



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

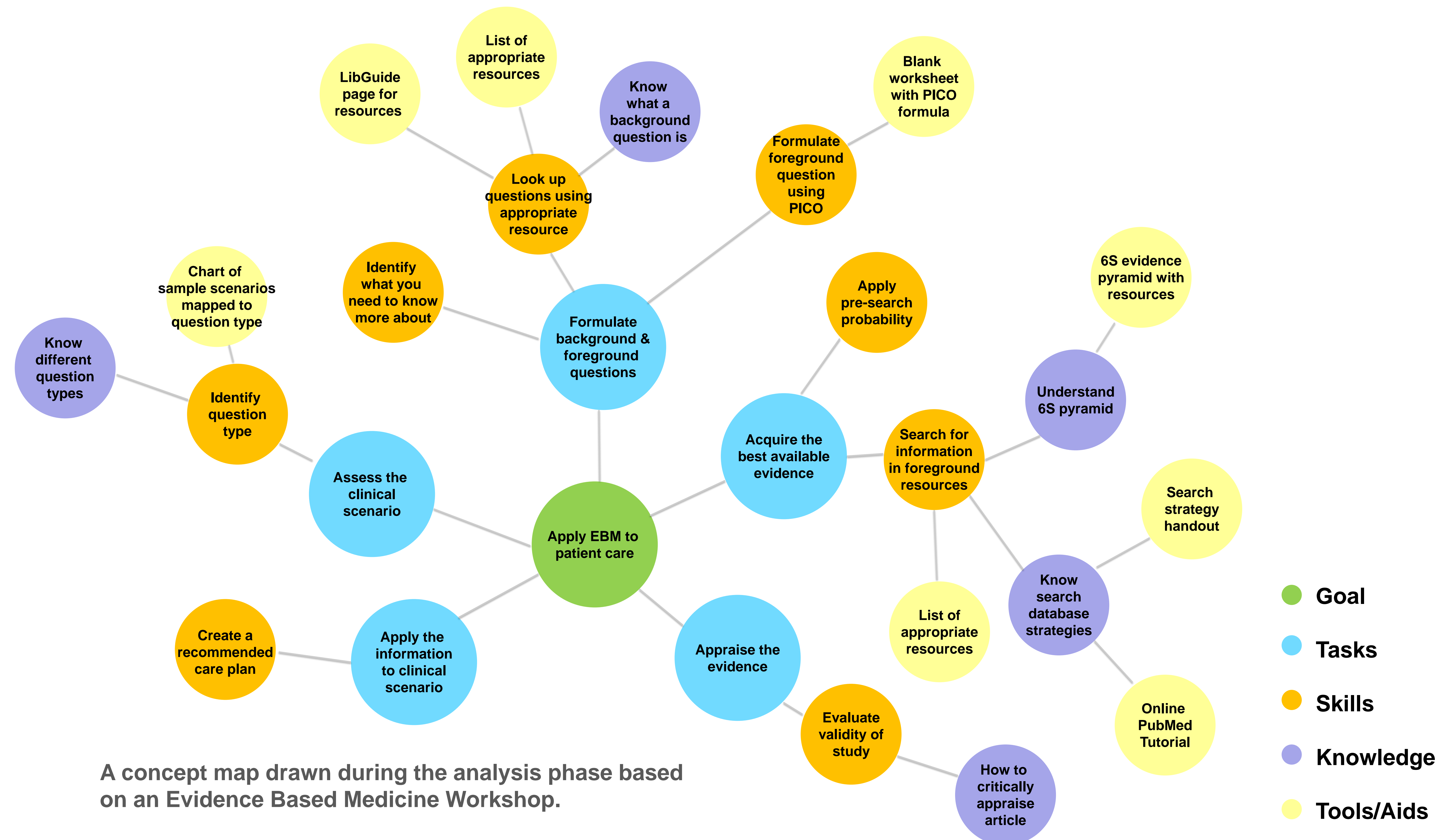
- Built our workshop from information collected in analysis and design:
 - List of student activities
 - Chose a delivery method
 - Reviewed existing material/content
 - Developed activities, performance aids, and content
 - Synthesized our instruction

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?



A concept map drawn during the analysis phase based on an Evidence Based Medicine Workshop.

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

- 1 Always identify specific and measurable workshop goals and objectives.
- 2 Identify what you want your students to do, not just what you want them to know.
- 3 Practice and activities should mirror the real world.
- 4 Give students performance aids, for example, quick reference guides, and LibGuides.
- 5 Carefully consider the format of instruction.
- 6 Improve retention through practice activities, the Socratic method, group-learning and student-led teaching.
- 7 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

Big Dog and Little Dog's Performance Juxtaposition. Available from: http://bit.ly/ID_1

Templates for Instructional Design. Available from: http://bit.ly/ID_9

Survey of Instructional Development Models. 2002. Available from: http://1.usa.gov/ID_12

Bringing ADDIE to Life: Instructional Design at Its Best. 2003. Available from: http://bit.ly/ID_7

The Take-away
Download this poster



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