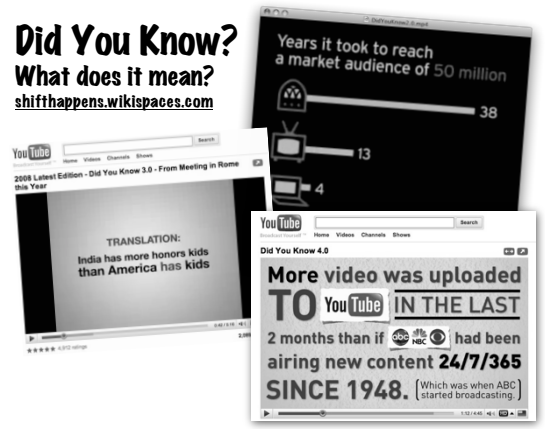


Systematic Instructional Design

The ASSURE model
& ABCD style performance objectives

Did You Know?
What does it mean?
shifthappens.wikispaces.com



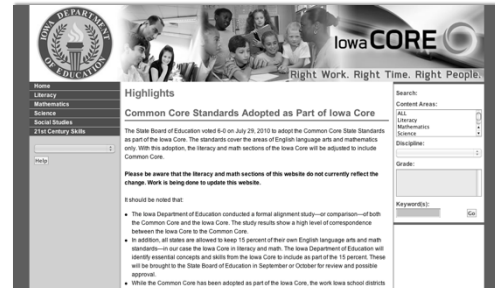
ISTE NETS

- National Educational Technology Standards
 - ✓ NETS-S (for students)
 - ✓ NETS-T (for teachers)
- International Society for Technology in Education
www.iste.org/nets



Iowa Core Curriculum

- <http://www.corecurriculum.iowa.gov>
- www.p21.org/route21



Designing Learning Experiences

Know your learners
Identify where they are now
Target where you want them to go
Help them find their way



Systematic Instructional Design

- Planning for instruction is important
 - ✓ especially when integrating technology!
- Planning is a process
 - ✓ more than thinking about what to do
 - ✓ more than thinking about what you need
- Planning should be methodical
 - ✓ address all aspects of teaching & learning
 - ✓ ensure effective learning experiences for all students

The purpose of your thematic unit

Provides a framework for integrating educational technology—the projects you'll develop **throughout** this course—into the teaching & learning process.

A unit of instruction is...

- Combination of information and environment arranged to facilitate learning by **all** learners as determined by **goals and objectives**.
- A theme provides a common anchor for lessons and can engage learners in study that involves multiple subject areas (like real life).

What is a thematic unit?

- **Multiple lessons designed around a theme**
 - ✓ duration well beyond just one class period
- **Interdisciplinary content**
 - ✓ Activities involve multiple subject areas
- **Learning goals & objectives**
- **Variety of media, methods, & materials**
- **Instruction aligned with standards/curriculum**

Planning your own thematic unit

1. **Brainstorm theme ideas**
 - ✓ Familiar topics that would appeal to learners
 - ✓ Something to encompass 3-4 different lessons
2. **Consult Iowa Core or Iowa City benchmarks**
 - ✓ age-appropriate, interdisciplinary learning outcomes
 - ✓ basis for writing your learning goals & objectives
3. **Complete RWLDs and use assignment page**
4. **Use the template provided**

Unit Description Template

I. Unit Context

II. Learner Characteristics

III. Goals & Objectives

You must use the template provided on the assignment page. Retain numbering & headings throughout.

Thematic Unit Description	Your Name Here
I. Unit Context	
1. What is the unit about?	
2. What is the intended grade level and what other class period will be utilized?	
3. What subject topics or concepts will be included in the unit?	
4. What is the anticipated duration of the unit?	
5. How do the unit activities fit with learning objectives of students? (Include the learning objectives from the Iowa Core or Iowa City benchmarks in the unit context.)	
6. What are the unit goals? (Include the objectives or learning outcomes and what resources are available to students, including their teacher.)	
II. Learner Characteristics	
1. General Characteristics: Describe the learners in your classroom, including all the uses of the unit about to help to ensure all requirements are met.	
2. Cultural Diversity: Describe the cultural diversity of students in the classroom (include race, ethnicity, religion, socioeconomic status, language or other characteristics as appropriate).	
3. Special Needs: Identify the special needs of any individual students.	
4. Other considerations: How do you anticipate or address the needs of your students?	
III. Learning Goals and Objectives	
Provide three or four goals and objectives and at least two (two) measurable objectives. (Include the Iowa Core or Iowa City benchmarks in the unit context.)	
How do you plan to assess the unit? (Include the assessment or learning outcomes and what resources are available to students, including their teacher.)	
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Resources

- **This presentation & handout**
- **Links on the thematic unit description page**
 - ✓ [Planning for Instruction](#) web site (from RWLDs)
 - ✓ Iowa Core / Iowa City benchmarks
 - ✓ Template for paper (must be used)
- **Quiz 2**
 - ✓ Instructional planning, goals & objectives

ASSURE Learning with Technology

Analyze Learners

State Objectives

Select Methods, Media, and Materials

Utimize Media and Materials

Require Learner Participation

Evaluate and Revise

ASSURE

▪ Analyze Learners

- ✓ Who are the learners?
- ✓ What are their unique characteristics?
- ✓ What do they need to be successful?
- ✓ What motivates them to participate?

