

Fostering
Collaboration:



The ADDIE Model's Role in Higher Education

Presented by:

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Agenda

ERAU-W Demographics

The ADDIE Model

Data Driven Design Decisions

Consultation Techniques

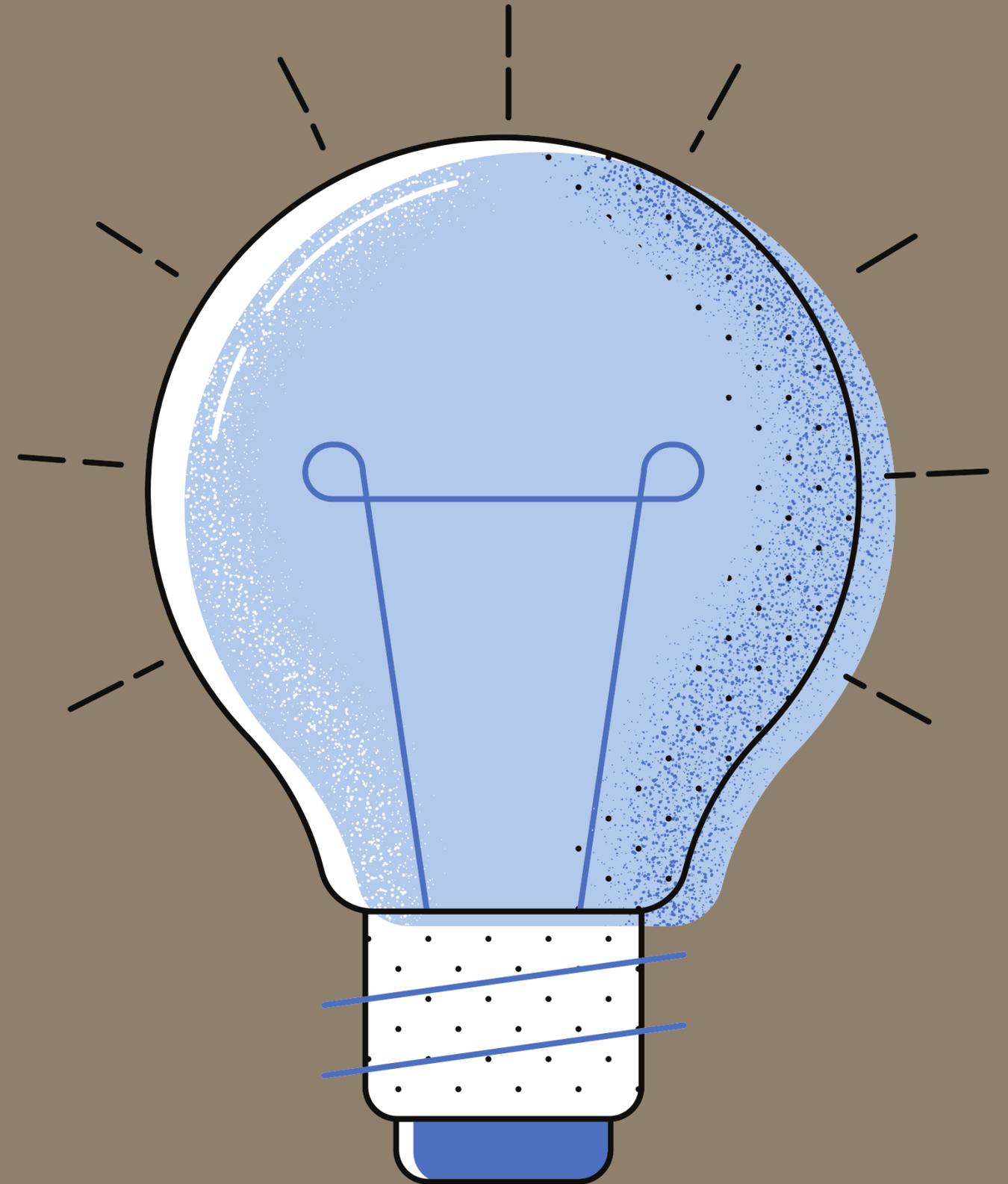
Objectives

Learn about fundamental instructional design principles of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Attendees will explore how these frameworks can be applied to create robust educational experiences.

Explore how data-driven decisions positively impact engagement in the classroom, to include the use of collaboration between instructional designer and a teaching and learning consultant.

Identify methods for evaluating the effectiveness of instructional strategies in a course design. Attendees will learn how to use end of course feedback and informal feedback to inform their instructional practices.

Provide strategies for effective communication and collaboration with faculty. Attendees will learn how to establish rapport, identify faculty needs, and support them in the implementation of new approaches.



