ADDIE Model – Detailed Concepts and Key References for All Stages

1. Analysis Stage

Key Concepts:

- Learner analysis: Identify characteristics like prior knowledge, motivation, and learning styles.
- Context analysis: Examine physical, social, and institutional environments.
- Task analysis: Break down what learners need to know or be able to do.
- Needs assessment: Determine the gap between current and desired performance.

Instructional Systems Design (Dick & Carey, 2014):

- Systematically approach instructional needs by aligning goals, learners, and context.

Reference:

- Dick, W., Carey, L., & Carey, J. O. (2014). The Systematic Design of Instruction (8th ed.). Pearson.

2. Design Stage

Key Concepts:

- Learning objective specification using SMART criteria:
  · Specific, Measurable, Achievable, Relevant, Time-bound.
- Use performance-based objectives (Mager, 1997): clearly defined, action-driven outcomes.
- Structuring content: Sequence from simple to complex, concrete to abstract, general to specific.
- Instructional strategy design: Based on Gagné’s Nine Events of Instruction.
- Assessment planning: Align with objectives (formative and summative).
- Media and material design: Ensure accessibility and usability.

References:

- Mager, R. F. (1997). Preparing Instructional Objectives (3rd ed.). Center for Effective

Performance.

- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2004). Principles of Instructional Design (5th ed.). Wadsworth.
- Smith, P. L., & Ragan, T. J. (2005). Instructional Design (3rd ed.). Wiley.
- Clark, R. C., & Mayer, R. E. (2016). E-learning and the Science of Instruction (4th ed.). Wiley.

3. Development Stage

Key Concepts:

- Create and assemble instructional content, multimedia, and learning activities.
- Produce prototypes, storyboards, screenplays for testing.
- Revise based on feedback from subject matter experts (SMEs) and pilot users.
- Ensure technical compatibility across platforms.

Kemp Model Emphasis (Morrison et al., 2010):

- Design and development are iterative with continuous revisions.

References:

- Morrison, G. R., Ross, S. M., Kemp, J. E., Kalman, H., & Kemp, J. E. (2010). Designing Effective Instruction (6th ed.). Wiley.

4. Implementation Stage

Key Concepts:

- Deploy training materials and technology solutions in the learning environment.
- Prepare learners and instructors through orientation and guides.
- Manage logistics, setup LMS or delivery platform, and provide technical support.
- Conduct pilot runs and refine delivery based on feedback.

Branch's ADDIE Approach (2009):

- Emphasizes the importance of planning instructor and learner support.

References:

- Morrison, G. R. et al. (2010). Designing Effective Instruction.
- Branch, R. M. (2009). Instructional Design: The ADDIE Approach. Springer.

5. Evaluation Stage

Key Concepts:

- Formative evaluation: Conducted during design and development (e.g., expert review, one-to-one testing).
- Summative evaluation: Post-implementation assessment of learning outcomes and effectiveness.
- Kirkpatrick’s Four Levels of Evaluation:
  · Reaction: Learners’ satisfaction.
  · Learning: Knowledge or skill acquisition.
  · Behavior: Application of learning in real context.
  · Results: Organizational impact or ROI.
- Use data to iterate and improve instructional design.

References:

- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating Training Programs: The Four Levels (3rd ed.). Berrett-Koehler.
- Dick, W., Carey, L., & Carey, J. O. (2014). The Systematic Design of Instruction.