Using the ADDIE Model in Designing Bibliographic Instruction

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Objective
Can we design a better workshop?
To demonstrate the use of the ADDIE model (an instructional design model) in designing instruction.

Method
ADDIE: A system for workshop design

Analysis
• What are our goals and objectives?
  • What do our students need to do to reach our goals and objectives?
  • What activities will help them learn?
  • What will motivate them to learn?

Design
• Built a concept map using information from analysis to create:
  • Measurable performance goals
  • Performance tasks
  • Learning steps and skills
  • Informational content
  • Tools and aids

Development
• Built our workshop from information collected in analysis and design:
  • List of student activities
  • Choose a delivery method
  • Reviewed existing material/content
  • Developed activities, performance aids, and content
  • Synthesized our instruction

Implementation
• Taught our workshop:
  • In the classroom
  • Online
  • Used the method that created the best learning environment for our students

Evaluation
Ongoing throughout the entire process
• Have our learners become performers?
• Can they meet performance standards?
• Have our goals and objectives been met?

Observations
Implementation of the ADDIE model resulted in:
• Interactivity
  • Multiple methods of delivery
    • Lecture, small group activities, online learning and self-paced discovery
  • Measurable learning objectives
  • Evaluation to validate learning and performance

The ADDIE model moved instruction toward a student centered interactive learning process. The instruction was observed to be more organized, cohesive, and learner-centered.

Tips
Always identify specific and measurable workshop goals and objectives.
1. Identify what you want your students to do, not just what you want them to know.
2. Practice and activities should mirror the real world.
3. Give students performance aids, for example, quick reference guides, and LibGuides.
4. Carefully consider the format of instruction.
5. Improve retention through practice activities, the Socratic method, group-learning and student-led teaching.
6. Evaluate, evaluate, evaluate – improvement should be continuous.

Conclusion
We used ADDIE to design goal-driven and learner-centered instruction, including workshops, classes and online tutorials.

References
Where you can learn more

The Take-away
Download this poster

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