**Website for you:** [**https://educationaltechnology.net/assure-instructional-design-model/**](https://educationaltechnology.net/assure-instructional-design-model/)

[**http://www.instructionaldesign.org/models/assure/**](http://www.instructionaldesign.org/models/assure/)

**ASSURE模型在课程设计中的作用**

**The role of ASSURE model in curriculum design**



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| **The ASSURE Model (计划过程模式)**  All effective instruction requires careful planning. Teaching with instructional media （教学媒体）and technology is certainly no exception.（无一例外）  所有有效地教学都需要详细的计划，而利用教学媒体和技术进行教学显然是肯定的。  The ASSURE model is a useful planning model, it guides us how to choose and use media and technology in an instruction. “ASSURE”here contains two meanings: first, you can expend the ASSURE from a word to six sentences; and second, it intends to assure effective instruction.  ASSURE模型是一个有用的计划模型，它能够引导我们怎样更好的在一个教学活动中选择和使用媒体和技术。  ASSURE在这里包含两个意思：一个是，你可以将ASSURE从一个单词拓展到六个句子；第二个是，它能够保证有效的教学活动。 | |
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| **A: Analyze learners** **（** **分析学习者）**  The first step in planning is to identify the learners. You must know your students best to select the best medium to meet the instructional objectives. In this part, we usually describe the learners from three aspects: (1) general characteristics 一般特征 , (2) specific entry competencies 入门能力（知识、技能和态度等） , (3) learning style of different learners 学习风格 .  计划的第一步是分析学习者。你必须很了解你的学生，而去选择一种最好的方法去达到教学目标。在这个部分，我们通常从三个方面描述学习者：①一般特征；②入门能力；③学习风格 | |
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| **S: State objectives** **（陈述教学目标）**  In ASSURE model, you had better state objectives as specifically as possible. They should be stated in terms of（依据、按照） what the learner will be able to do as a result of instruction. The condition under which the student or trainee is going to perform and the degree of acceptable performance should be included.  尽可能明确地陈述教学目标，作为教学结果，教学目标指学生能做什么，指在什么样的条件下在何种程度上学习者取得特定的学习成果。 | |
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| **S: Select methods, media, and materials** **（选择教学方法、媒体和资料）**  Once you have identified your audience and stated your objectives, you have established the beginning points and ending points. Your task now is to build a bridge between these two points by choosing appropriate methods, technology, and media formats, then deciding on materials to implement（落实） these choices. There are three options（选择）: (1) select available materials; (2) modify existing materials; (3) design new materials.  一旦确定了学习者和教学目标，就明确了教学的起点（学习者当前的知识、技能和态度）和终点（教学目标），教学设计的任务就是在起点和终点之间搭桥，也就是选择合适的教学方法、教学技术、媒体以及教学材料。然后选择材料去落实这些选择，有三个选择，①选择合适的材料；②修改已经存在的材料；③设计新的材料 | |
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| **U: Utilize media and materials** **（使用媒体和资料）**  In this step, you must plan how the media, materials and technology will be used to implement your methods. First, preview浏览 the materials and practice the implementation; next, prepare the class and ready the necessary equipment and facilities; then conduct the instruction实施教学过程 using the utilization techniques described in this and later chapters.  首先，浏览教学材料，演练一下整个教学过程；其次，准备好设备、设施和教室环境；最后，参照本章和后面章节介绍的技巧，实施教学过程。 | |
