International Journal on New Trends in Education and Their Implications
July 2015 Volume: 6 Issue: 3 Article: 04 ISSN 1309-6249

DESIGNING PCM INSTRUCTION BY USING ASSURE INSTRUCTIONAL DESIGN MODEL

Res. Assist. Bünyamin BAVLI
Yıldız Teknik University
Faculty of Education
Istanbul-TURKEY

Assoc. Prof. Dr. Yavuz ERİŞEN
Yıldız Teknik University
Faculty of Education
Istanbul-TURKEY

ABSTRACT

It is important to know Project Cycle Management (PCM) at the stage of preparing proposals and taking part in different roles (as a partner, a participant, a coordinator, expert, etc.) in individual and institutional projects of European Union, The Scientific and Technological Research Council of Turkey, Development Agency and other locally and internationally funded projects. In this study, Project Cycle Management (PCM) Instruction was designed for instructors and PhD candidates by using Assure Instructional Design model. In the context of the design, first, analysis of the learners, general characteristics, entry qualifications and learning styles are presented. Then, in line with the objectives of the design principles as it's recommended by the Heinich and his colleagues, objectives of the instruction and educational attainments were stated by using ABCD's of instructional objectives. During the selection of method, media and materials to be used in PCM, learners' characteristics were taken in to account. Later on, information about reviewing the selected media and materials, the use of the learning environment, preparation and participation of learners were presented. Finally, assessment and evaluation plan was presented in order to determine the level of access to objectives of the instruction.

Key Words: Instructional Design, Assure Instructional Design Model, Project Cycle Management (PCM).

INTRODUCTION

Helsinki Summit held in December 1999 and recognized the right to be a candidate country to Turkey. Particularly since October 2005, the opening of negotiations with the European Union (EU) integration process with the European Union, in the context of Turkish public, it is in a positive way compared to the past Kaya, 2011). Turkey started legislating in many areas such as fundamental rights, women, children, agriculture, husbandry, fisheries, food safety, consumers, and transportation according to European Union norms. In other words, began to adapt to the European Union and at the same time started to benefit from EU funds.

There are several EU grants which are locally (Center of European Union Education and Youth Programs) and Executive agency (European Commission Education, Audiovisual and Culture) coordinated grants except from the governmental and ministerial level EU grants. These projects differ in the context of budget, process, content, partners, time and executive types. But, identifying need based proposals, justification, identifying appropriate partners and associates are important variables for the acceptance of the project proposal and a qualified project process. Within this scope, during the academic life, it is important for the instructors and candidate instructors to know PCM to carry out various kinds of projects.

In short, a project is reaching the goal in a certain time with a shoestring budget (European Commission, 2004). But just knowing the definition of the project is not sufficient to prepare a project proposal and carry out the Project. For a qualified project process, one needs to know how to manage the Project process. To do that, it is necessary to know Project cycle management (PCM). PCM is an approach to carry out a project in a qualified and remarkable manner from the idea and termination stage of the Project (Tekindag, 2005). But here, termination of a project does not mean the termination of the actions, but the Project itself included in the dissemination. A qualified PCM instruction is based on a qualified instructional design model. Instructional design aims to unravel instructional complications by analyzing learners and realizing learning experiences according to the analysis (Moore, Bates & Grundling, 2002). Another definition of the instructional design is made by Branch as following an action of planning objectives, defining teaching strategies, deciding on media and material and finally evaluation (Branch, 2009).

There are different kinds of instructional design models in the literature such as Assure, ADDIE, Kemp's, Dick and Carey, instructional design model. One of these models is, Assure instructional design model. In this study, Assure instructional design model was utilized to design a PCM instruction. Before the designing the PCM, Assure instructional design model was delineated briefly.

ASSURE INSTRUCTIONAL DESIGN MODEL

Assure instructional design model is, one of the various design models, used for Instructional Design. Assure model is preferred in media and technology integrated instructions. In addition to being organized, it is a strategy and idea to assist instructor on designing and evaluation of the instruction. (Asad, Hassan & Sherwani, 2014).

As stated in the definition of the model, it is important to use technology and media in this instructional design model. The model is the acronym of six components which are analyze learners, state objectives, select methods, media, materials, utilize media & material, require learner participation, evaluate and revise.

Analyze Learners

It is prominent to learn about the learners feature at the beginning as the instruction is designed according to the learners' features. In the process of Assure instructional design, first step of the design is examining the learners. At this stage, learners are examined in the context of general characteristics, specific entry competences and learning styles (Heinich, Molenda, Russell & Smaldino, 2002).

State Objectives

After defining the learners and their features, not in detail but generally and especially in the context of entry requirements, "stating clear and specific objectives designed by instructor or taken from the supporting course materials is important for both establishing learner expectations and setting the criteria for what media and technology will be suitable for the particular course" (Aziz, 2003). Objectives should be stated according to the A, B, C, Ds of objectives (Heinich, Molenda, Russell & Smaldino, 2002). Following, A, B, C, Ds of objectives were delineated:

Audience: For whom the objective is for? Who are the learners? What are their general characteristics?