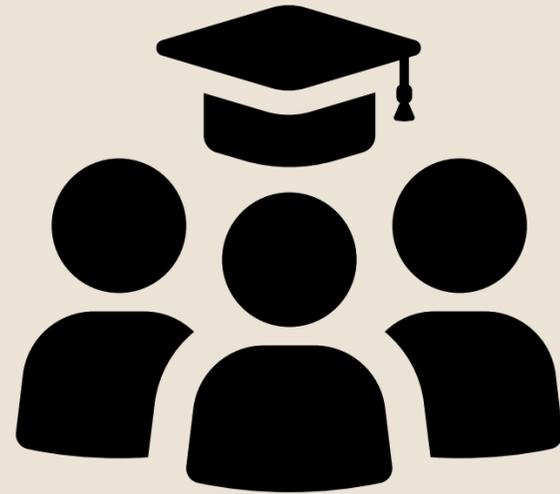
Interactive Poll? mentimeter

Does your institution
have a process for
course development?

ERAU-WW Demographics



Active Faculty
1,114



Students
19,340



Terms
9 weeks



Colleges
Arts & Sciences,
Aviation, Business

The ADDIE Model Framework

Analysis
Identify learning needs and student characteristics

Evaluation
Assess effectiveness and revise as needed



Design

Create learning objectives and select teaching strategies

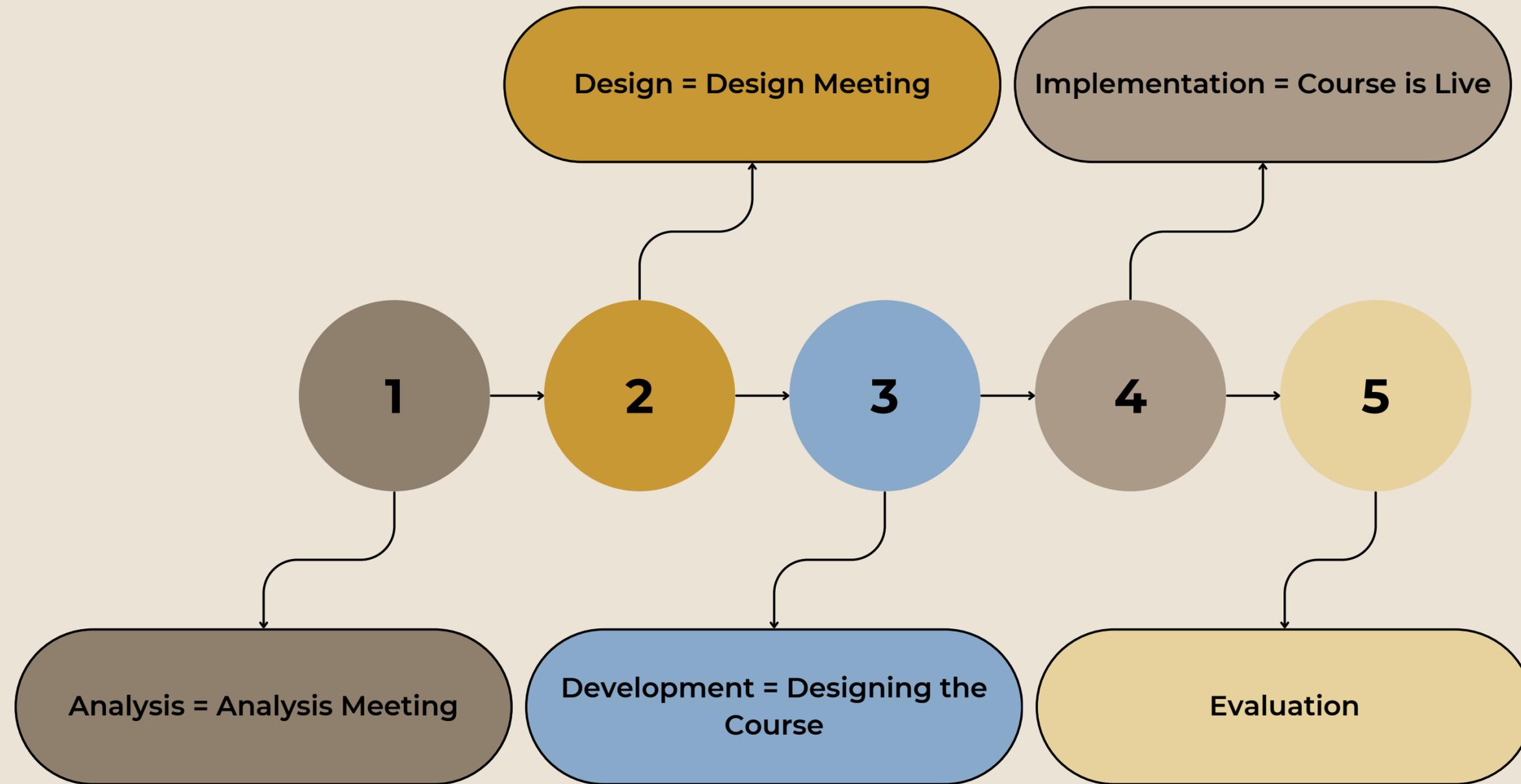
Development

Produce instructional materials and activities

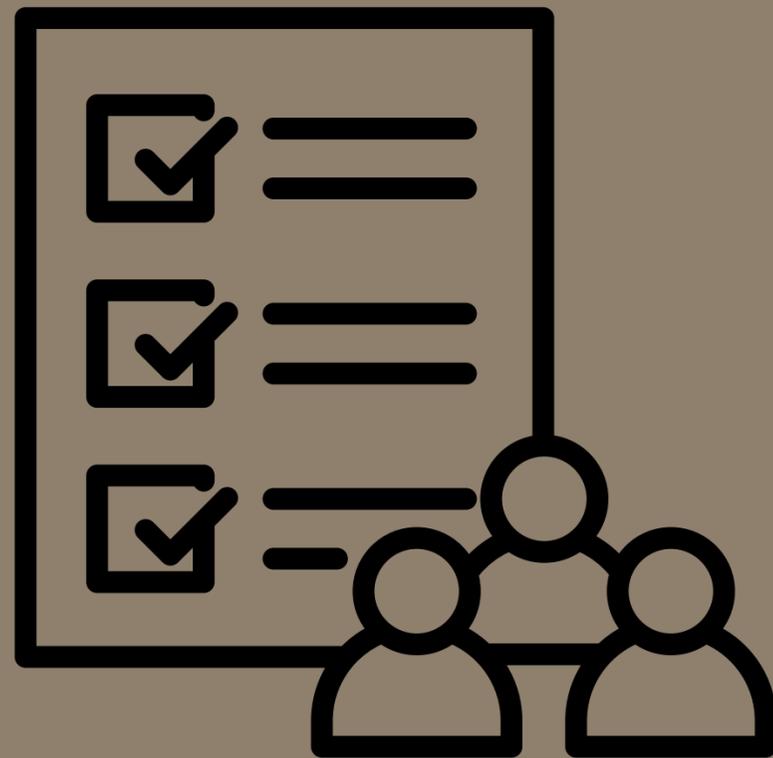
Implementation

Deliver the course and engage learners

Course Redevelopment Process



(A) Analysis Meeting



- Instructional Designer(s)
 - Designer of the course
 - Reviewer of the course
 - Senior or Director of ID
- Subject Matter Expert(s)
 - Course Developer
 - Chair of the Department
- Instructional Consultant
 - RCTLE Representative
- Academic Advising
 - Advisor
 - Director of Advising

(A) Analysis Meeting: Instructional Designer Data

End of Course Feedback

Specific questions from
the EOC

Student EOC Feedback

Faculty EOC Feedback

Course Tracker

Review the notes from
the previous design or
quick updates

Previous Course

Course enrollment

Student status

Course sequence

Example Likert Questions

- SF: Instructions for course activities and assignments were clear.
- SF: This course used a variety of instructional methods, materials, and media.
- FF: The assignment instructions were well written.