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| **R: Require learner participation** **（要求学习者参与）**  To be effective, instruction should require active mental engagement诺言 by learners. There should be activities that allow learners to practice the knowledge or skills and to receive feedback 反馈on the appropriateness 适当of their efforts before being formally assessed.  教学过程中，应该安排不同类型的教学活动，让学生有机会练习他们习得的知识和技能；教学活动过程中要提供反馈信息，让学生了解自己努力的成效。 | |
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| **E: Evaluate and revise** **（评价与修正）**  After instruction, it is necessary to evaluate评价 its impact and effectiveness and to assess 评价student learning.  教学完毕之后，适时的评价教学效果和成效还有学生的学习情况是必须的。  设计目标和实施结果之间如果存在差距，则需要在下一轮教学中修正。 | |
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| The ASSURE model —— a procedural guide for planning and conducting instruction that incorporates media and technology—assumes that training or instruction is require.A full-blown process of instructional development would begin with a needs assessment需求评估 to determine whether instruction is the appropriate solution to 解决方法a performance problem. | |
| **2** **．** **Analyze learners** **（分析学习者）**      要想让教学媒体和教学技术有效地发挥作用，必须使教学方法、媒体和技术与学习者的特征相匹配，因此， ASSURE 模型中的第一个环节就是分析学习者。      Learner is the only center of an instructional system. So if instructional technology and media are to be effectively, there must be a match between the characteristics of the learner and the content of the methods, media, and materials of our audience. In one classroom, there are many students, so it is impossible to analyze learner one by one. We usually describe the learners from several factors followed: general characteristics; specific entry competencies; learning styles. （我们一般分析集中对于媒体和技术的选择起决定作用的特征，例如：一般特征、入门能力、学习风格。）  学习者是一个教学系统的唯一中心。所以如果一个教学技术和媒体有效，必须在学习者的个人特征、方法和媒体的内容、读者的材料进行一个磨合。在一个课室里，有很多的学生，所以不可能分析每一个学习者，我们通常从以下几个因素来描述学习者：一般特征、入门能力、学习风格。 | |
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| **2.1 General characteristics** **一般特征**      General characteristics include broad identifying descriptors such as age, grade level, job or position, and cultural or socioeconomic 社会经济背景factors! The analysis can provide helpful leads in selecting instructional methods and media. 一般特征包括年龄、年级、工作或职位以及文化和社会经济背景。  【做一般特征分析的方法】 You can do a small inventory about your audiences; and sometimes, academic and other records may be helpful, as well as direct questioning of and talking with learners and instructors or other group leaders.  •  如果学习者对主题缺乏兴趣，可以考虑采用高刺激的教学媒体，如生动的录像带、模拟游戏或其他采用技术的活动；  •  学习者首次进入新的概念领域时，需要更多直接的、具体的经验，如参观访问、角色扮演等；具有丰富背景知识的学习者可以考虑采用抽象的试听教学材料或文字材料；  •  对于异质的学习小组来说，小组成员具有不同的知识背景，可以采用录像带等试听媒体作为主要的教学材料，这类媒体可以使学习者建立共同的经验基础，为后续的小组讨论和个人学习奠定基础。 | |
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| **2.2 Specific entry competencies** **（入门能力）**      Prerequisites are competencies能力 that learners must possess具有 to benefit from the instruction but that you or the media are not going to teach.A mistake assumption: at the beginning of a lesson, teachers consider that the learner’s lack of knowledge or skills they are about to teach and that they possess the knowledge or skills needed to understand and learn from the lesson.  **先修知识** 指的是学生已经具备的 （你不准备教授的），有利于下一步学习的知识和能力。教师设计一节课时通常假定学习者都缺乏计划讲授的知识和技能，需要通过课堂教学来学习，这个假定往往是错误的。  When we analyze the specific entry competencies, we can use the strategy followed:  (1) informal means: such as in-class questioning or out-of class interviews;  (2) formal means: such as testing with standardized or teacher-made test;  (3) entry test;  (4) Prerequisites.      对先修知识（特定的入门能力）的要求要在学习目标中描述清楚，且要在教学开始前进行测试。在教学开始之前，还要通过讨论和前测等方法，对教学内容进行前期评估。如果学习者已经掌握了学习的内容，教学的过程就不需要了，否则只是在浪费学生和教师的时间。      通过对学习者入门能力的分析，可以选择适当的教学方法和教学媒体。如果教学对象的入门能力差别很大，那么就要考虑使用自学的教学资料，让他们可以自定步调学习，或者进行其他类型的个性化学习。 | |
