


The ASSURE Model

**E. William Clymer**  
**James J. DeCaro**



PEN-International  
<http://www.pen.ntid.rit.edu>

A paper presented at the TUT Conference on Disability, Tianjin China, 15-16 October 2004

2

## 确信模式

威廉 克来默  
詹姆士 迪卡罗

## PEN国际项目

一篇将发表在2004年10月15—16日TUT天津理工学院残疾人大会上的文章

## Based on Educational Technology Course

- Educational Technology and Teaching
- <http://www.rit.edu/~pen2>
- 10 Week Blended Course for Graduate Students
- *Instructional Media and Technologies for Learning*
- <http://cw.prenhall.com/heinich/>



3

基于教育技术课程

—教育技术及授课

<http://www.rit.edu/~pen2>

- 给研究生的10周混合课程

—学习用的教育多媒体和技术

<http://cw.prenhall.com/heinich/>

[ What Do I Know About You? ]



4

我知道有关于你的什么？

## [ What I Don't Know About You? ]

- Understand English
- Deaf or Hearing
- Level of Education
- Experience with Deafness
- Sign Language Experience
- Teacher, Student or Administrator
- Technology Experience



5

我所不知道的

- 懂不懂英文
- 是聋人还是正常人
- 教育水平
- 对聋人的经验
- 手语经验
- 学生，老师或行政管理人员
- 技术方面的经验

## [ Objective ]




- A. Participants at the ASSURE workshop,
- B. Will describe the major parts of the ASSURE model of instructional development and give an example from their own experience, of each step in the process,
- C. At the conclusion of the lecture, on note paper,
- D. With 100% accuracy.




### 目标

- A 所有参与**确信**研讨会的人员
- B 将会描述**确信**模式教育开发的主要部分，并能对每个过程给出自己的一个亲身经历
- C 在本讲座总结的时候写在笔记本上
- D 并有**100%** 准确率

[ Instructional Presentation ]

- Theory 
- Local Examples 
- NTID Experience 



7


教育讲演

—理论


—本地实例

—NTID（美国国家聋人工学院）经验

## [ Overview of Instructional Technology Terms ]



- **Instructional Technology:** systemic and systematic application of strategies and techniques derived from behavioral, cognitive, and constructivist theories to the solution of instructional problems.
- **Instructional Design:** systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction.
- **Instructional Development:** process of implementing the design plans.



(Adapted from "Training and Instructional Design", Applied Research Laboratory, Penn State University)

8

### 教育技术词汇总揽（理论）

—教育技术：从行为，认识，和构成理论教育问题的解决方法中演变全面和系统的应用战略和技术。

—教育设计：利用学习和教育理论来系统的开发教育规范，保证教育的质量。

—教育开发：实行设计计划的过程


（从“培训和教育设计”摘抄。研究实验室。宾州大学）



A Model to Help  
**ASSURE** Learning

**Theory**  
ASSURE

**A** Analyze Learners  
**S** State Objectives  
**S** Select Methods, Media, and Materials  
**U** Utilize Media and Materials  
**R** Require Learner Participation  
**E** Evaluate and Revise



9

一个帮助学习**确信**模式的方法 理论

A 分析学习者

S 确定目标

S 选择方法，媒体和材料

U 利用多媒体和材料

R 要求学习者的参与

E 评估和改进


[ Analyze Learners Theory ]  
ASSURE

- General Characteristics
- Specific Entry Competencies
- Learning Styles
  - Perceptual Preferences and Strengths
  - Information Processing Habits
  - Motivational Factors
  - Physiological Factors




10

- 分析学习者 理论
- 基本特性
  - 明确基本资格
  - 学习风格
    - 知觉上的参数和优势
    - 信息处理特性
    - 动机上的因素
    - 生理学上的因素

[ Analyze Learners  ]

- Students at Ratchasuda College
- Language Levels
- Preferences
- Current Skills
- Etc.