Thematic Unit Description, Section II

ASSURE

▪ State Goals & Objectives

- ✓ Writing good objectives takes time
- ✓ Writing objectives helps you...
 - prepare lessons
 - assess learning
 - evaluate lesson effectiveness

Thematic Unit Description, Section III

ASSURE

▪ Select Methods, Media and Materials

- ✓ Driven by previously stated goals & objectives.
- ✓ Choose methods to facilitate learning experiences.
 - Teacher-centered vs. Learner-centered approaches
 - See the [Planning for Instruction](#) website (RWLD)
- ✓ Adapt media & materials to facilitate the planned instructional methods.

(as you design your projects this semester)

Instructional Methods (see web site)

Teacher-centered

- Demonstration
- Direct instruction
- Lecture
- Lecture-Discussions

Learner-centered

- Cooperative learning
- Discussion
- Discovery
- Journaling / Blogging
- K-W-L
- Learning centers
- Role-Playing
- Scaffolding
- Problem-based inquiry
- Simulation
- Digital storytelling

ASSURE

▪ Utilize Media and Materials

▪ The "Five Ps"

- ✓ **preview** (most important!)
- ✓ **prepare** materials
- ✓ **prepare** environment
- ✓ **prepare** learners
- ✓ **provide** learning experience

ASSURE

Require Learner Participation

- ✓ Engage students for effective learning to occur
- ✓ Some approaches encourage this more than others
- ✓ some media & technology foster this better than others

ASSURE

Evaluate & Revise Instruction

- ✓ assess student outcomes
- ✓ appraise the learning experiences
- ✓ consider value added from the media
- ✓ identify ways to improve
there's always room for improvement!

ASSURE Learning with Technology

Analyze Learners

State Objectives

Select Methods, Media, and Materials

Utimize Media and Materials

Require Learner Participation

Evaluate and Revise

Goals and Objectives

- Section III of your unit description
 - ✓ 3 goals with at least 2 objectives per goal
- Both describe what learners will achieve (not what the teacher hopes to do)
- Both describe outcomes, not activities
 - ✓ Goals describe broad outcomes
 - ✓ Objectives describe specific, observable & measurable performances

Goal Statements

- Overall intended outcomes of instruction
 - ✓ not necessarily observable or measurable
 - ✓ broad targets
- Align with ICC or DM essential skills & concepts

Students will expand their knowledge about healthy foods.
-ICC Health Literacy, K-2

Performance Objectives

- Observable and measurable outcomes
 - ✓ Specific knowledge or skills that students can demonstrate as a result of their learning activities
- ABCD model
 - ✓ Behavioral performance outcomes
 - ✓ Specific...helps to design good assessment measures

Given pictures of food items (C), second grade students (A) will identify which foods are a good source of calcium (B), with 90% accuracy (D).

The “A” of ABCD Objectives

- “Audience” (learners)
 - ✓ the one who demonstrates their learning
- Who are the learners?
 - ✓ Be specific. More than just “students”

...second grade students (A)

The “B” of ABCD Objectives

- “Behavior” (performance)
 - ✓ what can the learner demonstrate after instruction?
 - ✓ Use observable & measurable performance terms
 - ✓ See the Helpful Hundred
- Describes the outcome – not a learning activity

...identify which foods are a good source of calcium (B)

The “C” of ABCD Objectives

- “Condition” (circumstance)
 - ✓ what resources may or may not use
 - with the use of..., given pictures..., without assistance, etc.
 - ✓ what situations or format will be employed
 - on a test..., in 300 words or less..., working in groups, etc.
- Under what circumstances will students demonstrate their learned knowledge or skill?

Given pictures of food items (C)...

The “D” of ABCD Objectives

- “Degree” (measure of success)
 - ✓ measure of proficiency relevant to the “B”
 - ✓ can be % accuracy, a particular level of acceptance, or qualitative indicator if stated in measurable terms
 - ✓ defines the minimum level of success
- What minimum level of proficiency is expected?

...with 90% accuracy (D)

Well-Written ABCD Objectives

- ✓ Stated in complete sentence form
- ✓ Not necessarily limited to a single sentence
 - write two sentences, if necessary, but be concise
- ✓ Contain all four parts, though not necessarily in order
 - CABD order often works well
- ✓ Help students & teachers understand expected outcomes of learning activities

Given pictures of food items (C), second grade students (A) will identify which foods are a good source of calcium (B), with 90% accuracy (D).

Objectives Checklist

- Audience
 - ✓ Specific learners (more specific than just “students”)
- Behavior
 - ✓ demonstration of learned knowledge or skill
 - ✓ observable & measurable performance
 - ✓ describes the learning outcome, not the assessment instrument, format, or learning activity
- Conditions
 - ✓ circumstance, format, or resources which may be used
- Degree
 - ✓ minimum level of success with regard to stated “B”
 - ✓ measurable