# Design and Evaluation of an Online Case-Based Library for Technology Integration in Teacher Education

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**Abstract :** ADDIE is an instructional design model which has the five core elements: analyze, design, develop, implement, and evaluate. The ADDIE approach provides a systematic process for the analysis of instructional needs, the design and development of instructional programs and materials, implementation of a program, and the evaluation of the effectiveness of an instruction. The case-based study is an instructional design model that is a variant of project-oriented learning. Collecting and analyzing stories can be used in two primary ways -perform task analysis and as a learning support during instruction- by instructional designers. Besides, teachers use technology to develop students' thinking, enriching the learning environment and providing permanent learning. The purpose of this paper is to introduce an interactive online case-study library website developed in a national project. The design goal of the website is to provide interactive, enhanced, case-based and online educational resource for educators through the purpose and within the scope of a national project. The ADDIE instructional design model was used in the development of the website for the interactive case-based library. This web-based library contains the navigation menus as the follows: "Homepage", "Registration", "Branches", "Aim of The Research", "About TPACK", "National Project", "Contact Us", etc. This library is developed on a web-based platform, which is important in terms of manageability, accessibility, and updateability of data. Users are able to sort the displayed case-studies by their titles, dates, ratings, view counts, etc. In addition, they encouraged to rate and comment on the case-studies. The usability test is used and the expert opinion is taken for the evaluation of the website. This website is a tool to integrate technology in education. It is believed that this website will be beneficial for pre-service and in-service teachers in terms of their professional developments.
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