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## Designing Multimodal Teaching Materials Using The Addie Model for University Students

**Paulina Erawati Paramita**

Universitas Widya Dharma Pontianak

✉ Email: [paulina.paramita@gmail.com](mailto:paulina.paramita@gmail.com)

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### ABSTRACT

This article discusses the presentation of the concept of designing multimodal teaching materials using the ADDIE model, delivered online via the Zoom platform at the ASES X. International Social Sciences Congress. This activity was motivated by the need to share insights on educational innovation in higher education, particularly in designing teaching materials that are responsive to the needs of digital-native students. The purpose of this presentation was to introduce the ADDIE framework as a systematic solution for developing multimodal teaching materials and to gain feedback from international academics. The method used was an oral presentation conducted virtually, followed by a Q&A session and interactive discussion with congress participants. The result achieved was the effective dissemination of ideas, marked by in-depth discussions and high participant enthusiasm, despite being conducted online. The feedback received indicated that the ADDIE model is perceived as relevant and applicable in diverse educational contexts. In conclusion, online-based international scientific forums like the ASES Congress prove to be effective venues for disseminating educational innovation and exchanging ideas among academics across countries.

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## INTRODUCTION

The digital transformation in higher education has changed how students learn and interact with course materials. Today's students, who are familiar with technology, require teaching materials that are not only informative but also engaging and aligned with their multimodal learning styles (Kress, 2010; Mayer, 2009). Multimodal teaching materials, which integrate text, images, audio, video, and interactive elements, are seen as capable of facilitating deeper cognitive processes.

However, many lecturers still face challenges in designing systematic and effective teaching materials. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) offers a structured instructional framework to address this challenge (Branch, 2009). This model ensures that the developed teaching materials are truly based on needs analysis, carefully designed, optimally developed, appropriately implemented, and evaluated for continuous improvement.

This community service activity was conducted as a presentation at the ASES X. International Social Sciences Congress, held hybridly in Niğde, Türkiye, on May 2-4, 2025. Due to distance and time constraints, the author chose to participate online via the Zoom platform. This forum brought together academics from various countries to exchange ideas and research findings. The objective of this presentation was to introduce the application of the ADDIE model in the context of developing multimodal teaching materials in Indonesian higher education, and to enrich understanding through discussion with congress participants virtually.

## IMPLEMENTATION METHOD

The method for this activity was divided into three stages adapted to the format of an online scientific conference: pre-presentation, virtual presentation implementation, and post-presentation.

### Pre-Presentation

This stage began with submitting the abstract and full paper to the ASES Congress committee. The submitted abstract was titled "Designing Multimodal Teaching Materials Using the ADDIE Model for University Students." After the abstract was accepted and scheduled, the author prepared the presentation materials in the form of informative and engaging PowerPoint slides, and tested the internet connection and devices to ensure a smooth presentation via Zoom. The materials were prepared in English to accommodate international participants. Preparation also included deepening the material to anticipate questions from participants.

### Implementation

The core activity was conducted on May 3, 2025, online via the Zoom platform. The author joined the virtual room according to the schedule determined by the committee. The author delivered an oral presentation for approximately 20 minutes using screen sharing to display the slides, followed by a Q&A and discussion session for 15 minutes. This session was moderated virtually. In the presentation, the author explained the concept of multimodality, the stages of the ADDIE model, and examples of its implementation in the context of Indonesian higher education. The discussion session was interactive, with active participation from attendees from various countries, using the raise hand and chat features to ask

questions.

### **Evaluation**

Evaluation was conducted qualitatively by observing the audience's responses during the Q&A and discussion sessions in the Zoom room. Additionally, the author gathered informal feedback through private messages on the conference platform or via email after the presentation session ended. Indicators of success for this activity were the clear delivery of ideas, the occurrence of constructive discussions, and the presence of continued interest from participants in the discussed topic.

## **RESULTS AND DISCUSSION**

The presentation at the ASES X. International Social Sciences Congress proceeded smoothly and received a warm welcome from participants, despite being conducted online. The Zoom virtual room was attended by approximately 40 academics and researchers from various countries such as Türkiye, Azerbaijan, Malaysia, and Indonesia.

### **Presentation and Discussion Implementation**

The author presented the material focusing on the relevance of the ADDIE model in addressing the challenges of designing teaching materials in the digital era. Figure 1 shows a screenshot of the author delivering the presentation via Zoom, with the slides displayed. The explanation of each ADDIE phase (Analysis, Design, Development, Implementation, Evaluation) was linked to practical classroom examples, such as how to conduct student needs analysis or how to evaluate the effectiveness of teaching materials.

The Q&A session following the presentation was a primary indicator of achieving the activity's objectives. Participant enthusiasm was evident from the numerous questions asked via the chat feature or orally after being invited by the moderator. Some of the questions raised included:

How to adapt the ADDIE model for fully online learning?

Are there specific challenges in implementing multimodal teaching materials in Indonesia related to technological infrastructure?

How to quantitatively measure the effectiveness of multimodal teaching materials?

These questions indicated that participants were not passively listening but were genuinely reflecting on and connecting the material to their respective research and practice contexts. The ensuing discussion was constructive and mutually enriching. For example, a participant from Türkiye shared experiences using the ADDIE model in curriculum development in their country, reinforcing the argument for the model's flexibility and universality.

### **Feedback and Impact of the Activity**

Informally, the author received positive feedback from several participants. They appreciated the clarity of the material presentation and the topic's relevance to the needs of teaching in the digital era. Some participants even expressed interest in collaborating on further research related to the development of multimodal teaching materials. This demonstrates that scientific dissemination activities in international forums, even when conducted online, are beneficial not only for sharing knowledge but also for building

global collaborative networks.

The success of this activity aligns with the view that virtual scientific conferences remain important venues for disseminating thoughts and research results, especially in the post-pandemic era (Creswell, 2014). Compared to journal publications which are one-way, presentations in forums like this enable direct dialogue and real-time feedback, which is invaluable for further idea development. A drawback of this activity was the limitation of non-verbal interaction and the potential for technical issues, but overall the session ran smoothly due to thorough preparation.



**Figure 1.** Certificate of participation as a presenter at the ASES X. Congress (online)

## CONCLUSION

The community service activity in the form of an online scientific presentation at the ASES X. International Social Sciences Congress in Niğde, Türkiye, successfully achieved its objectives. This success is measured by the positive response from participants, demonstrated through in-depth discussions and high enthusiasm for the topic of designing multimodal teaching materials using the ADDIE model. This virtual forum proved effective as a means of disseminating educational innovation and exchanging ideas among academics across countries, even without face-to-face interaction. As a suggestion for similar future activities, it is necessary to prepare more interactive materials and utilize Zoom features such as polling or breakout rooms to stimulate richer discussions. Furthermore, follow-up in the form of international research collaboration should be explored to implement the ideas that have been discussed.

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