

Solving Instructional Needs



with

ADDIE

&

Supplemental Materials

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Meet the Audience!



Instructor

Designer

Librarian

Administrator

Other

What is your
comfort
level with
instructional
design?

I am an expert!

I'm familiar...

Never heard the
term before.

Today's Objectives



- **Analyze** the instructional needs of your lesson or course

- **Design & Develop** instructional solutions with supplemental materials

- **Implement & Evaluate** the lesson or course

ADDIE

&

Supplemental Materials



The ADDIE Model of Instructional Design

Analyze

Design

Develop

Implement

Evaluate



ADDIE is widely known and recognized as a model for designing and evaluating learning experiences, courses, and educational content.



(Spatioti et al., 2022)





... the ADDIE model has a **flexible** structure that allows it to be applied to all learning environments ...



(Spatioti et al., 2022)





No one said that the only way to work with ADDIE is to do each element one item at a time. And frankly, to think so is silly. No wonder projects languish or stall. Instead, it's possible to work through phases in an overlapping, and sometimes a circular, fashion.



(Mahoney, 2018)



Supplemental Resources



Supplemental resources are **instructional materials** that go beyond the regular required course textbook.

Supplemental Resources



apps

websites

videos

books

software

infographics



The quality use of multimedia, short films, audio files, and graphics **motivated and maintained the students' interest** by increasing their attendance rates, while also providing **interaction and flexibility.**



(Spatioti et al., 2022)



Universal Design for Learning

The Universal Design for Learning Guidelines

CAST | Until learning has no limits™

Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

(CAST, 2018)

Analyze



The Analyze phase is the **foundation** for all other phases of instructional design.

(McGriff, 2000)

Analyze

What do you know about
the course?



The Course

- Subject / Topic



The Course

- Subject / Topic
- Level



The Course



- Subject / Topic
- Level
- Sequence



The Course



- Subject / Topic
- Level
- Sequence
- Objectives



Analyze

CUIN 3312 Educational Technology



- Teaching with technology
- Junior/Senior
- Before student teacher, not first education course
- Objective: Design and create visual aids using technology.

EXAMPLE



Analyze

What do you know about
the students?



The Course

- Subject / Topic
- Level
- Sequence
- Objectives
- Prior Teaching

The Students

- Age

The Course

- Subject / Topic
- Level
- Sequence
- Objectives
- Prior Teaching

The Students

- Age
- Background &
Culture

The Course

- Subject / Topic
- Level
- Sequence
- Objectives
- Prior Teaching

The Students

- Age
- Background &
Culture
- Interests

The Course

- Subject / Topic
- Level
- Sequence
- Objectives
- Prior Teaching

The Students

- Age
- Background & Culture
- Interests
- Academic Needs

Analyze

CUIN 3312 Educational Technology



- 20s+
- Mostly white and hispanic
- Seeking teaching certifications for 7-12 in a variety of subjects (English, History, Dance, Art, etc.)
- Generally motivated to learn, but often reluctant to embrace technology
- Tend to struggle with image attributions

EXAMPLE



Analyze

What are the instructional needs?



Design



This is where you take all of the learnings from the previous stage and use it to make **practical decisions.**

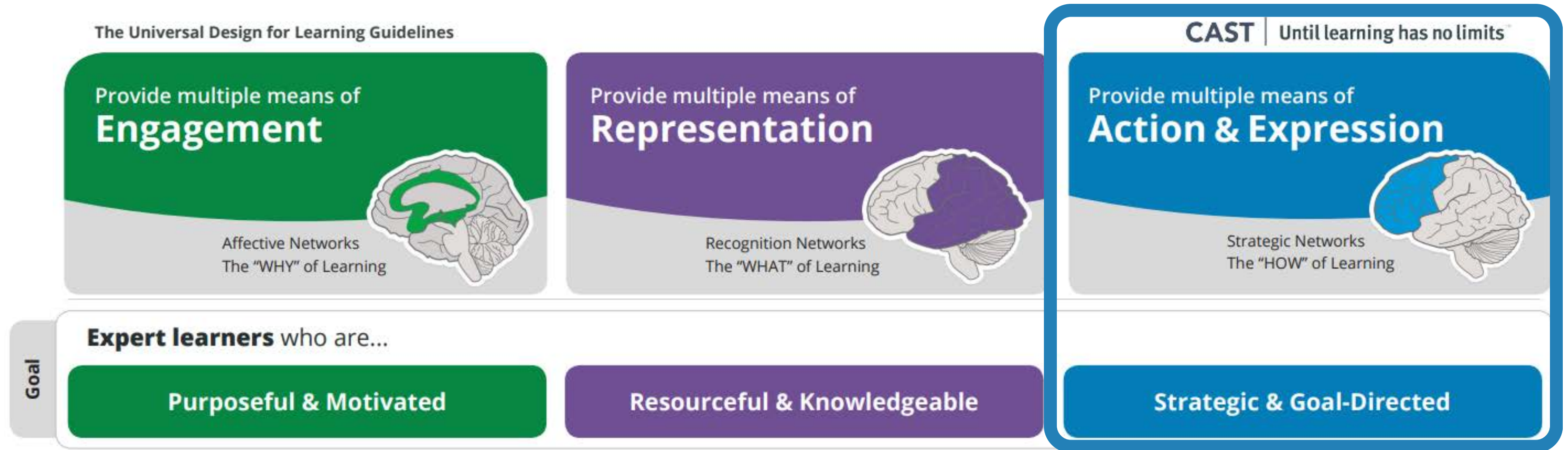
(Quigley, 2019)

