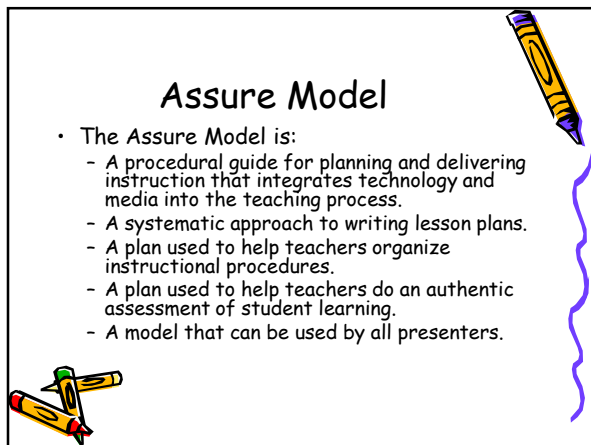
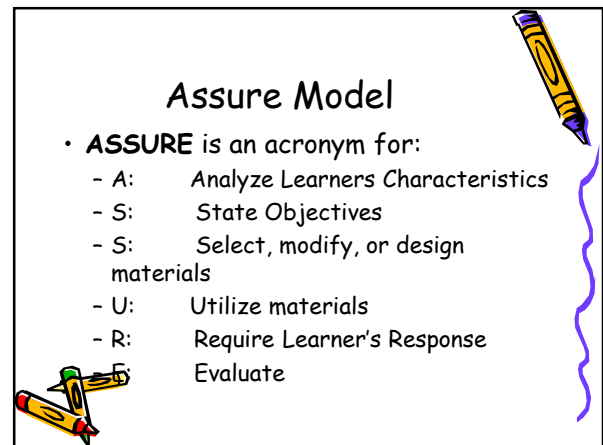


Systematic Planning For The Use Of Media

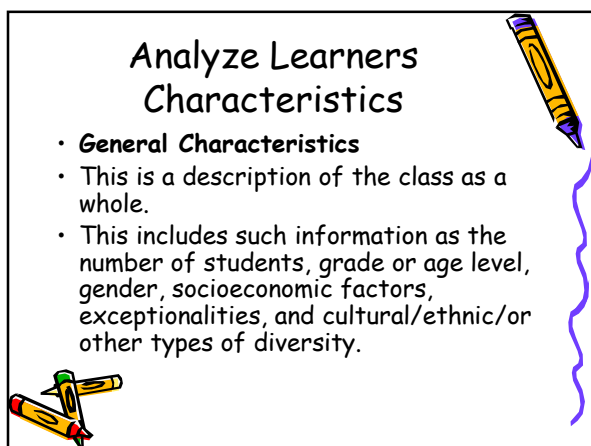
- The use of media and technologies effectively, requires a systematic plan for their use.
- The utilization of the ASSURE model as a guide is suggested, which identifies six major steps in an instructional planning process.



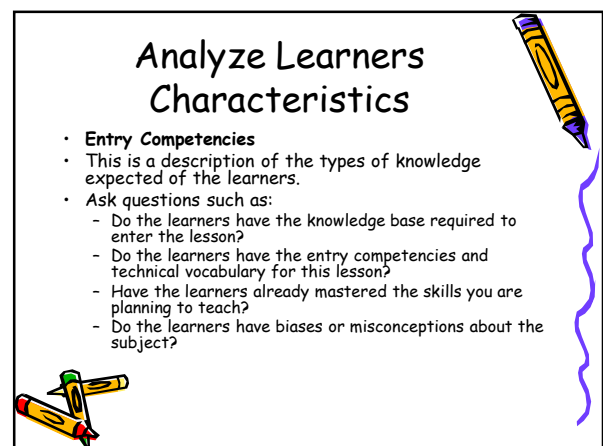
- The Assure Model is:
 - A procedural guide for planning and delivering instruction that integrates technology and media into the teaching process.
 - A systematic approach to writing lesson plans.
 - A plan used to help teachers organize instructional procedures.
 - A plan used to help teachers do an authentic assessment of student learning.
 - A model that can be used by all presenters.



- **ASSURE** is an acronym for:
 - A: Analyze Learners Characteristics
 - S: State Objectives
 - S: Select, modify, or design materials
 - U: Utilize materials
 - R: Require Learner's Response
 - E: Evaluate



- **General Characteristics**
- This is a description of the class as a whole.
- This includes such information as the number of students, grade or age level, gender, socioeconomic factors, exceptionalities, and cultural/ethnic/or other types of diversity.



- **Entry Competencies**
- This is a description of the types of knowledge expected of the learners.
- Ask questions such as:
 - Do the learners have the knowledge base required to enter the lesson?
 - Do the learners have the entry competencies and technical vocabulary for this lesson?
 - Have the learners already mastered the skills you are planning to teach?
 - Do the learners have biases or misconceptions about the subject?

