ASSURE Model Planning Document

Use this form to write notes about a learning activity that you could create a screencast for. The ASSURE Model can be used when media is incorporated within a lesson. Your notes should help you determine a need for a screencast that you can create for this project. You will not complete an entire lesson plan for this project. When finished, you should save this document as a PDF and share it on your blog with the screencast you create.

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.

This screencast is designed for early elementary school students to introduce them to an alternative form of composition that is different from their customary manual writing exercises. Word is a great program for this purpose and is appropriate for most learning styles.

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.

Learners will be able to follow the step by step instructions to learn the basics of formatting a Word document so that they can transition from manual writing to word-processed papers. Students will work independently at computers and achieve a proficiency level of at least ninety percent in formatting their papers.

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.

Students will work individually at designated computers. With the computer, can watch the Screenr tutorial and complete their assignment using the Word program.

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.
Learners will have ample opportunity to practice these skills and are encouraged to have a fellow student proofread their work to check for accuracy. Students can also refer back to the Screenr tutorial as often as they like, and consult with the teacher as necessary.
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.

Upon completion of the assignment, the teacher will look at overall student success rate. The teacher will also look for commonly misunderstood lesson tasks and provide direct instruction as necessary. If a handful of students struggle with the assignment, the teacher will lead a more-intensive small group instruction session. The teacher will also hold a whole class discussion on student learning, areas of confusion, and whether Screenr was an effective tool for this lesson.