Design

Assessments



Design



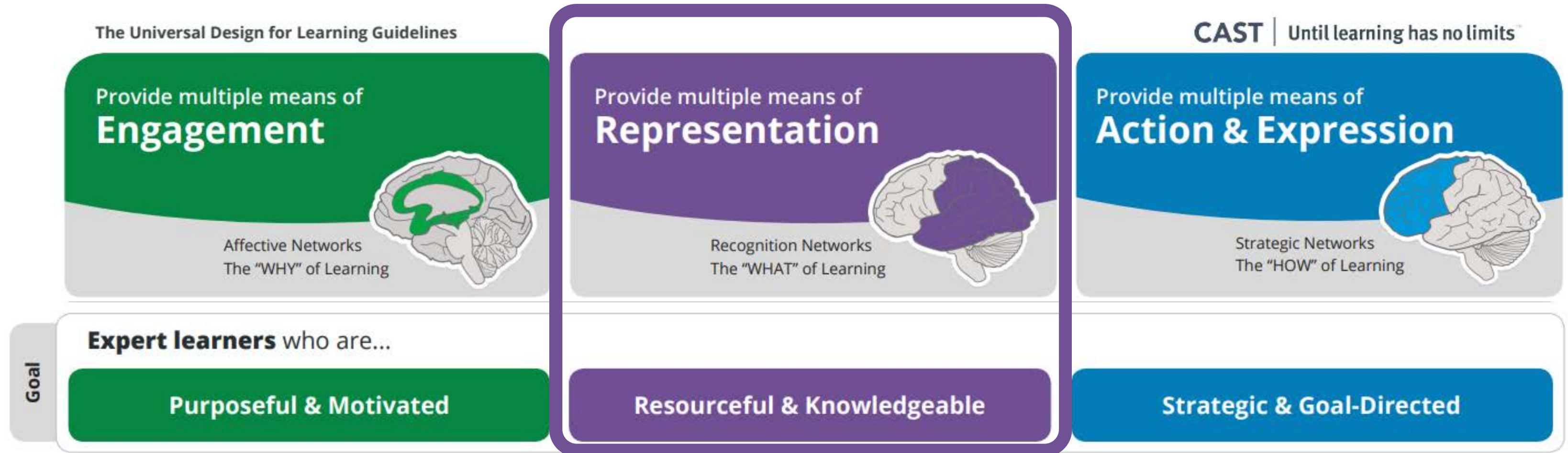
(CAST, 2018)