11

- 分析学习者 本地实例
- Ratchasuda 大学的学生
  - 语言水平
  - 参数
  - 现在技能水平
  - 等等

[

## Analyze Learners

NTID  
Experience

]


---

- 18 Year Old Deaf Students
  - Read at 4<sup>th</sup> to 6<sup>th</sup> grade level
  - Write at 9 to 10 year old level
- Use Different Reading Decoding Strategies
- Model & Social Interaction to Learn Writing



12

分析学习者 NTID的经验

- 18岁的聋人学生
- 有4级到6级的阅读能力
- 有9到10年的写作能力
- 采用不同的阅读解释战略
- 用模式和社会交际来学习写作

[ Analyze Learners  ]

- Depend more on visual information
- Difficulty with multiple meanings of words
- Activation of long-term memory may not be as directed or focused



13

分析学习者 NTID经验


—更多的依靠视觉信息

—有困难理解多重涵义词

—对长期记忆的激活可能不象被指导或重视的那样

[ State Objectives Theory ]  
ASSURE

- ABCD's of Well Stated Objectives
  - Audience
  - Behavior
  - Conditions
  - Degree
- Classification of Objectives
- Objectives and Individual Differences



14

确立目标 理论

- ABCD四个被很好确立的目标
  - A听众
  - B行为
  - C条件
  - D学历
- 目标的分类
- 目标和每个人的不同

]

## Appraisal Checklist: Objectives

---

**Audience**

- Specifies learners

**Behavior**


- Learner performance
- Observable behavior
- Real-world skill

**Conditions**

- Equipment, tools, aids or references that may be used
- Environmental conditions


**Degree**

- States standard for acceptable performance (time, accuracy, proportion, quality)



**Theory**

ASSURE



Example

评估检查单：目标 理论

观众

—确定学习者

行为

—学习者的表现

—看得见的行为

—现实技能

条件


—能被使用的装备，工具，帮助或参考

—环境条件


学位

—为可以接受的行为规定标准（时间，准确度，比例，质量）

例子

[ State Objectives  ]

- Typical Instructional Presentation?
- A,B,C,D Elements



16

确立目标 本地实例  
—典型的教育讲演  
—A, B, C, D元素



## [ State Objectives

NTID  
Experience

]

---

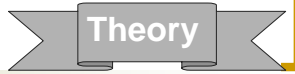
- Focus on individual
- “Enabling objectives”
- Demonstrate expected performance
- Show sample test questions
- Recall recent, relevant knowledge
- Offer remediation
- Non-linear sequence

17

确立目标 NTID实例

- 重视在个人
- 目的使能
- 演示被期望的表现
- 显示样板测验问题
- 回忆近期的，相关的知识
- 提供补习
- 非线性的结果


## Select Methods, Media, & Materials



ASSURE

---

- Choosing a Method
- Choosing a Media Format
- Obtaining Specific Materials
- Selecting Available Materials
  - Involving the Media/Technology Specialist
  - Surveying the Sources
  - Selection Criteria
  - The Instructor's Personal File
- Modifying Existing Materials
- Designing New Materials


18


选择方法，多媒体和材料 理论

- 选择一种模式方法
- 选择多媒体格式
- 获取特殊材料
- 选择可用的材料
- 求助于多媒体、技术专家的帮助
- 调查来源
- 选择条件
- 教师的个人档案
- 修改现有的材料
- 设计新材料

## Select Methods, Media, & Materials

Local  
Examples

- Available Media?
- Materials Available? Resources?
- Selecting Materials?
- Modifying Existing Materials?
- Designing New Materials?  
Resources?

