A Model to Help ASSURE Learning

Analyze Learners
The first step in planning is to identify the learners. Your learners may be, for example, students, trainees, or members of an organization such as a Sunday school, civic club, youth group, or fraternal organization. You must know your students to select the best medium to meet the objectives. The audience can be analyzed in terms of (1) general characteristics, (2) specific entry competencies (knowledge, skills, and attitudes about the topic), and (3) learning style.

State Objectives
The next step is to state the objectives as specifically as possible. The objectives may be derived from a course syllabus, stated in a textbook, taken from a curriculum guide, or developed by the instructor. They should be stated in terms of what the learner will be able to do as a result of instruction. The conditions under which the student or trainee is going to perform and the degree of acceptable performance should be included.

Select Methods, Media, and Materials
Once you have identified your audience and stated your objectives, you have established the beginning points (audience’s present knowledge, skills, and attitudes) and ending points (objectives) of instruction. Your task now is to build a bridge between these two points by choosing appropriate methods, technology, and media formats, then deciding on materials to implement these choices. There are three options: (1) select available materials, (2) modify existing materials, or (3) design new materials.

Utilize Media and Materials
Having either selected, modified, or designed your materials, you then must plan how the media, materials, and technology will be used to implement your methods. First, preview the materials and practice the implementation. Next, prepare the class and ready the necessary equipment and facilities. Then conduct the instruction using the utilization techniques described in this and later chapters.

Students may use the media and materials individually, as in self-instruction, or in small groups, as in cooperative learning. They may use printed materials, such as workbooks, or computer-based technology, such as the Internet.

Require Learner Participation
To be effective, instruction should require active mental engagement by learners. There should be activities that allow learners to practice the knowledge or skills and to receive feedback on the appropriateness of their efforts before being formally assessed.

Practice may involve student self-checks, computer-assisted instruction, Internet activities, or group games. Feedback may be provided by the teacher, a computer, other students, or self-evaluation.

Evaluate and Revise
After instruction, it is necessary to evaluate its impact and effectiveness and to assess student learning. To get the total picture, you must evaluate the entire instructional process. Did the learners meet the objectives? Did the methods, media, and technology assist the trainees in reaching the objectives? Could all students use the materials properly?

Wherever there are discrepancies between what you intended and what you attained, you will want to revise the plan for the next time.