
I. TECHNOLOGY ENHANCED LESSON USING ASSURE AS TECHNOLOGY- INTEGRATION MODEL

III. MOTIVATION/GETTING STARTED

"Technology will not replace great teachers, but technology in the hands of great teachers can be transformational" -George Couros

IV. INTRODUCTION

The ASSURE model is an instructional system or guideline that teachers can use to develop lesson plans which integrate the use of technology and media. ASSURE presents design phases, and shares with it the two main features: the initial focus on analysis and the cyclic structure. The peculiar feature of this model is that it is focused on "planning and conducting Instruction that incorporates media" (Heinich, Molenda & Russel, 1993). It is a well-known instructional design guide that uses the constructivist perspective, which integrates multimedia and technology to enhance the learning environment (Lefebvre 2006).

V. DISCUSSION

1. Analyze Learners

The first step in the process is that the teacher should analyze the attributes of her learners. There should be a focus on those learner characteristics which are associated with the learning outcomes desired.

- Technology Resources
- Skill level
- Demographics (age, gender, etc.)
- Psychographics (interests)
- Academic Abilities
- Learning Styles

Verifying assumptions through:

1. informal means (such as in-class questioning or out-of-class interviews)
2. formal means (such as testing with standardized or teacher-made tests).

Entry tests are assessment, both formal and informal, that determine whether students possess the prerequisites.

2. State Objectives

After the analysis of the learner attributes, the teacher must state standards and objectives for the learning module.

The objectives can be used in assessing the success of the students, perhaps for the grading process. Also, you can use them to let the learners know what they will accomplish through the class.

The ABCDs of Well-Stated Objectives

- Audience
- Behavior
- Conditions
- Degree

Classification of Objectives

1. Cognitive skills

2. Affective skills

3. Motor skills. To these we add a fourth, interpersonal skills, because of the importance of such skills in teamwork.

3. Select Strategies, Media and Materials

Given what your learning objectives are, it's necessary to pick instructional strategies, technology, and media that will bring about the results that you want.

Teacher strategies involve your teaching activities.

- Show a video
- Read a story
- Use interactive whiteboard

Student-centered strategies engage students in active learning.

- Discuss a topic
- Search the internet
- Listen to podcasts
- Take pictures of a process

Need to mind:

1. Consider available resources, learners diversity and the specific learning objectives to be learned.

2. Rubrics

Selection Rubric Criteria:

- Access
- Usability
- Safety, Security, Privacy And Intellectual Property
- Workload and time management
- Fun factor
- Appropriateness
- Content

4. Utilize Strategies, Media and Materials

This step in the ASSURE process concerns making a plan as to how you will utilize the technology, media, and materials that you have selected. As with all of the instructional steps, you must make sure that your plans contribute towards producing the objectives that you have laid down.

5 P's PROCESS

The five P's are to help in planning your role for using technology.

1. Preview

Goal: Select the best portions of materials to utilize so they directly align with your lesson

2. Prepare Technology

Goal: Have the technology materials prepared. Know the sequence of the presentation and activities

3. Prepare the Environment

Goal: Arrange the space for effective use of technology so all can hear and see properly.

4. Prepare the Learners Introduce the overview of the lesson

5. Provide the Learning Experience

- Delivery – stand, maintain eye contact, move while you speak, don't block view of board
- Voice – use natural conversational voice, speak clearly and loudly, pause after key points
- Eye contact – making eye contact with individuals for 3 seconds will help keep their attention

5. Require Learners Participation

This step actually belongs within earlier steps. It requires that you make plans to how you are going to actively engage your students in the material that you are teaching. This needs to be figured out both at the class level and the individual level. The most basic step that you can take is requiring participation of the students in class discussions.

- Engage the students in the tool.
- Do not make it optional to the learner.

6. Evaluate

The final step in the ASSURE process is just as crucial as all of the others. In this step, you evaluate the impact of your teaching on student learning. This includes an evaluation of your teaching strategies and the technology, media, and materials that you used..

- Were the desired learning outcomes met?
- Were the technology Goals met?
- How did the learners feel about the experience?
- Was the choice of selected good a good one?
- What can be improved?
- Are there other tools that would have done a similar job?

