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This study proposes a novel instructional design model, ASSURE, which focuses on active learning strategies for enhancing higher-order thinking skills in students. The model comprises six stages and has been proven effective through rigorous testing. A Higher Order Thinking Test with 40 multiple-choice questions was also developed to assess student understanding. However, traditional education in Iraq often relies on rote memorization rather than interactive teaching methods, resulting in ineffective learning processes. This study aims to address this issue by employing the ASSURE model and active learning strategies in science textbook instruction for intermediate school students. The research problem is centered around the question: What impact does an ASSURE-model instructional design based on active learning have on higher-order thinking skills among 1st intermediate school students? The significance of educational design lies in its ability to improve teaching practices, save time and effort, and facilitate effective student-teacher interactions. The study seeks to clarify the role of teachers in facilitating learning processes and promoting a deeper understanding of scientific material through interactive approaches. By employing the ASSURE model, this research aims to contribute to the development of more effective educational practices in Iraq, ultimately enhancing student learning outcomes. Evaluation of students' learning and learner's reaction is crucial. Instructional designers and training developers rely on ADDIE and ASSURE models to create reliable training courses. These models comprise distinct phases that serve as guidelines for building effective training and performance support tools. The ADDIE model consists of five phases: Analysis, Design, Develop, Implement, and Evaluate. In the Analysis phase, professionals identify learning needs, objectives, and performance gaps, as well as learner characteristics and constraints. The Design phase involves developing a plan to achieve identified objectives, including optimal courseware design and strategy reports. The Development phase executes the plan, involving technology integration, debugging procedures, and project reviews. Implementation involves piloting and testing the learning solution, ensuring it meets set goals. Finally, the Evaluate phase reviews resources and goals, ensuring objectives meet business needs. The ADDIE model is a widely-used instructional design approach that involves six phases: Analysis, Design, Development, Implementation, Evaluation, and Iteration. While it can be effective for certain types of training programs, some critics argue that it can be too rigid and time-consuming. One alternative to the ADDIE model is the ASSURE model, which also has six phases: Analyze learners, State standards and objectives, Select methods and media, Utilize media and technology, Require learner participation, and Evaluate and revise. The ASSURE model prioritizes learner engagement and technology integration, making it a good fit for modern learning environments. It encourages designers to analyze learners' needs and preferences, state clear objectives, select effective media and technologies, and utilize them in ways that promote active participation. The final evaluation phase helps ensure that the program is meeting its intended goals. In contrast to the ADDIE model, which can be seen as a more traditional waterfall approach, the ASSURE model is designed with flexibility and adaptability in mind. It allows for continuous iteration and improvement, making it well-suited for dynamic learning environments where learners may have different needs and preferences. The ASSURE model of instructional design emphasizes learner-centered analysis and consideration, ensuring that programs align with learners' needs and that content and objectives are conducive to learning. It leverages technology to deliver learning materials through incorporated media, potentially enhancing information retention for longer periods. The model also provides guidance for writing well-stated learning objectives using the ABCD framework. However, some critique ASSURE for being too focused on academic settings, with a suggestion that it should be adapted for broader use in workplace settings. It is also considered to have a narrow scope, focusing on a single lesson or module, which can make it time-consuming to implement due to the need to constantly reassess learner needs and determine appropriate technologies. Despite these limitations, ASSURE remains a valuable tool for instructional design, especially when considering its potential to support remote learning programs utilizing innovative modalities like AR and VR. Its emphasis on interactivity, connection, and support for learners is also noteworthy.