Chapter 3.5
Applying the ADDIE Model to Online Instruction

Kaye Shelton
Dallas Baptist University, USA

George Saltsman
Abilene Christian University, USA

ABSTRACT

This chapter assembles best ideas and practices from successful online instructors and recent literature. Suggestions include strategies for online class design, syllabus development, and online class facilitation, which provide successful tips for both new and experienced online instructors. This chapter also incorporates additional ideas, tips, and tricks gathered since the paper was originally published in the October 2004 issues of the *International Journal of Instructional Technology and Distance Learning* as "Tips and Tricks for Teaching Online: How to Teach Like a Pro!"

INTRODUCTION

Online education has quickly become a widespread and accepted mode of instruction among higher education institutions throughout the world. Although many faculty who teach traditional courses now embrace some teaching methods popularized by online education such as incorporating online quizzes and discussion boards, some instructors may still feel intimidated when asked to develop a course offered entirely online. Even the best lecturers may find that teaching online leads to feelings of inadequacy and being ill-prepared. While providing training, offering tools for ePedagogy, and sharing success stories are good ways to build faculty confidence, solid

instructional course design is still a necessary process for quality online instruction.

The ADDIE model, described by Molenda (2003) as "a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development" (p. 34), is a generic instructional design model that provides an organized process for developing instructional materials. This systemic model is a five-step process that can be used for both traditional and online instruction. The five steps, analysis, design, develop, implement, and evaluate, provide an ideal framework to discuss solid instructional design techniques for online education. In addition to this discussion, this manuscript offers tips and tricks for designing and teaching an online course, gathered from conversations and interviews with online instructors, current literature, conference presentations, and the authors' personal experiences as distance educators.

ANALYSIS

The analysis phase, though one of the most essential in the ADDIE model, is often overlooked. Like any significant project, excitement to get started often overtakes methodical planning, and the eagerness to see the finished results can put relevancy and quality at risk. Undertaking something as involved as developing an online course demands careful analysis. For the purpose of this book, we divided the phase into three segments: analysis of the learners, analysis of the course (including its goals and learning objectives), and analysis of the online delivery medium.

Analysis of the Learners

In this part of the analysis phase, the course designer or design team should perform an audience analysis to provide focus on the learners, their needs, and their learning preferences. In

Figure 1. The ADDIE model
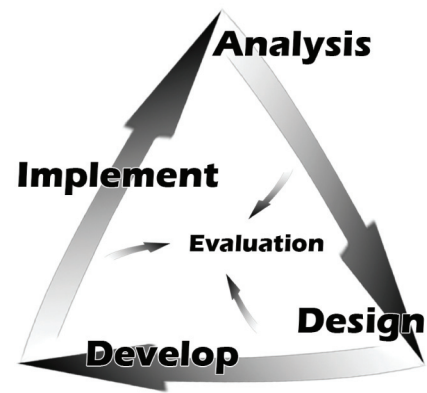
fact, Olgren (1998) reminds us that "if learning is the goal of education, then knowledge about how people learn should be a central ingredient in course design" (p. 77). The course developer should examine ways in which online learners are similar to learners in traditionally offered courses and how they are different as this also leads to an understanding of audience needs within the course. As far as demographics, Gilbert (2001) describes a typical online student as being over 25, employed, a caregiver, and already with some amount of higher education experience (p. 74). However, the demographics are changing at many institutions as more online courses are being offered and traditional full-time students are electing to take online courses as part of their regular course load. Therefore, both andragogical (adult learning theory) and pedagogical methods of course design as well as some mix of experiential, problem-based, and constructivist approaches to learning should be considered.

Students enrolled in online courses often have different expectations than when enrolled in traditional courses. These expectations, described by Lansdell (2001), include increased levels of feedback, increased attention, and additional resources to help them learn (as cited by VanSickle, 2003). In response to meeting these expectations, alternative methods of instruction and class facilitation have evolved to support student cohesiveness and

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/applying-addie-model-online-instruction/51840

Related Content

A Software Testing Process Based in Gamification for Children With Down Syndrome
Alfredo Mendoza González (2020). *UXD and UCD Approaches for Accessible Education (pp. 204-228).*
www.irma-international.org/chapter/a-software-testing-process-based-in-gamification-for-children-with-down-syndrome/247881

Apps and Their Applications: Novel Uses of Technology in the Clinical Setting
Imran Nizamuddin, Raveena Basra, Sai Vanamand Nurbanu Pirani (2019). *Optimizing Medical Education With Instructional Technology (pp. 156-176).*
www.irma-international.org/chapter/apps-and-their-applications/217600

Using Web 2.0 Tools to Engage Content, Promote Self-Efficacy, and Implications for Intentional Student Learning
Paul Parkisonand Jeff A. Thomas (2018). *Innovative Applications of Online Pedagogy and Course Design (pp. 42-62).*
www.irma-international.org/chapter/using-web-20-tools-to-engage-content-promote-self-efficacy-and-implications-for-intentional-student-learning/203926

Identifying the Strengths and Concerns of OpenCourseware Design: An Exploratory Study
Chia-Yu Changand Huang-Yao Hong (2014). *International Journal of Online Pedagogy and Course Design (pp. 16-26).*
www.irma-international.org/article/identifying-the-strengths-and-concerns-of-opencourseware-design/106813

Expectations, Challenges and Suggestions for Faculty Teaching Online Courses in Higher Education
Alec Sithole, Davison M. Mupinga, Joachim S. Kibirige, Fidelis Manyangaand Brian K. Bucklein (2019). *International Journal of Online Pedagogy and Course Design (pp. 62-77).*
www.irma-international.org/article/expectations-challenges-and-suggestions-for-faculty-teaching-online-courses-in-higher-education/216932