the-job performance situation?				
Evaluation – Do the learners have to evaluate the situation (make sense of it) in a manner similar to the way they'll have to evaluate it in the real world (without artificial hints or supports)?				
Decision – Do the learners have to make the same kind of decisions about the situation that they'll have to make in the real world (without artificial hints or supports)?				
Action – Do the learners have to take the same kind of actions they'll have to take in the real world (without artificial hints or supports)?				

### Step 2 – Set Course, Gather Information

A. Overarching Objective – What is the overarching objective of the program? “What do we want our learners to be able to do, and in what situations do we want our learners to do those things?”	Save for Later	Partly Done	Done
B. Evaluation Objectives – How will you measure the success of the program? This is a great question to ask so that you can really focus on what matters (this assumes you're measuring the right stuff).	Save for Later	Partly Done	Done
C. Instructional Objectives – What are the key learning points (principles, ideas, contingencies, etc.) that you want your learners to know?	Save for Later	Partly Done	Done
D. Situational Objectives – What are the specific situations that you want your learners to be able to handle? Specify as much as you can the WHAT, WHEN, and WHERE.	Save for Later	Partly Done	Done
E. Link the Instructional Objectives to the Situations, making sure that you have at least one situation for each Instructional Objective.	Save for Later	Partly Done	Done
F. Link Evaluations, Decisions, and/or Actions to each Situation. The idea here is to begin developing a clear idea of the Situation-Action links so that you can see clearly what the instructional design might look like.	Save for Later	Partly Done	Done

### More Steps: Step 3 – Create Initial Design, Step 4 – Prototype, Step 5 – Create, Step 6 – Evaluate

Consider using less information presentation, more scenario-based and simulation-based decision-making.