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| **2.3 Learning styles** **学习风格**      Learning style refers to a cluster of 一群、一组、一串psychological traits心理特征 that determine how an individual perceives,interacts with,and responds emotionally to learning environments.  学习风格是指一组心理特征，能够决定一个人在学习环境中的知觉与学习环境的互动和对环境的反映等。      Usually, learning styles include four aspects: | |
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| **(1) Perceptual Preferences and strengths** **知觉偏好和强度**      主要的感觉通道有：听觉、视觉、触觉和运动知觉；学习迟缓的人更适合于采用触觉或运动知觉学习；人们对触觉和运动知觉的偏好会随着年龄的增长逐渐减弱。 | |
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| **(2) Information Processing Habits** **信息处理习惯**      这一类型按照个体认知信息处理的不同的方法，包含有多个变量。格里乔克（ Gregore ）提出的“智力风格”（ Mind Style ）理论，现在，智力风格一般分为四类：**具体有序、具体随机、抽象有序和抽象随机**。  •   具体有序的学习者喜欢直接的、按照一定的逻辑顺序排列的学习内容。他们采用练习本、程序教学、示范、结构化实验操作等学习方法能够取得最好的学习效果。  •   具体随机的学习者，倾向于采用尝试错误（ Trial and Error ）的方法，从探索性的经历很快得出结论。适合于游戏、模拟、独立研究项目和发现性学习。  •   抽象有序的学习者擅长于解析语言和符号化信息。适合于阅读和听演讲等学习方式。  •   抽象随机的学习者善于从以人为媒介的演讲中抽取中心意思，他们会对演讲者的语调、演讲风格以及传达的信息做出回应。适合于采用小组讨论、附有问答的讲授、看电影和看电视等方式学习。 | |
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| **(3) Motivational Factors** **动机因素**       动机是一种内在状态，这种状态引导人们选择或者回避特定的目标和经历。动机决定人们将做什么而不是他们能做什么（ Keller ， 1987 ）。这些动机决定着学生将注意那一个学习目标，忽视哪一个学习目标，对学生的学习成绩有很大的影响。动机决定了学生将在那些教学目标上下工夫。      诱发动机的因素有**内驱型（** **Instrinsic** **）** 和**外驱型（** **Extrinsic** **）** 两类。内驱型动机指的是由经历和任务本身产生的动机，例如挑战和好奇等。外驱型动机指的是由任务以外的因素产生的动机，例如分数和表扬。研究发现，内驱型动机一般来说更有效。一个内驱激励的学生，由于个人对学习资料的兴趣，通常会花更多时间学习，习得的知识也更多。因此，如果可能的话，最好培养学生对学习的内驱动力。      Keller 的 ARCS 模型，可以帮助我们描述学生的动机：  •   注意（ Attention ）：指学生是否感觉教学是有趣的，值得他们认真对待。  •   适当（ Relevance ）：指学生是否感觉教学能够满足或实现个人的目标或需要。  •   自信（ Confidence ）：指学生是否希望通过自己的努力获得成功。  •   满意（ Satisfation ）：指学生从教学中获得的内在和外在的奖励。 | |
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| **(4) Physiological Factors** **生理因素**      与性别、健康和环境条件有关的因素对学习效果有明显的影响。男孩和女孩对不同的科目态度也不一样。例如，男孩比女孩更喜欢竞争性、攻击性的活动。所以，他们在竞争性活动中的成绩要比女孩好。饥饿和疾病明显地影响学习。温度、噪音、光线、一天中不同的时间等，影响我们是否能集中和维持注意力。不同的人对这些因素的偏好和忍耐力也各不相同。 | |
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| **3. State Objectives** **（陈述学习目标）**  **3.1 What is objective** **？**  **(1) The definition of objective**      An objective is a statement not what the instructor plans to put into the lesson but of what learners ought to get out of the lesson.            教学目标指设计者希望每一个学习者取得什么样的学习结果，或者是完成教学任务后学生应该掌握什么新技能。教学目标应该陈述的是获得什么，而不是如何获得。 |  |
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| **(2) Why need objective?**      First, you must know your objectives in order to make appropriate selection of methods and media; another basic reason for stating your instructional objectives is to help ensure proper evaluation.  陈述教学目标的必要性：首先，知道教学目标，是为了选择合适的教学媒体和教学方法，教学目标会引导我们设计合适的教学活动顺序，选择合适的教学媒体；其次，教学目标的确定是为了评价教学效果。 |  |
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| **3.2 The ABCDs of Well-Stated Objectives教学目标陈述的ABCD**      一个好的教学目标开始要说明对象是谁，即这个教学目标是为谁确定的。然后要指出需要显示的行为或者能力。还要指出这些能力在什么条件下观察到。最后，要定义掌握新技能的熟练程度。  **(1)A** **：** **Analyze the learners** **（教学对象）**      A major premise一个大前提 of systematic instruction is to focus on what learners are doing, not on what the teacher is doing. Because accomplishment of the objective depends on what learners do, the objective begins by stating whose capability is going to be changed.  描述教学目标时，首要要明确地是谁的技能发生了变化。  **Examples:**  Good audience description:      •  Sixth grade Earth Science Students      •  Telecommunications通讯；电信学 department 部门group managers  Bad audience description:      •  Learners      •  Students |  |