Design

Activities



Design

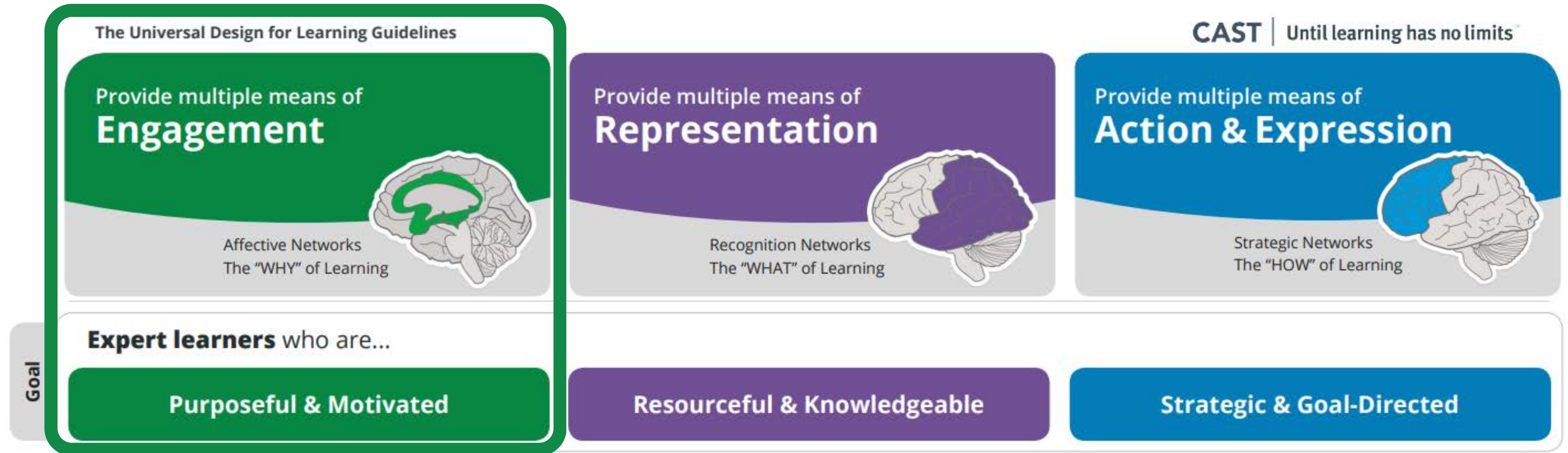


Design

Content



Design

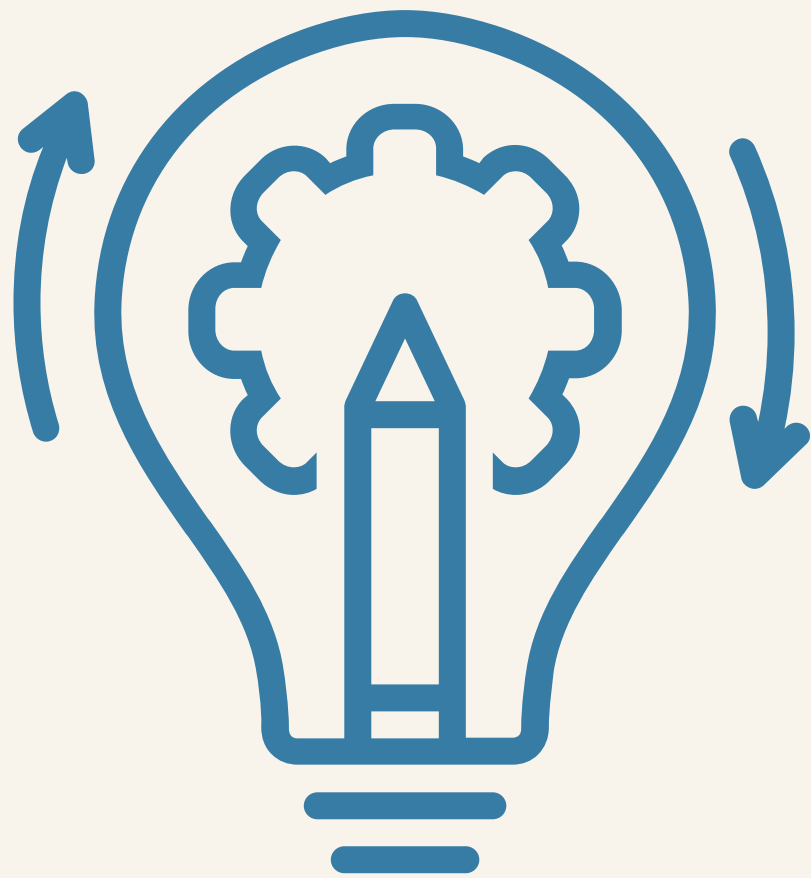


Design

Objective	Assessment	Activity	Content
Design and create visual aids using technology.	Create an infographic using Canva.	Share examples of good and bad infographics. Discuss. In-class practice with Canva	<ul style="list-style-type: none">• What is an infographic?• How to make an infographic in Canva• How to write attributions for images licensed for reuse• Examples



Develop



“
If the two previous stages required planning and brainstorming, the Development stage is all about **putting it into action.**
”

(Kurt, 2018)

Develop

What resources can you FIND?



Develop

Objective	Assessment	Activity	Content
Design and create visual aids using technology.	Create an infographic using Canva.	Share examples of good and bad infographics . Discuss. In-class practice with Canva: Create a visual to represent one section of the textbook.	<ul style="list-style-type: none">• Video: "How to make an infographic in Canva"• Article: "What is an infographic?"• Several example infographics• How to write attributions for images licensed for reuse

Develop

What resources do you need
to DEVELOP?



Develop

Objective	Assessment	Activity	Content
<p>Design and create visual aids using technology.</p>	<p>Create an infographic using Canva.</p>	<p>Share examples of good and bad infographics. Discuss.</p> <p>In-class practice with Canva: Create a visual to represent one section of the textbook.</p>	<ul style="list-style-type: none">• Video: "How to make an infographic in Canva"• Article: "What is an infographic?"• Several example infographics• Video: "Attributing images licensed for reuse"

Implement



“The implementation stage reflects the **continuous modification** of the program to make sure maximum efficiency and positive results are obtained.”

(Kurt, 2018)

Evaluate



“Getting **feedback on every aspect** of the courses is really important so that you can **improve and revise** the content.”

(Quigley, 2019)

Evaluate

Student Assessment



Evaluate

Self Assessment



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Questions & Comments



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Thank You!

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