Should I Use ADDIE as a Design Map for My Blended Course?

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## Should I Use ADDIE as a Design Map for My Blended Course?

Ike Shibley and Tim Wilson

<table>
<thead>
<tr>
<th>ADDIE Phase</th>
<th>Description</th>
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<tr>
<td><strong>Analysis</strong></td>
<td>Conduct initial assessment to determine learning obstacles and opportunities, e.g., analyze exams to see where common mistakes occur, ask colleagues who teach prerequisite courses or follow-up courses about the type of content students struggle with, and utilize your own experience to determine areas where students seem to get motivated.</td>
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<td><strong>Design</strong></td>
<td>Too often in the rush to get to the development step, both analysis and design are rushed—big mistake! Design ideas such as storyboarding (where you lay out what an activity or recorded lesson might look like) are critical in helping you develop effectively. Consider evaluation (assessment measures) as you work on the design. Create learning goals before moving on to the next step.</td>
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<td><strong>Development</strong></td>
<td>While the first two stages involve a lot of cognitive work, this stage involves a lot of manufacturing work. The ideas must now be made concrete. Activities such as developing an online quiz bank or creating homework assignments take significant amounts of time and involve you in the content of the course more than any other stage.</td>
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<td><strong>Implementation</strong></td>
<td>Launching the course is always anxiety-inducing—a bit like a stage performance. You’ll have opportunities to modify as you progress, but the goal should be to have the course perfected before you launch. You need to monitor during this phase so that you can make changes on the fly when necessary.</td>
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<td><strong>Evaluation</strong></td>
<td>Blended courses provide instructors with a plethora of ways to assess. An online quiz bank allows an analysis of the most commonly missed questions, a log of student access allows analysis of time spent on the course, and evaluations of assignments and activities (often with online surveys embedded in the course) provide a sense of how learning occurred. Like the first two steps in ADDIE you should not rush to complete this step.</td>
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Course Design: Learning Management Software as a Way to Organize

In the Design Phase consider this simplified approach to create a course using your institution’s LMS.

1. Choose a format
   a. Daily: most detailed, most restrictive
   b. Weekly: still detailed but a bit less restrictive
   c. Topical: provides some flexibility but risks confusing students

2. Create learning goals
   - Use active verbs
   - The LG should be able to help you assess learning (#3 below)
   - The more specific the language the more effective the goal

3. Divide the content
   a. Create opportunities for students to learn before class starts
      - Utilize on-line resources for lower-level learning
      - If you grade work, use low-stakes grading
   b. Create opportunities for students to learn during class
      - Utilize face-to-face time for higher-order thinking
      - Face-to-face is effective for high stakes grading
      - Think about creating collaborative activities
   c. Create opportunities for students to learn after class ends
      - Utilize on-line resources for rehearsal and higher-order thinking
      - Consider on-line collaborative activities
      - Grading can be midway between low- and high-stakes

4. Assess student learning
   - Consider the activities designed for #2 and decide how best to allocate points
   - Remember that not everything needs to be graded
How Can ADDIE Help You Create a Better Learning Environment?

The Seven Principles in the table below were created well before technology was being infused with such rapidity into the educational curriculum. The principles are all research-based and if abided by will improve learning in your course. Think about each principle, and then identify parts of your blended course that you will help you enact that principle.

“Seven Principles for Good Practice in Undergraduate Education” by Chickering & Gamson

<table>
<thead>
<tr>
<th>Good Practice</th>
<th>How Blended Design Can Help</th>
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<tbody>
<tr>
<td>1. Encourages Contacts Between Students and Faculty</td>
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<td>2. Develops Reciprocity and Cooperation Among Students</td>
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<td>3. Uses Active Learning Techniques</td>
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<td>4. Gives Prompt Feedback</td>
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<td>5. Emphasizes Time on Task</td>
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<td>6. Communicates High Expectations</td>
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<td>7. Respects Diverse Talents and Ways of Learning</td>
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Resources


