### ASSURE Model

*A task sheet for students to work through several times and hopefully then internalise.*

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|  | **Stage** | **What?** | **Example** |
| 1 | Analyze  learners | * Analyze learners’ characteristics * Their competencies * Their learning styles |  |
| 2 | State  objectives | * State lesson objectives * Using the ABCD format |  |
| 3 | Select  methods | * Select all of the methods, media, and materials required. * Modify all of the methods, media, and materials required. * Design all of the methods, media, and materials required. |  |
| 4 | Utilize  methods | * Utilize the methods, media and materials to implement the lesson. |  |
| 5 | Require  participation | * Require learner participation in all of the lessons. |  |
| 6 | Evaluate  learners | * Evaluate learner outcomes with objectives and revise as necessary. |  |

**The ABCD Format**

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|  | **Steps** | **Description** |
| A | Audience | * The audience is the group of individuals who are targeted for instruction. * While at first this seems straight forward, many times employees will ask “will I get anything out of this training?” or “should I attend this training?” or “who is supposed to go to this training?” * Without a clear-cut audience in mind, it is difficult to pinpoint exactly who gains from the training and who would be better served in a different class. |
| B | Behaviour | * The behaviour element of the objective indicates the desired outcome of the particular learning event. * The behaviour will be stated in the following form “will be able to detail properly” or “will be able to discuss the mechanism of action with the doctor.” * The behaviour is what you want the person to be able to do as a result of the training. * It is important to clarify the behaviour because training programs can get off track when the desired outcome of the activity is not clearly defined. |
| C | Condition | * The term “condition” describes circumstances under which the behaviour should occur. * An example would be “when calling on a doctor,” the condition describes a trigger for the desired behaviour. |
| D | Degree | * The term “degree” represents how well the student must perform to be considered acceptable. * The degree of the objective is the measurable component. * Measures can be expressed as level of productivity, quantity, quality, time, internal or external examiner requirements, or other criteria gained from actual or anticipated work practices. |