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| **（** **2** **）** **B** **：** **Behavior** **（行为）**      The heart of the objective is the verb describing the new capability that the audience will have after the instruction. This verb is most likely to communicate your intent clearly if it is stated as an observable behavior.  目标描述的核心是动词，以说明教学完成后，学生将具有什么新能力。如果动作是可观察的行为，最有可能明确地表达教师的意图。教师应避免使用知道、理解、意识这样含糊不清的词汇。  **Examples:**  Bad objectives:      •  Learners will navigate a multimedia tutorial 一本多媒体指南successfully      •  Learners will understand the water cycle.  Good objectives:      •  Learners will raise their hands in class before speaking.      •  Learners will knit编织 a scarf that is 10 inches wide by 3 feet long.  具体动词选择见下表：   |  |  | | --- | --- | | **结果性目标** | | | **知识** | 了解 -- 说出、背诵、辨认、列举、复述、回忆、选出、识别等。 | | 理解 -- 解释、说明、归纳、概述、推断、区别、提供、预测、检索、整理等。 | | 应用 -- 设计、辩护、质疑、撰写、解决、检验、计划、总结、推广、证明等。 | | **技能** | 模仿 -- 模拟、重复、再现、例证、临摹、类推、扩展等。 | | 独立操作 -- 完成、制定、解决、绘制、安装、尝试等。 | | 迁移 -- 联系、转换、灵活运用、举一反三、触类旁通等。 | | **体验性目标** | | |  | 经历（感受） -- 参与、寻找、交流、分享、访问、考察等。 | | 反映（认同） -- 认可、接受、欣赏、关注、拒绝、摈弃等。 | | 领悟（内化） -- 形成、具有、树立、热爱、坚持、追求等。 | |  |
| **（** **3** **）** **C** **：** **Conditions** **（条件）**      A statement of objective should include the conditions under which the performance is to be observed.   教学目标描述中要说明，学生在什么条件下，展示他们习得的技能。      Mager (1997) suggests three critical questions that you ask yourself when trying to write the conditions:          ① What will the learners be expected to use when performing (tools, forms, pens, pencils, paper, etc.)?          ② What will the learner NOT be allowed to use when performing (study guide, checklist清单、备忘录, textbook, etc.)?          ③ What will be the real-world conditions under which the performance will be expected to occur (in class, on stage, on the basketball court, etc.)?      Many times, it is easy to write the conditions if you start off 开始、出发with the phrase "Given...., learners will...."  **Examples**      •  Given a networked PC, a mouse, and Internet Explorer, fifth grade students will open Internet Explorer by clicking on the shortcut icon on the computer desktop.      •  Given a checklist of criteria that make a website credible, a networked iMac, a mouse, and Netscape Navigator, tenth grade English students will evaluate ten websites about Shakespeare's Taming of the Shrew.驯悍记（喜剧） |  |
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| **（** **4** **）** **D** **：** **Degree** **（** **程度）**      The final requirement of a well-stated objective is that it indicates the standard,or criterion,by which acceptable performance will be judged.      Mager (1997) identifies several different categories of degrees (although he calls them criteria), they are speed, accuracy, and quality. The most important thing about the degree is that it makes sense 有意义and is valuable.  **Compare the Examples:**      •  Given the shoes with shoelaces 鞋带on their feet, 6 year olds will tie the shoelaces with **90% accuracy**.      •  Given the shoes with shoelaces on their feet, 6 year olds will tie the shoelaces within **one minute**. |  |