(A) Analysis Meeting: Instructional Consultant Data

Formative Assessment

During-term Student
feedback

Classroom Assessment

Monitoring participation
analytics

Summative Evaluation

End-of-course surveys

Learning outcomes
achievement

Instructor/Student
feedback

Continuous Improvement

Term-to-term
Comparisons

Instructional
Adjustments



(D) Design Meeting

Instructional Consultant

Rubrics
Vocabulary
Specific Module Assignments
Discussions



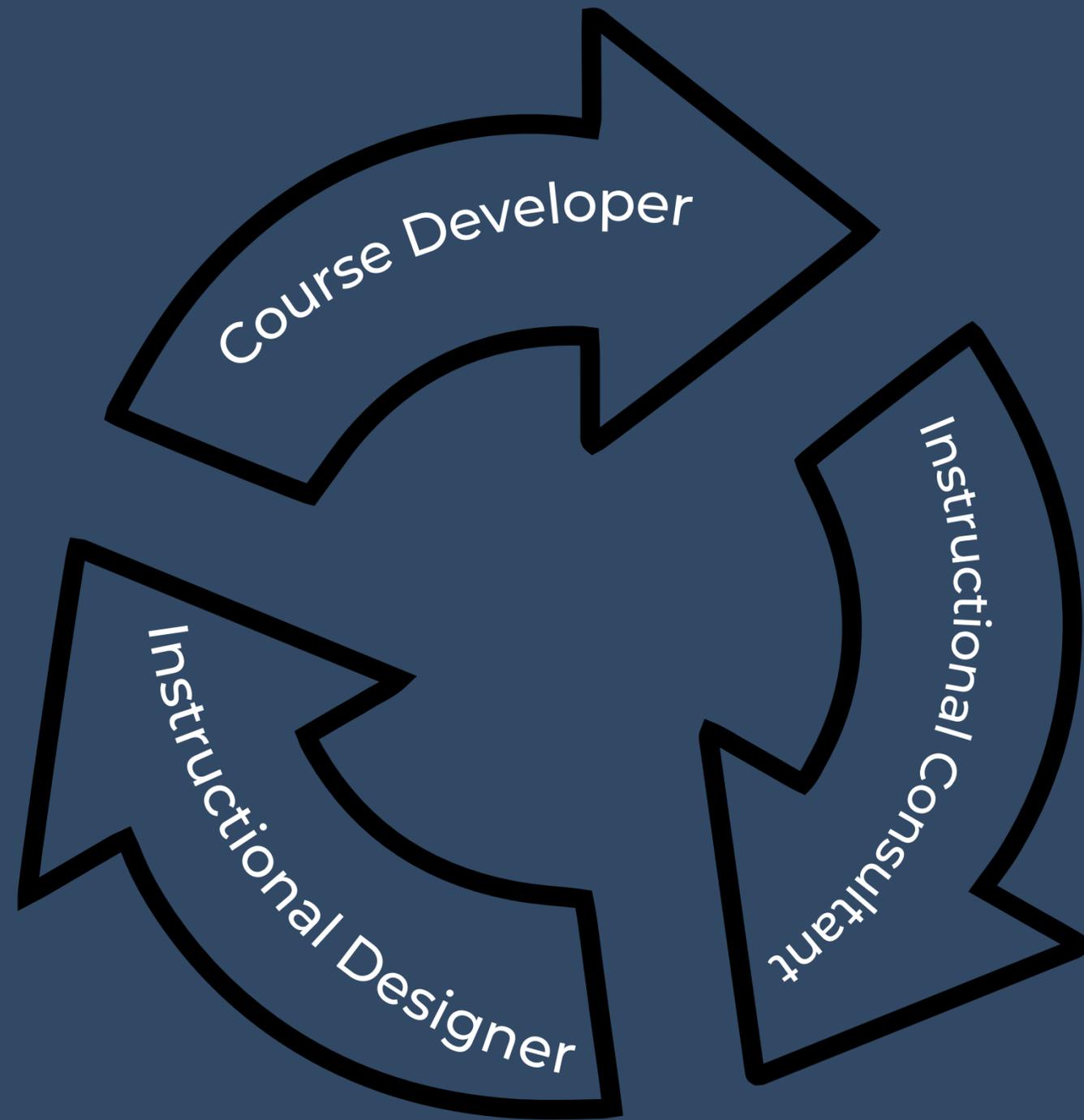
Instructional Designer

Rubrics
Course Design
Consistency
Media

(D) Development & (I) Implementation

- When developing a course all data/feedback is considered in the design.
- SF: Blog post were just a discussion post with extra steps.
- FF: Blog post were confusing for some students. Recommend changing instructions
- Using the data what would you recommend?

(E) Evaluation



Effective Consultation Techniques



Active Listening

Focus on faculty concerns without rushing to solutions.



Appreciative Inquiry

Build on existing strengths rather than focusing on deficits.



Collaborative Problem-Solving

Work together to develop contextually appropriate solutions.



Constructive Feedback

Provide specific, actionable suggestions with sensitivity.

Key Takeaways

The ADDIE Model

A framework that supports **effective instructional design** in higher education, driving **continuous improvement** and enhanced learning experiences.

The five phases—Analyze, Design, Develop, Implement, and Evaluate—offer a structured and flexible approach to course development and delivery.

Fostering Collaboration

Encourages collaboration among faculty, instructional designers, students, and other stakeholders throughout the entire course development process.

Collaboration fosters shared understanding, alignment of goals, and ensures courses **meet the diverse needs of students**.

Impact on Higher Education

Promotes a **learner-centered** approach where feedback is continuously integrated to improve teaching and learning.

Supports innovation and adaptability, critical in addressing the ever-changing needs of higher education.

Thank you for attending!

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