ADDIE MODEL

This CMap represents the ADDIE model and encompasses the process my English composition students use to write their first paper using academic sources. Since the English composition course is a mandatory class for each college student (usually freshman), I thought it would be helpful to show the process that students would go through as they research, write and revise. Each stage of the ADDIE model seemed to fit well with the steps of the writing process. I chose to put revision in the middle with dual arrows to represent the continual revision students do as they progress through the writing stages.

As Gagne, Wager, Golas and Keller (2005) focus on the stages of formative and summative decisions, I connected this concept to my students’ decision making about their chosen topic. Throughout the stages, the students are assessing if they have an appropriate topic, adequate research, and appropriate explanations to support their thesis statements. Revision is ongoing. A variety of tools are given to students to formatively assess their writing before the final paper is to be evaluated. These include a self-check, peer evaluation. After completing the final draft, the students write a reflection letter and complete the grade sheet for their paper. This reflective letter and grade sheet help me to evaluate the students and find where the “gaps” may be in their understanding of the writing of a research paper.

I originally believed the ADDIE model to be the model that best worked with my students and curriculum. After allowing it to “marinate” for two days while I worked on the spiral model, I find this could use a great deal more details.