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| **3.3 Classification of Objectives** **目标的分类**      教学目标可以按照学习结果的类型分类。虽然在学习结果的分类方面有很多不同的意见，广泛接受的学习结果有三类：认知技能、情感技能和运动技能，我们可以再加上一类人际交往技能，这种技能在团队合作中很重要。下面的图显示了这几种分类之间的关系：  **表** **1** **学习目标分类与描述**   |  |  | | --- | --- | | **学习结果** | **具体描述** | | **认知技能** | 一系列的智慧能力。可以分为语言 / 视觉信息或智力。语言 / 视觉技能要求学生读特定的刺激作出特定的反应；而智慧技能要求思考和处理信息。 | | **情感技能** | 包含情感和价值观。范围包括对学校课程的兴趣、积极健康的社会态度、采信一系列的伦理道德标准等。 | | **运动技能** | 学习的内容包括运动手工和其他的身体技能。从简单的机械操作到复杂的神经系统协同作用的竟技体育运动，都是运动技能的例子。 | | **人际交往** | 人际交往技能的学习涉及到人与人之间的互动。人际交往技能是以人为中心的技能。例如团队精神、咨询服务、管理能力、说服力、讨论和客户关系等。 | |  |
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| **3.4 Objectives and Individual Differences** **目标与个体差异**       每一个教学目标当然都要设法适应个别学习者的学习能力。教学目标不是限制学生的学习，相反它是学生应当达到的最低的标准。因此我们要鼓励学生在实现教学目标的过程中，进行偶然发现式的学习或者临时性的学习。每一个学生具有不同的特征，由于个体的差异，临时性学习也具有不同的形式。在教室环境中组织的班级讨论和其他活动，可以为学生们提供经常性的自主学习。学生之间的互相帮助，使他们可以分享学习的成绩，使习得的技能得到强化。事实上，为了鼓励学生自己学习和照顾个体差异，教师要经常鼓励学生制订自己的学习目标。 |  |
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| **4** **．** **Select Methods, Media, and Materials**  Select methods, media, and materials is the first step of using process. The selection work usually has three steps: (1) deciding on the appropriate method for the given learning tasks 按照给定的学习任务确定适当的教学方法 ; (2) choosing a media format that is suitable for carrying out the method 选择与教学方法相适应的媒体格式 ; (3) selecting, modifying, or designing specific materials within that media format 按照特定的媒体格式，选择、修改或设计特定的教学材料 。 |  |
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| **4.1 Choosing a method** **选择教学方法**      As mentioned in Chapter1, any given lesson will probably incorporate two or more methods to serve different purposes at different points in the progression前进 of the lesson.It would be overly过度地 simplistic to believe that there is one method that is superior to优越于 all others or that serves all learning needs equally well. Any given learning will probably incorporate two or more methods to serve different purposes at different points in the progression of the lesson.  首先，不要简单地认为有一种教学方法超过了其他的方法，能够适用于所有的教学环境；其次，随着教学的进展，我们需要采用不同的教学方法服务于不同的教学内容。  **Examples:**  •  **Game & Simulation** **：** At the beginning of lesson, gain attention and arouse interests  •  **Presentation & Demonstration & Discovery & Cooperative learning** **：** Present the new information; Organize the activities in classroom; Ask students to learn by themselves.  •  **Drill-and-practice & Program instruction:** Provide practice in the new skills and knowledge. |  |
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| **4.2 Choosing a media format** **选择媒体格式**  **(1) Definition**  **A media format** is the physical form in which a message is incorporated and displayed. Each media format has their own different strengths and limitations in terms of the types of messages that can be recorded and displayed. There are many “media selection models”, they usually take the form of flowcharts and checklists.  媒体格式就是组成信息和显示信息的物理格式。按照记录和显示信息的方式来看，每一种媒体格式都有自己的优点和局限。多年来，人们开发出了很多的媒体选择公式，也叫选择模型，通常采用流程图或者检验表的方式。  **media format include** **，** **for examples:**  •  **Flip charts活动挂图、浏览图表** : still images, text;  •  **Audio:** voice and music;  •  **Slides幻灯片:** projected still images;  •  **Video:** moving images on a TV screen;  •  **Computer multimedia:** graphics, text, moving images on a monitor; |  |