Analyze Learners Characteristics

- **Learning Styles**
- This is a description of the learning stylistic preferences of the individual members of the class.
- First of all the instructor will want to find the learners perceptual preferences and strengths.
- The main choices are auditory, visual, and tactile/kinesthetic.
- Slower learners tend to prefer kinesthetic experiences.



Analyze Learners Characteristics

- The instructor will then determine the information processing habits of the learners.
- This category includes a broad range of variables related to how individuals tend to approach the cognitive processing of information.
- Finally the instructor will determine the motivational and physiological factors of the learners.



Analyze Learners Characteristics

- When it comes to motivational factors the instructor needs to consider things such as anxiety, achievement motivation, social motivation, cautiousness, and competitiveness.
- The most prominent influences in physiological factors are sexual differences, health, and environmental conditions.



State Objectives

- These are statements describing what the learner will do as a result of instruction.
- Things to keep in mind as you write your objectives are:
 - Focus on the learner, not the teacher
 - Use behaviors that reflect real world concerns
 - Objectives are descriptions of the learning outcomes and are written using the ABCD format.



State Objectives

- **Audience:**
 - Who is the audience?
 - Specifies the learner(s) for whom the objective is intended.
- **Behavior:**
 - What do you want them to do?
 - The behavior or capability needs to be demonstrated as learner performance, an observable, measurable behavior, or a real-world skill.
 - Use an action verb



State Objectives

- **Condition:**
 - Under what circumstances or conditions are the learners to demonstrate the skill being taught?
 - Be sure to include equipment, tools, aids, or references the learner may or may not use, and/or special environmental conditions in which the learner has to perform.



State Objectives

- **Degree:**
 - How well do you want them to demonstrate their mastery?
 - Degree to which the new skill must be mastered or the criterion for acceptable performance (include time limit, range of accuracy, proportion of correct responses required, and/or qualitative standards.)

Select, modify, or design materials

- This is the step where the Instructor will build a bridge between the audience and the objectives.
- You need to decide what method you will primarily use:
 - a lecture, group work, a field trip, etc.
- What media you will use:
 - photos, multimedia, video, a computer?

Select, modify, or design materials

- Are you using store bought materials, getting an outside resource to provide materials, modifying something you already have, or making something from scratch?

Selection Criteria

- Media should be selected on the basis of student need.
- We must consider the total learning situation.
- Should follow learning objectives.
- Must be appropriate for the teaching format.
- Should be consistent with the students' abilities and learning styles.

Selection Criteria

- Should be chosen objectively.
- Should be selected in order to best meet the learning outcomes.
- No single medium is the total solution.
- Does it match the curriculum?
- Is it accurate and current?
- Does it contain clear and concise language?
- Will it motivate and maintain interest?

Selection Criteria

- Does it provide for learner participation?
- Is it of good technical quality?
- Is there evidence of its effectiveness (e.g., field-test results)?
- Is it free from objectionable bias and advertising?
- Is a user guide or other documentation included?

Utilize Methods

- Plan of how you are going to implement your media and materials.
- For each type of media and/or materials listed under Select
- describe in detail how you are going to implement them into your lesson to help your learners meet the lesson's objective.
- Please write in full sentences; do this for each item.



Utilize Methods

- In order to utilize materials correctly there are several steps to creating good student-centered instruction.
- Preview the material- Never use anything in class you haven't thoroughly checked out.
- Prepare the material- Make sure you have everything you need and that it all works.



Utilize Methods

- Prepare the environment- Set up the classroom so that whatever you're doing will work in the space you have.
- Prepare the learners- Give the students an overview, explain how they can take this information and use it and how they will be evaluated up front.
- Provide the learning experience - Teaching and learning should be an experience not an ordeal.



Require Learner Participation

- Describe how you are going to get each learner "actively and individually involved in the lesson."
 - E.g.: games, group work, presentations, skit, etc.
- All activities should provide opportunities to manipulate the information and allow time for practice during the demonstration of the skill.



Evaluate And Revise

- Describe how you will, in the future, measure whether or not the lesson objectives were met.
- Were the media and the instruction effective?



Evaluate Student Performance:

- How will you determine whether or not they met the lesson's objective?
- The evaluation should match the objective.
- Some objectives can be adequately assessed with a pen and paper test.
- If the objectives call for demonstrating a process, creating a product, or developing an attitude,
 - the evaluation will frequently require observing the behavior in action.



Evaluate And Revise

- **Evaluate media components:**
 - How will you determine the media effectiveness?
- **Evaluate instructor performance:**
 - How will you determine whether or not your own performance as instructor/facilitator was effective?



Questions