19

选择方法，媒体和材料 本地实例

—可用的多媒体


—有可用的材料吗？资源？

—选择材料？


—修改现有的材料？

—设计新材料？资源？

## Select Methods, Media, & Materials



- Make vocabulary lists for unfamiliar science, math or technology terms
- If formulas or equations are to be displayed on the board, make a paper copy for the deaf student. Equations are difficult to sign and cannot easily be displayed in caption systems.
- Suggest alternative web sites
- Use graphics whenever possible

20

### 选择方法，媒体和材料 NTID实例

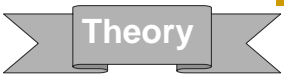
—对不熟悉科学，数学或技术词汇采用词汇单

—如果公式或方程需要书写在黑板上的话，给聋人学生一份书面拷贝。方程是很难用手语表达或字幕表达清楚的。

—建议采用网站做辅助

—尽可能采用图形


## Utilize Media & Materials



Theory

ASSURE

- Preview the Materials
- Prepare the Materials
- Prepare the Environment
- Prepare the Learners
- Provide the Learning Experience



NTID


21

利用多媒体和材料 理论

- 预习材料
- 准备材料
- 准备环境
- 准备学习者
- 提供学习经验

## [ AV Showmanship – Theory Classroom Presentation Skills ]

- Getting Ready
  - Planning
  - Rehearsing
  - Setting up
- Presenting
  - Anxiety
  - Delivery
  - Voice
  - Eye Contact
  - Gestures
  - Visuals



22


音频视频主技演出的技巧 理论  
教室的讲演技能

- 准备
- 计划
- 预演
- 设置
- 讲演
- 渴望
- 传递
- 声音
- 眼神接触
- 姿势
- 视觉形象

**Utilize Media & Materials**

Local Examples

- Typical Classroom?
- Presentation Technology
- Practice Opportunities



23

利用媒体和材料 本地实例

—典型的教室

—讲演技术

—练习的机会

## Utilize Media & Materials

**NTID  
Experience**

---

- Deaf students report that content knowledge, use of visuals, good communication skills are characteristics of a good teacher (Lang et al, 1993)
- Deaf students prefer teachers who have a rapport and caring attitude (Lang et al 1994)
- Arrange classroom for the best communication.
- Establish a communication plan

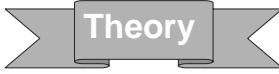

24

### 利用媒体和材料      NTID实例

- 聋人学生表示一个好老师要有丰富的知识，会应用视觉材料，有好的交流技能
- 聋人学生喜欢亲善和有关怀态度的老师
- 安排好教室为交流做准备
- 建立一个交流计划




## Require Learner Participation



ASSURE

---

- The one condition that pertains to all objectives is *practice!*
- Learning is an active process; mental processing, not physical activity
- **FEEDBACK!**
  - Meaningful information to correct performance

25

要求学习者的参与 理论

—一个适合于实现各种目标的条件是练习

—学习是一种主动的过程，心理过程，不是身体的活动


—反馈！

—有涵义的信息能改善成绩

**Require Learner Participation**

Local Examples

- Strategies to promote learner participation?



26


要求学习者的参与 本地实例  
一促进学习者的参与的战略

## Require Learner Participation

NTID Experience

---

- Role playing improves retention of information over lecture presentation (Quinsland, 1986)
- Students with lower reading skills did as well on tests as students with higher reading skills, if they interacted with the material. (Dowaliby & Lang, 1999)

27

要求学习者的参与 NTID实例

—角色扮演促进记忆老师讲授的知识的持久性

—如果学生能够互动的学习材料，即使阅读技能低的学生也能同阅读技能好的学生一样在考试中表现出色。

## Require Learner Participation

NTID Experience

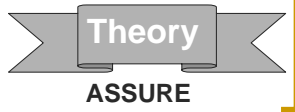
- Significant correlation between deaf students course grades and participative learning style




28

要求学习者的参与 NTID实例

一聋人学生课程分等级和参与式的学习风格的重大关联

[ Evaluate and Revise  ]

- Assessment of Learner Achievement
- Evaluation of Methods and Media
- Revision



29

评估和改进 理论

- 评估学习者的收获
- 对方法和媒体的评估
- 改进

## Evaluate and Revise

- On a piece of scrap paper
- Write the word that corresponds with the letters in ASSURE.
- Give one example, from your experience as a student or teacher, that represents each step in the ASSURE Model
- Review your answers



30

评估和改进

— 在一页纸上

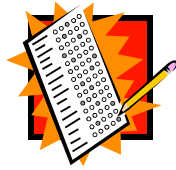
— 写下以ASSURE六个字母开头的单词


— 以你作为学生或老师的亲身经历中给出一个最能表现ASSURE确信模式实例

— 回顾你回答

# Evaluate and Revise

- What did you think of the workshop?