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| **(2) How to choose the media format**  ① Instructional situation or setting (large group, small group or self-instruction)  ② Learner variables变量 (reader, nonreader, or auditory preference)  ③ The nature of the objective (cognitive认知的, affective,情感的 motor skil动作技能l, or interpersonal人际的)  ④ Presentational capabilities of each of the media format (still visuals, motion visuals, printed words, or spoken words)  ⑤ Capability of each format to give feedback to the learner. |  |
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| **4.3 Obtaining specific materials** **获取特定教学资料**  Obtaining appropriate materials will involve three alternatives:  **(1) Selecting available materials.** 选择可用的教学资料  **(2) Modifying existing materials.** 修改现有的教学资料  **(3) Designing new materials .** 设计新教学资料素材      If materials are already available that will allow your students to meet your objectives, by all means use them, thus saving your work, time and money. When the materials available do not completely match your objectives or are not entirely suitable for your audience, an alternative approach is to modify them. If this is not feasible, the final alternative is to design your own materials. Even though this is more expensive and time consuming, it allows you to prepare materials to serve your students and meet your objectives. |  |
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| **5** **．** **Utilize Media and Materials**      The fourth steps in the ASSURE model is the use of media and materials by the students and teachers. In teacher-centered instructional system, teacher usually prepare some materials and media, and present them to the whole class, students can only watch the screed and listen to the teacher. But in students-centered instructional system, students can use the materials by themselves- as individuals or in small group. No matter the teacher-based or students-centered instruction, we also can follow the “5Ps” strategy. |  |
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| **(1) 1P: Preview the materials** **预览资料**      We must use the materials with previewing them first! During the selection process we should determine that the materials are appropriate for our audience and objectives. We should insist on previewing the materials by ourselves! Only a thorough understanding of the contents will enable you to use the media and materials to their full potential!  在使用教学材料之前，教师要预先浏览材料，不能贸然使用任何一种教学材料（暴力、性行为等应极力避免）。 |  |
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| **(2) 2P: Prepare the materials** **准备资料**      The first step is to gather all the materials and equipment that you and students will need. And then, determine in what sequence you will use the media and materials. You can keep a list of the materials and equipment needed for each lesson and an outline of the presentation sequence of the activities.  首先，收集教师和学生需要的所有教学材料和设备；然后确定按照什么顺序使用教学材料和媒体。      For a teacher-based lesson, you may want to practice using the materials and equipment. But for a students-based lesson, it is important that students have access to all the materials, media, and equipment that they will need.  在以教师为主的课程中，教师需要提前练习各种设备的操作；在以学生为中心的环境中，要保证有足够的教学材料、媒体和设备，供学生使用。 |  |
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| **(3) 3P: Prepare the environment** **准备环境**      Certain factors are often taken for granted for any instructional situation--comfortable seating, adequate ventilation, climate control, suitable lighting, and the like.  无论学习在那里发生——教室里、实验室里、媒体中心或者田径场——都需要具备一定的设备条件。你要提前检查这些条件是否具备，设备是否操作正常，能不能用。安排好这些条件，让所有的学生都能够看清楚，听清楚。 |  |