VI. APPLICATION

Assure Model is a lesson plan and an instructional design model that has the goal of producing more effective teaching and learning.

ASSURE Model Lesson Plan

Title: Parts and Functions of a Tooth

Subject: Science

Class Level: Standard Eight Pupils

This lesson plan has been drawn based on Assure model. All the steps have been used.

2.1 Analyzing Learners

General Characteristics

Participants in this class are standard eight pupils. The class is limited to twenty pupils (n=20) to ensure personal attention, adequate understanding and the follow-up.

Entry Characteristics

The pupils should have basic knowledge based on common understanding and observation (Their own teeth) and the surrounding (livestock). They should be in position to explain the structure of different teeth among animals.

Learning Styles

This lesson will use methods that appeal to verbal, individual work, as well as small and large group discussion.

2.2 Objectives

By the end of the lesson, the learner should be able to:

- a) Draw a diagram of a tooth.
- b) State the function of each part of a tooth.
- c) Compare the teeth of a dog and that of a sheep.

2.3 Methods, Media and Materials

Methods- The teacher will begin the lesson with a brief introduction and overview explaining the parts and functions of a tooth with the help of a diagram of a tooth. The pupils will then form discussions groups and samples of different animal skull will be distributed. This will help them in comparing the teeth of a dog and a sheep.

Media and Materials- Books, chalk and the blackboards in this lesson will be used for interpretation. The charts and the models will also be used for demonstrations.

2.4 Utilizing Media and Materials

Preview the Materials- The teacher should have fully covered and researched on the topic before introducing it to the pupils. He/ she should be aware of all types of teeth, their functions and should be able to answer any question posed by the pupil related to the topic.

Prepare the Materials- The teacher should ensure that the charts and the models are ready before the beginning of the lesson. Enough books among other teaching and learning resources should be available and ready to distribute to the pupils.

Prepare the Environment- The teacher should check that the classroom is in order for adequate comfort and to ensure that it is proper for teaching and learning process. This includes adequate lighting, proper ventilations, good sitting arrangements and the classroom should be swept.

Prepare the Learner- The lesson will begin with an introduction by a familiar song related to proper maintenance of teeth. There will be icebreaker and overview of the parts and functions of the teeth. The books will be distributed by the teacher that will allow pupils to follow along with the teaching.

2.5 Require Learner Participation

Initial Activities

After introductions, icebreaker, and overview of the parts and functions of a tooth, the teacher will take the pupils through systematic step for understanding. The class will then participate in manageable discussion groups (7-12 members) meant to allow the learners to discuss amongst themselves and ask questions related to the topic.

2.6 Evaluate and Revise

The lesson will close with a brief summary from the teacher. Question and answer method will be used for evaluation and revision. The questions will include:

- a) What are the differences of a dog and sheep teeth?

- b) With the help of a diagram, draw and state the functions of each tooth.

CONCLUSION:

In conclusion, the ASSURE process is really just a matter of common sense. However, it is good to follow a regimented guide to improve your teaching technique. Any effective teacher knows that the perfection of their technique does not come overnight, and there is always room for improvement. By following the ASSURE process, you will be sure to improve your teaching for many years to come.

VII. SUMMARY

The ASSURE model supports the field of educational technology. It is based on the principal that no one student acquires information in the same way. While the ASSURE model is used to systematically design instruction, it steps away from the traditional means of instruction, (textbooks, lectures, etc) to the use of technology to deliver the instruction. (Academy of Teaching Excellence,2002). In conclusion, the ASSURE model has six components each necessary for the successful implementation of the instruction, including: 1) Analyze learners, 2) State Objectives, 3) Select Methods, Media, and Materials, 4) Utilize Media and Materials, 5) Require learner Participation, and 6) Evaluate and Revise.

VIII. ASSESSMENT

1. As a future teachers, how do you think ASSURE MODEL will help you?
2. 2. Why do you think ASSURE MODEL is useful in this times of blended learning?
3. 3. Application of ASSURE MODEL in teaching?
4. 4. For you, Does ASSURE MODEL guaranteed a perfect discussion in a class?
5. 5. In what ways does it benefit students?