Using the ADDIE Model for Teaching Online

Kaye Shelton, Dallas Baptist University, USA
George Saltsman, Abilene Christian University, USA

ABSTRACT

This paper 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 article incorporates additional ideas, tips, and tricks gathered since the paper was originally published in the October 2004 issue of the International Journal of Instructional Technology and Distance Learning as Tips and Tricks for Teaching Online: How to Teach Like a Pro!

Keywords: distance education; distance learning; online education; online faculty training; online instructor; online teaching

In just a few short years, teaching online (online education) has evolved from an academic experiment performed by a few brave instructors to an accepted (and popular) alternative method for learning. Although traditional classes have embraced many of the teaching methods popularized by online education such as incorporating online quizzes and discussion boards, many faculty may feel intimidated. Even the best instructors may find that teaching online can lead to feelings of inadequacy and being ill-prepared. Providing faculty training, offering tools for ePedagogy, and sharing success stories is a good way to build confidence, prepare instructors, and create successful outcomes in the online classroom.

The ADDIE model of instructional design is a generic instructional model that provides an organized process for developing instructional materials. This systemic model is a five-step cyclical process that can be used for both traditional and online instruction. The five steps are Analysis, Design, Develop, Implement, and Evaluate. (For this paper, we combined the Design and Development phases as they are...
Using the ADDIE model as a framework, this paper offers tips and tricks gathered from conversations and interviews with online instructors, current literature, conference presentations, e-mail and listservs, and the authors’ personal experiences.

ANALYSIS: ANALYZE OBJECTIVES AND AUDIENCE

In the Analysis phase, course objectives are studied, gaps are examined, and the audience identified. This is an important step; however, the instructor should first recognize that the Internet has changed student expectations (VanSickle, 2003). These student 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 encourage learning. To successfully challenge the online student, increased communication is required between instructor and student (White, 2000).

These changes in student expectations should be incorporated as well as the following assumptions if applicable to the online course:

- The course is held online during a regularly-defined class semester or quarter or a established amount of weeks.
- The course is broken up into learning modules or content chunks.
- Student participation is required within a set time period — each content module is presented with a given start and end time.
- Learning takes place as students synthesize the prepared material and interact in class discussions with peers and the instructor(s).

With parameters like these in place, the next phase is to design and develop the course materials.

DESIGN AND DEVELOPMENT: STRUCTURE THE LEARNING ENVIRONMENT

Brewer, DeJonge, and Stout (2001) assert that online teaching takes significant planning and preparation and should not be underestimated as it “can either facilitate or impede the learning process” (p. 12). The syllabus is the heart of the design phase; careful preparation of the syllabus prepares the learning environment and discourages confusion and bad communication.

The Online Syllabus

Ko and Rossen (2004) relate the syllabus to a course contract and observe that new online instructors do not include enough information. McIsaac and Craft (2003) term the syllabus as the roadmap for the course and remind us that students will be frustrated if they try to work ahead only to find out the syllabus has changed within the course. They suggest having a structured syllabus available before the