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| **(4) 4P: Prepare the learners** **让学生做好准备**      Research on learning tells us very clearly that what is learned from an activity depends highly on how learners are prepared for the lesson. Preparing learners is just as important when you are providing a learning experience. Prepare the learners means how to capture the attention of learner? Sometimes, we usually do it like following:  • An introduction giving a broad overview of the content of the lesson; 首先概括地介绍本章内容；  •  A rationale telling how it relates to the topic being studied; 原理性的说明本节课与之前课程之间的关系；  •  A motivating statement that creates a need to know by telling learners how they will profit from paying attention; 激励性的陈述，告诉学生他们今天的学习收获是什么，创造学习的需求；  •  Cues directing attention to specific aspects of the lesson. 提供线索，把学生的注意力引向教学活动。 |  |
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| **(5) 5P: Provide the learning experience** **用媒体学习**      If the materials are teacher based, you should present like a professional;   If the experience is student centered, you must play the role of guide or facilitator, helping students to explore the topic on the Internet, discuss the content, and prepare materials for a portfolio, or present information to their classmates.  如果课堂是以教师为主的，那么教师应该表现得像一个专业人士“演示技巧”，如果是以学生为主的，那么教师的角色应该是引导者的角色。 |  |
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| **6** **．** **Require learner participation**      Remember, students learn best when they are actively involved in the learning. The passive learner has more trouble learning whatever we try to pour into his/her brain. Whatever your teaching strategy, you can incorporate questions and answers, discussions, group work, hands-on activities, and other ways of getting students actively involved in the learning of the content. It is up to you, the teacher, to make sure that all your students have opportunities to participate in the learning activities in the unit plan. Avoid lecturing for an entire hour. Listen to your students and allow them to become aware of the content. Allow them to learn as opposed to trying to "teach" them. |  |
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| **7** **．** **Evaluate and Revise** |  |
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| **7.1 Evaluate**      The final components of ASSURE model for effective learning is evaluation and revision. There are many purposes for evaluation.Often the only form seen in education is the paper-and-pencil test, claimed to be used for assessment of student achievement. In this part, we will discuss two purposes: (1) assessing learner achievement; (2) evaluating methods and media. During instruction, evaluation may take the form of student practice with feedback, or it consists of a short quiz or self-evaluation. Evaluation is designed to detect and correct learning/teaching problems and difficulties with the instruction that may interfere with student achievement. The method of assessing achievement depends on the nature of the objective. |  |
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| **7.2 Revise**  **Revise（修正）：** 教学过程的最后步骤就是坐下来，检查你收集到的评估信息。看一看你设想的教学目标和实际达到的目标之间是否有差异？学生是否在一个或多个教学目标上有落后的现象？学生对你使用的教学媒体反映如何？你对选择的媒体是否满意？你应当对课程和课程中所采用的媒体和技术进行反省。并且在课程完成后马上做笔记，在下一次教学前一定要查询这些笔记内容。如果在任何方面有所缺憾，你就要找到问题所在加以修正。使用这种方法可以迅速提高你的教学质量。 |  |