ADDIE Peer Review Activity

Context

This problem-based learning activity will help you to learn how to apply the ADDIE model of Instructional Design. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. This model is very popular in the Instructional Design discipline, and many other models are based on this very model. Thus, it is crucial for you to learn how to apply this model.

Content

Plan a mini trip to a place of interest, implement it with your friends, and evaluate it with your thinking partner from our group, using the **ADDIE model** during the whole process.

To plan a trip for your family or friends, you need to:

1. **Analyze** the problem - where do you want to go and why - similar to analyzing learning problems and crafting learning objectives.

2. **Design** a plan - what steps you need to take in order to get there, what you are going to do while in your place of interest, and how you are going to get back home - similar to designing a Syllabus with all its parts: such as assessments, learning materials, and learning activities.

3. **Develop** your plan by packing our bags or backpacks - what tangible things you need during your trip, your time in the chosen place of interest, and on your way home - similar to developing a course by the Syllabus, which can include some technical parts like printing out your materials or developing an online course shell.

4. **Implement** your trip - actually, get up and go to your chosen place of interest with some family or friends, putting your plans into action - similar to implementing/teaching your course to a group of students, so it is no longer a theory on paper, but a real learning experience.

5. **Evaluate** - reflect on your trip experience with your thinking partner, noting what worked and what did not, in order to make changes to your initial plan so that your next trip can work better - similar to evaluating our course after it is finished, taking into consideration your students' and peers' feedback, and make respective changes to your course so it can work better for your students the next time it runs.

Evaluation

I chose real-life problem solving and think-pair-share learning techniques because, in the Instructional Design discipline, we need to solve real-life problems all the time. We cannot stay detached from the real world of our students while designing learning experiences for them. As Instructional Designers, we need to stay tuned to our students' real needs. We also have to proactively seek constructive feedback from our students and peers for us not to think that our solutions are unquestionable. We need to constantly seek improvement for the sake of our students' success.