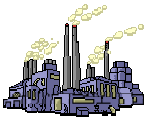


ADDIE

Instructional Design Model



Background information:

Leshin et. Al. in 1992 labeled instructional design as instructional system development, in which an individual completes an ordered set of activities in order to develop instructional system. There are three basic models employed in instructional design: the cognitive model, the instructional systems design model and the constructivist model.



ADDIE Model

Instructional Systems Design (ISD) is a process to ensure learning does not occur in a haphazard manner, but is developed using a process with specific measurable outcomes. The responsibility of the instructional designer is to create an instructional experience, which ensures that the learners will achieve the goals of instruction. The **ADDIE model** is a generic, systematic approach to the instructional design process, which provides instructional designers with a framework in order to make sure that their instructional products are effective and that their creative processes are as efficient as they can possibly be.



ADDIE stands for:

- 💡 1. **Analyze:** define the needs and constraints
- 💡 2. **Design:** specify learning activities, assessment and choose methods and media
- 💡 3. **Develop:** begin production, formative evaluation, and revise
- 💡 4. **Implement:** put the plan into action
- 💡 5. **Evaluate:** evaluate the plan from all levels for next implementation

Each phase of the ADDIE model is an important element of the instructional design process. In each phase, the instructional designer makes decisions that are critical for ensuring the effectiveness of the instructional experience. The ADDIE model is comprised of the following phases:

ADDIE Phases
<p>The Analysis phase</p> <ul style="list-style-type: none"> • Who is the audience? • What do they need to learn? • What is the budget? • What are the delivery options? • What constraints exist? • When should the project be completed? • What will students do to determine their competency (Powers, 1997)?
<p>The Design phase</p> <ul style="list-style-type: none"> • Select the most appropriate Web-based environment by examining

the kinds of cognitive skills required to achieve instructors' goals (Driscoll, 1998, p. 50).

- Write the instructional objectives; select an overall approach and the program's look and feel; outline units, lessons, and modules (Hall, 1997, p. 231).
- Design course content specifically for use with an interactive, electronic medium (Porter, 1997, p. 127).

The Development phase

- Obtain and/or create the required media.
- Use the Internet's strength to present information in many different multimedia formats so that learners' preferences can be met (Porter, 1997, p. 196).
- Determine the appropriate interactions. They should be creative, innovative, and encourage learners to explore further (Porter, 1997, p. 200).
- Plan activities that allow for student group work to help construct a supportive social environment (Simonson et al, 2000, p. 115).

The Implementation phase

- Duplicate and distribute materials, handouts, as necessary.
- Be prepared in the event that technical problems occur and discuss alternative plans with the students ahead of time (Simonson et al, 2000, p. 115).

The Evaluation phase

- Test for instructional standards.

summative evaluations to assess the outcome of the course (Bourne et al, 1997).



Why using ADDIE?

The ADDIE (analyze, design, develop, implement, and evaluate) instructional design model is a basic model that holds true for any type of learning, including Web-based (Hall, 1997, p. 81). ADDIE model is simple and includes all the components found in all other instructional design models.



References:

<http://alpha.nsula.edu/~gillan/O8id.htm>

<http://www.uwf.edu/coehelp/advid/pposeygoodwin/compare.htm>

<http://www.scis.nova.edu/~willerda/design/addie.htm>

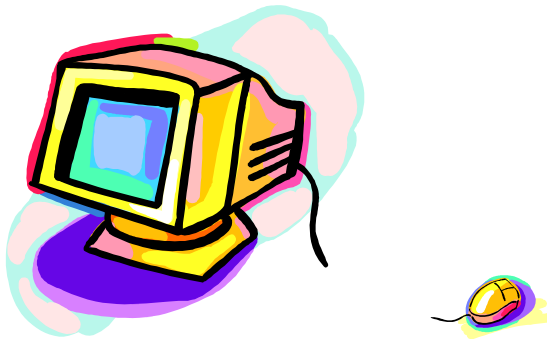
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Walter Dick and Lou Carey, *The Systematic Design of Instruction*, Fourth Edition, (1996), Harper Collins College Publishers.



Credits:

LOT acknowledges the use of icons and screenshots from WebCT's template to visually demonstrate the functionality of WebCT's online learning environment.



ADDIE Model

The Instructional Design Process

The five phases are ongoing activities that continue throughout the life of a training program. After building a training program, the other phases do not end once the training program is implemented. The five phases work like a loop. They are continually repeated on a regular basis to see if further improvements can be made.

The following graph shows the Instructional Design process:

