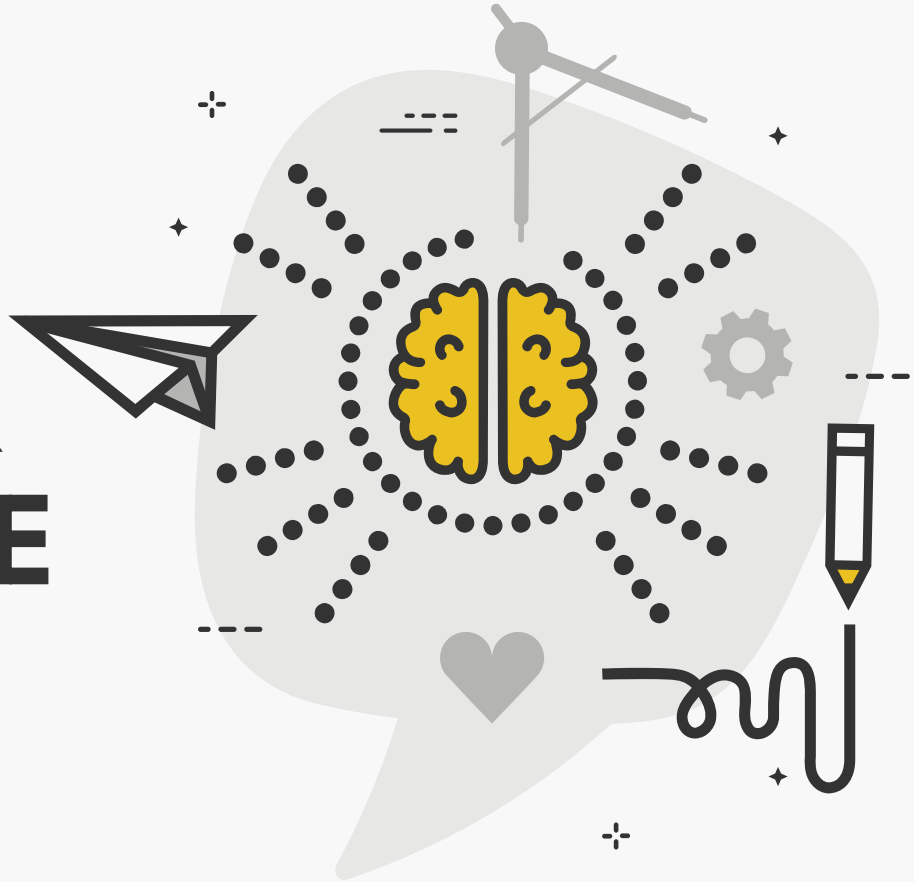
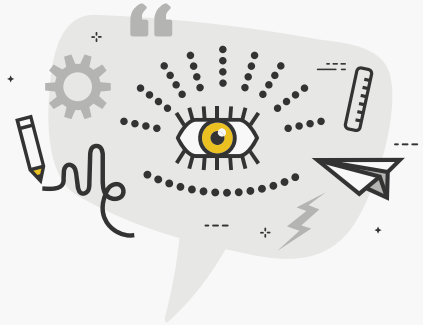
Let’s Work with ADDIE



Dr. Ajita Deshmukh
MIT-ADT University, Pune

Why This Session?



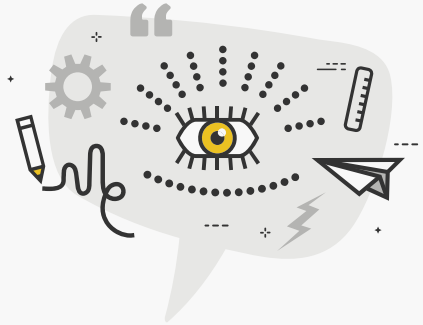
- Same syllabus
- Same textbook
- Same teacher

❌ Some classes don’t understand
❌ Some only memorize
❌ Some actually learn

What changes?

👉DESIGN

Good teaching is not content delivery

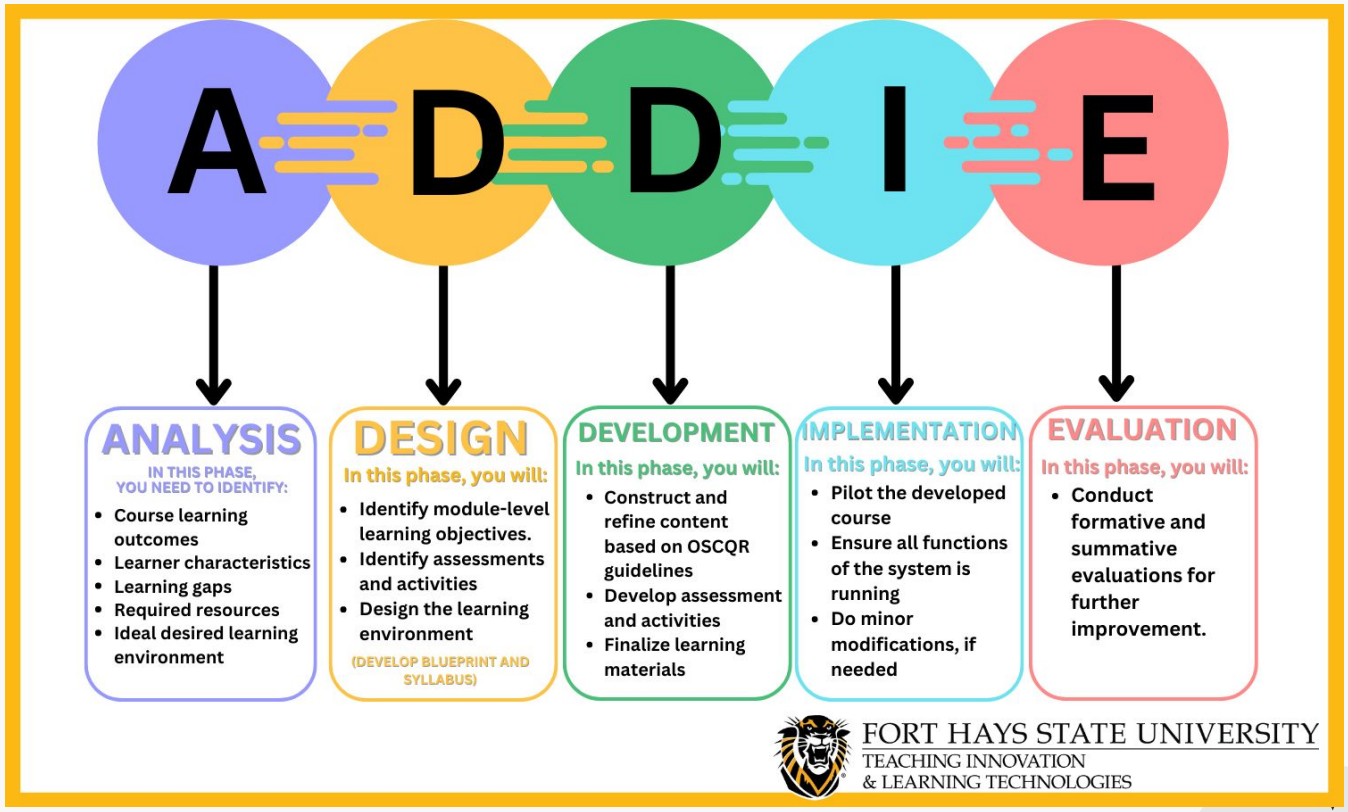


It is:

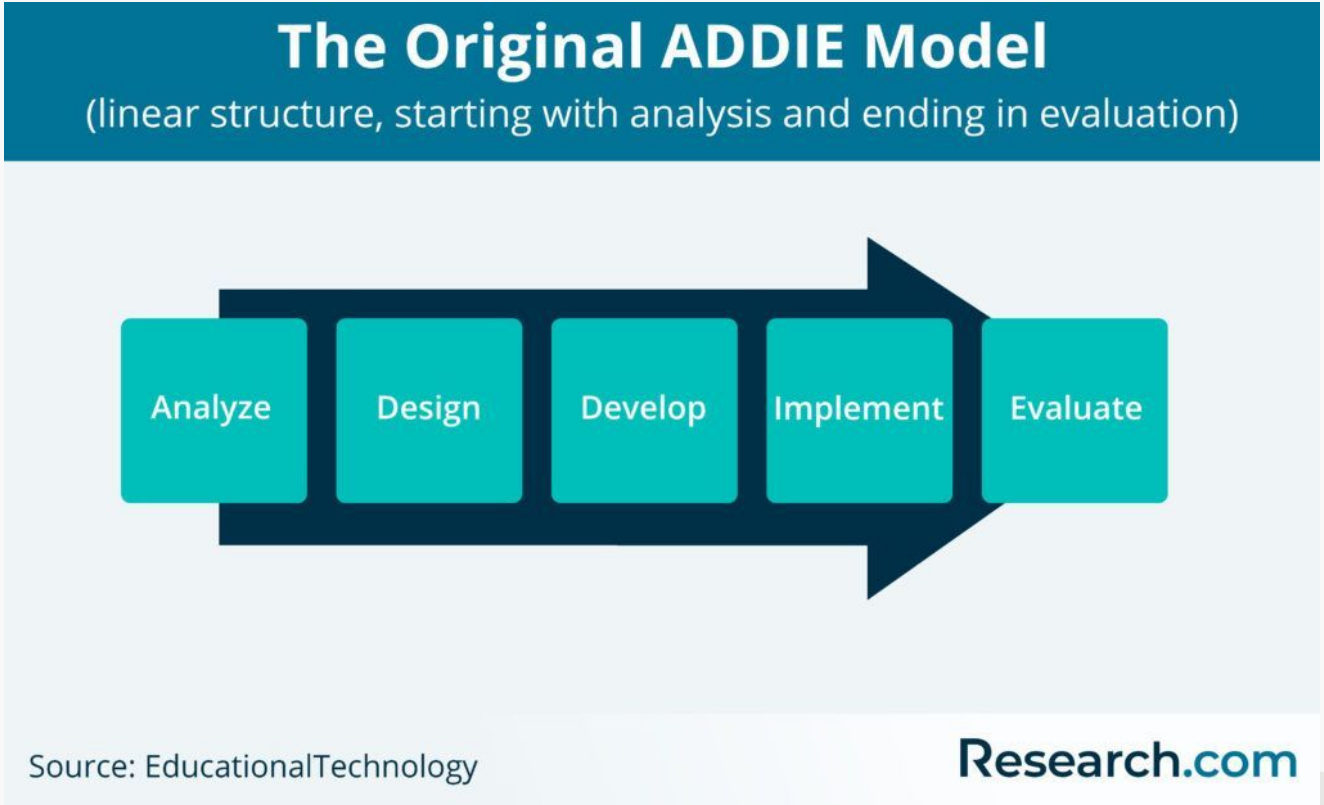
👉 A series of design decisions

Before, during, and after class

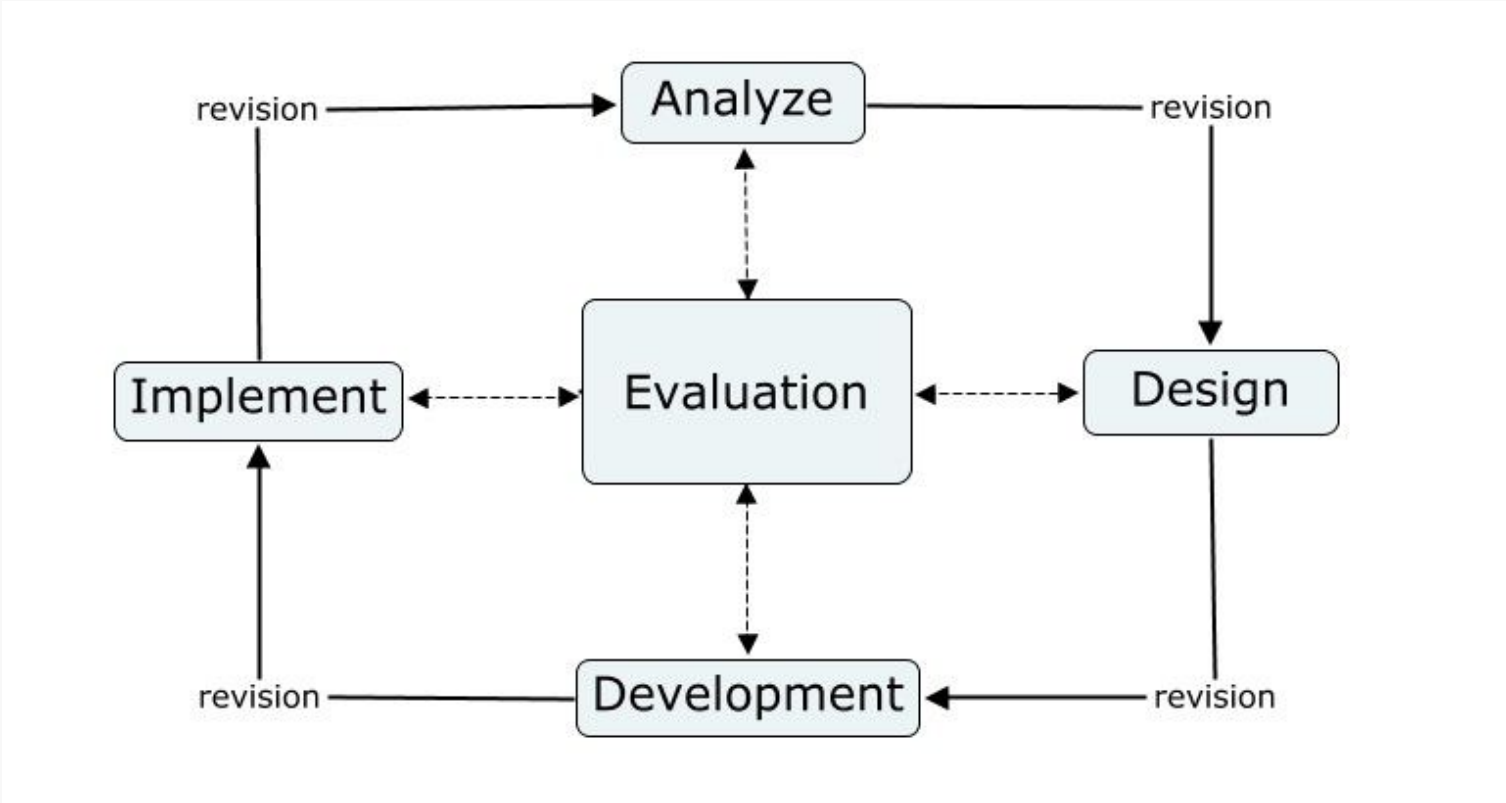
The ADDIE Model



The Original



Revised Model



Get closer to the class

Analysis

- Who are my learners?
- What do they already know?
- What constraints do I have?
- My Reality-- Time, Resources, Class size

Analysis is not data collection. It’s clarity

Design

- What should students learn?
- How will I know?
- How will I teach?

Design is where teaching can quietly fail

Development = Materials

- Activities
- Visuals
- Worksheets
- Questions

Build Learning Opportunities

NOT SLIDES

Implementation= Delivery

- Instructions
- Timing
- Interaction

A perfect plan can fail in 2 minutes...

if instructions are unclear

Evaluation

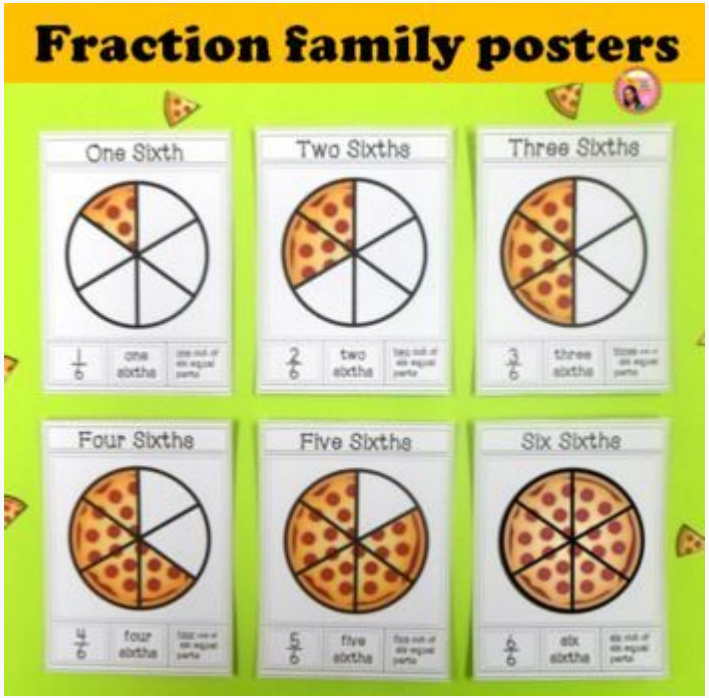
- Formative
- Summative
- ....

Don’t ask for answers.

Ask for THINKING!

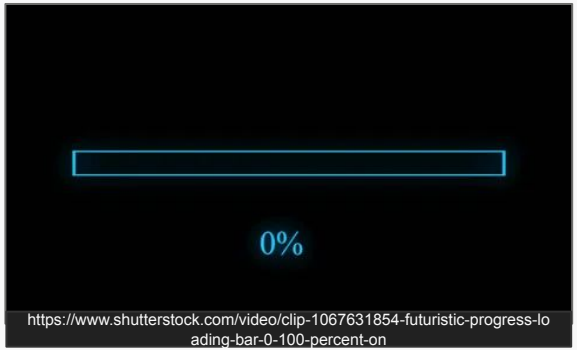
Example:
Teaching Fractions

Some examples commonly done

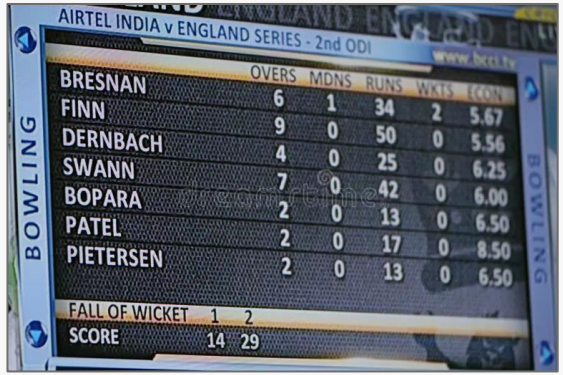


If My Analysis is correct, my examples would be

Real Examples



https://www.shutterstock.com/video/clip-1067631854-futuristic-progress-loading-bar-0-100-percent-on



https://neilpatel.com/blog/the-progress-bar/

Design

Students will express in fractions

Development

Resources: snapshots, examples

Implementation

What fraction is remaining/used/present/absent...

Evaluation

During:Which is bigger: 1/2 or 1/3? Why?

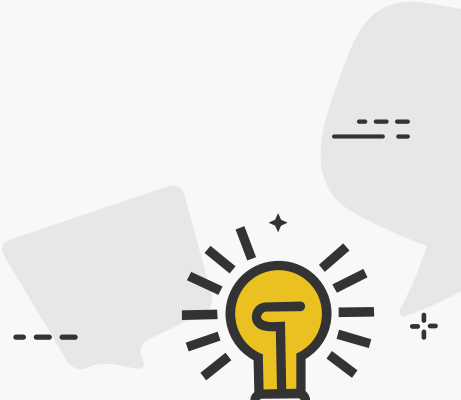
After: Word problems / Real-life scenarios

Can students apply in **new contexts**? 🍽️ ,🏏, ⏱️ ,📊

Example:

- 3/6 balls = 1/2?

👉 Transfer = real understanding



Common Teacher Traps

DONOT	DO
❌ Start with definition	✅ Start with context
❌ Over-explain	✅ Let students struggle
❌ Single example	✅ Multiple examples
❌ PPT-heavy	✅ Ask questions
❌ Only final test	✅ Evaluate continuously

ADDIE as a Lens

A → **Who** are my learners?

D → What **thinking** do I want?

D → What will I **use**?

I → When do I **intervene**?

E → Did learning **transfer**?

Same Lesson. New Design. Different Learning.

Same Lesson. New Design. Different Learning.

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