

University of Khartoum - Faculty of Education
Department of Instructional Technology
The ASSURE Model Lesson Plan

The ASSURE Model is a guide for planning and conducting instruction that uses media. This model is attributed to Heinich, Molenda, Russell, and Samldino from Instructional Media and Technologies for Learning.

The Assure Model has six steps, represented by the acronym in its title that describes a set of tasks central to the informed selection and use of educational technology. The tasks are:

Analyze Learners

State Objectives

Select Media and Materials

Utilize Media and Materials

Require Learner Participation

Evaluate and Revise

Analyze Learners

The first step in planning is to specifically identify your audience. Your audience can be students, new teachers, members of an organization, a youth group etc. You must know the audience if you are to select the best medium to meet the objectives you have set. The audience can be analyzed in terms of their general characteristics (grade level, age, sex, mental, emotional, physical or social problems, socio-economic status etc.) and specific entry competencies (prior knowledge, skills, and attitudes about the topic), and learning styles (visual, musical, verbal, logical, etc.).

State Objectives

The next step in planning is to specifically state the objectives for the instructional experience. Objectives are the learning outcomes, that is, what will the student get out of the lesson? Hence, they must be stated in behavioral terms of what the learner (not the teacher or presenter) will be able to do as a result of instruction. Objectives typically contain four basic parts:

- Audience-who your learners are?
- Behavior to be demonstrated
- Conditions under which the behavior will be observed
- Degree to which the learned skills are to be mastered.

Select methods, media and materials

Once you know your audience and have a clear idea of what they should get out of the lesson, then it is time to select the appropriate method for the given learning task, select available materials, modify existing materials, or design new materials to help accomplish this task.

Utilize media and materials

Now you must decide how the media, materials and technology must be used to carry out your method/s. It is important to preview the materials before using them. If you decide to use electronic equipment, practice using the equipment in advance to be sure everything works. If all is not well, (equipment malfunctions) ensure that you have a plan B. It is also important to practice the lesson itself before it is implemented. Next, prepare the room and make ready the necessary equipment and facilities. Learners should be prepared for the learning experience. Then, conduct the instructional experience.

Require Learner Participation

It is important to note that students learn best when they are actively involved in the learning experience. Whatever your teaching strategy, be sure to incorporate questions and answers, discussions, group work, hands-on activities, and other ways of getting students actively involved in the learning of the content. One should try to avoid lecturing for lengthy periods. It is very important to listen to your audience and allow them to become aware of the content. Allow them to construct knowledge as opposed to trying to "teach" them knowledge. Feedback must be provided before any type of evaluation is administered.

Evaluate and Revise

This last stage is often overlooked but it is the most important of all. After instruction, you must evaluate the entire instructional process. You must reflect upon the lesson, the stated objectives, the instructional strategy, the instructional materials, and the assessment and determine if these elements of the lesson were effective or if one or more of them need to be changed. If there are discrepancies between what you intended and what actually happened during the lesson, make appropriate revisions before using the lesson again.

As a teacher the ASSURE design model has been applied to my instructional setting in the following ways. First, I analyze my students' characteristics (age or grade level, gender etc.) competencies (technical vocabulary, skills, misconceptions, etc.) and learning styles, (slower learners prefer tactile and kinesthetic experiences). Then, I state the objectives using the ABCD format, describing what the learners will be able to do as a result of the instruction. For example, the sixth grade science class will identify and discuss five ways in which water is purified after visiting the water purification plant and viewing a Power Point presentation "Water Purification" using the laptop, multimedia projector, paper, and pen in 1 hour. Next, I select the methods, (brief lecture, field trip, small group activities, etc) and media/materials, (computer, projector, pictures, tape recorders etc.) to utilize in the instruction. Materials were previewed; the room set up, the site of interested contacted and was ready for the visit and students given an overview of the lesson. Questionnaires were also constructed. The instructional experience followed. Decisions as to how I'll get each learner individually involved in the lesson (conducting interviews on field trip, recording interviews on tape recorder, creating Power Point presentations etc.) were made. After the field trip, students created mini projects in small cooperative groups. Feedback was given to let students know how well they are progressing.

Students were assessed based on each individual's contribution to the group's success. Finally, I evaluated whether or not the objectives were met and if the media and methods used were effective. Then the lesson was revised for future use.

Example:

Lesson Title

Teacher's Name

Grade

Lesson Length (Total Time)

***Note:** Table cells will expand when text is added.

<p><u>Analyze Learners</u></p> <p>For Example:</p> <ol style="list-style-type: none"> 1. Number of Students 2. No. of Males/Females 3. AgeRange 4. Mental, Social, Physical, Social Notes such as: <ul style="list-style-type: none"> ○ Disabilities ○ Learning Differences ○ Cultural/Ethnic Notes ○ Etc. 5. Current Knowledge, Prerequisites, and Notes about Learner Attitudes 6. Learning Styles (Estimate % of Students) <ul style="list-style-type: none"> ○ Visual ○ Auditory (Aural) ○ Kinesthetic (Hands On) Other
<p><u>State Objectives</u></p> <p>ABCDs of strong objectives are included: A – Action B – Behavior C – Condition D – Degree</p>
<p><u>Select Methods, Media, , and Materials</u></p> <p>All methods, media, and materials needed for the lesson are listed. Give rationales why these selected methods, media and materials are appropriate for your lesson.</p> <ol style="list-style-type: none"> 1. What are the methods (more than 2)? 2. What are the media (EX: flip chart, PowerPoint Slide, computer-based tools, etc.) 3. What are the materials (ex: textbook - the book title, Educational Game, Web Quest, etc.)
<p><u>Utilize Media, Materials, and Methods</u></p>

For each listed above, details of how they will be implemented into the lesson to enhance learning with using 5Ps.

1. Preview the materials: What you need to preview?
2. Prepare the materials: What things need to prepare before the lesson?
3. Prepare the environment: Where the learning takes place? How about the seating, lightening, temperature of that place?
4. Prepare the learners: How you engage students in learning during the warm-up section?
5. Provide the learning experiences: Outline the “Require Learner Participation” section.

Require Learner Participation

Includes *detailed methods* for actively engaging *all* students for the lesson’s duration. Starting from how long you will need for this whole lesson, It might be one class session, but it might be 5 class sessions. In this period of time, how do you engage your students with the methods that you provide in the previous sections?

Evaluate & Revise

Evaluation methods for *each* of the following are included:

1. Student Performance
Create a rubric based on the objectives that you listed in the second part of this lesson plan as detailed as possible.
2. Media Effectiveness
How you evaluate the effective use of the media that you select for this lesson?
3. Instructor Performance
How your performance is assessed in this lesson? You can have students, co-workers, your supervisors and others to evaluate your performance. Provide detailed information.

Best wishes - Thank you

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