  
**NTID**  
 NATIONAL TECHNOLOGY INSTITUTE FOR DISABILITY  
 PEN-INTERNATIONAL EVALUATION FORM  
 ASSURE Workshop

**E-William Clymer**

For each item below, please circle the response that best describes your opinion.

	SA	A	N
	SA	A	N
1 - This session met or exceeded my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - The information will be useful in my job, professional development, or studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - The presenters offered material that was relevant to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31

评估和改进

— 你对本研讨会会有何见解？

[


# Evaluate and Revise

Local  
Examples

]

---

- How would you revise this presentation?
  - Learner achievement?
  - Materials and methods?
  - Attitude towards workshops?

32


评估和改进 本地实例

- 你如何改进本讲座?
- 学习者的收获?
- 材料和方法?
- 对研讨会的态度?



**Evaluate & Revise** **NTID Experience**

- Formative Evaluation
- Summative Evaluation
- Attain Objectives?
- Attitude Towards Experience?
- Efficiency of Instruction?



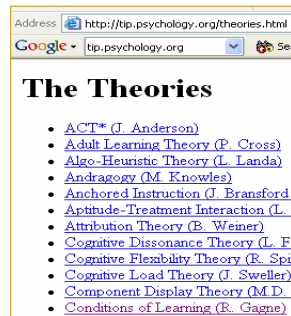
33

评估和改进 NTID实例

- 格式化的评估
- 累积性评定
- 获取目标
- 对经验的态度
- 指令的有效率

# [ Theory Into Practice (TIP) ]

- <http://tip.psychology.org/>



- (1) gaining attention (reception)
- (2) informing learners of the objective (expectancy)
- (3) stimulating recall of prior learning (retrieval)
- (4) presenting the stimulus (selective perception)
- (5) providing learning guidance (semantic encoding)
- (6) eliciting performance (responding)
- (7) providing feedback (reinforcement)
- (8) assessing performance (retrieval)
- (9) enhancing retention and transfer (generalization).



34

理论到实践 (TIP)

<http://tip.psychology.org/>

## References

- Lang HG (2002) Higher Education for Deaf Students: Research Priorities in the New Millennium. *Journal of Deaf Studies and Deaf Education*, 7, 267-280.
- Heinich, Robert et.al. (2002). *Instructional Media and Technologies for Learning, 7th Edition*, Prentice-Hall; ISBN 01-030536-7.
- Gagne, RM, Briggs, L.J., & Wager, W.W. (1992) *Principles of Instructional Design, 4th Edition* Harcourt Brace Jovanovich College Publishers; ISBN 0 03 034757 2
- Marschark. Lang & Albertini , (2002) *Educating Deaf Students: From Research to Practice*, Oxford Press



35

### 参考

Lang HG (2002) 聋生的高等教育: 新世纪的研究次序. *聋生和聋人教育期刊*, 7, 267-280.

Heinich, Robert et.al. (2002). *学习用教育媒体和技术, 7th 版*, Prentice-Hall; ISBN 01-030536-7.

Gagne, RM, Briggs, L.J., & Wager, W.W. (1992) *教育设计理论, 4th 版* Harcourt Brace Jovanovich 大学出版社; ISBN 0 03 034757 2

Marschark. Lang & Albertini , (2002) *教育聋人学生: 从研究到实践*, 牛津出版社



问题