Behavior: Capability or behavior to be displayed. What kind of behavior is expected to be performed at the end of the instruction?

Conditions: Circumstances under which the behavior will be observed. Under which circumstances behaviors are expected to perform by learners?

Degree: Degree of the mastered new skill. What should be the level of the learned skill? What is the framework of the new skill?

Select Methods media, materials

At this stage, instructor defines methods, media, and materials to be used during the course instruction. Furthermore, at the stage of selecting methods, media and materials for an instruction, it is important to choose the methods, media and materials according to the needs of learners. In addition to being objective, recent and efficient, they should also be compatible with objectives, teaching plan, curriculum. (Asad, Hassan & Sherwani, 2014).

These steps are significant as there is a strong relation between the choosing methods, media, and materials according to the needs of learners. What is more, if the methods, media, and materials do not match with the curriculum, objective of an instruction, and learner's needs, it may be difficult to get the objectives of an instruction.

Utilize media and material

For this stage, the instructor makes a plan on how to use technology, media and material to accomplish instructional strategies. For instance, it may be previewing the technology, media and materials; preparing the technology, media and materials; preparing the environment and learners; and providing the learning experience (Bayne, 2014, p.3).

Require learner participation

In teaching-learning process, it is known that, participation of learners to the course and activities support learning in a positive way. That is why; instructors try to include the learners to learning process and give them feedback on their behaviors. Various approaches also accentuate significance of giving feedback (Heinich, Molenda, Russell & Smaldino, 2002, p.73):

- For the Behaviorists, giving feedback is important as it reinforces the appropriate behaviors,
- For the Cognitivist, giving feedback is important as it enriches the learners' mental schemata,
- For the Constructivist, giving feedback is important as meaning is enhanced with each personal experience,
- For the Social psychologists, giving feedback is important as it provides both corrective information and emotional support.

Evaluate and Revise

At the evaluation and revision stage, the instructor tries to define whether the students reached the goals that were defined at the beginning of the instruction. To realize that, the instructor may use various kinds of measurement instrument but that does not mean that during the process of instruction, instructor does not need to do anything else.

In this study, "Project Cycle Management" instruction was designed with the Assure instructional design model. The aim of this design is to increase project proposal preparation and management knowledge skills of instructors and PhD candidates who are lecturing and studying Yildiz Teknik University (Which is a state university located in İstanbul), Faculty of Education, Department of Curriculum and Instruction. Educational Sciences and thus increase their role as a beneficiary in projects such as the European Union, TUBITAK (Scientific and Technological Research Council of Turkey), Development Agency and so on.

LEARNER ANALYSIS

In this section, the general characteristics, entry competences and learning styles of PhD candidates and instructors of educational programs in Yıldız Teknik University, Faculty of Education, and Department of Educational Sciences have been discussed in detail below. Required information was gathered through interviews, monitoring and group discussions the researcher during the PhD courses of Curriculum and Instruction at the same university in 2013 Spring term.

Learners' general characteristics

PCM training learners consist of instructors and PhD candidates in Yildiz Teknik University Faculty of Education, Department of Curriculum and Instruction. As PhD candidates are also willing and candidate instructors, they are also included in the PCM instruction together with the instructors. At the following, general characteristics of the learners were presented on table 1.

Table 1: Learners' General Characteristics

Learners	Number	Academic title	Gender	Age	Department
Instructors	1 5 6 5	Prof. Ass. Prof. Assistant Prof. Res. Ass.	Male :11 Female: 6	25-55	Curriculum and instruction
PhD candidates	8	PhDs	Male :5 Female:3	27-45	

As it is clear on table 1, there are 17 instructors and 8 PhD candidates who are from both genders (female-male) and in different age ranges. The ages of learners ranges from 27 to 55. Furthermore, all the learners lecture or study at the same department, Curriculum and instruction and University.

Instructors and PhD candidates are informed about the European Union, TUBITAK, Development Agency projects. Instructors were institutionally partners of TUBITAK and the European Union projects and individually participated as project members. Also, one of the candidates received education from abroad for 1 year within the scope of Jean Monnet project

Entry Competences

The entry competences of instructors and PhD candidates with respect to PCM training were presented below:

- Foreign language for EU projects (at least B1 degree in English Writing skills)
- Computer knowledge (Word and Excel from MS Programs)
- Internet use (online data search, data storing, carrying and sharing)
- Have participated in any program under the EU Project (participant, executer, partner, researcher),
- Preparing, executing and reporting a TUBITAK project under various programs,
- Having knowledge about scientific research methods,
- Having conducted a scientific research (writing an article, thesis, thesis supervisor),
- Having knowledge on assessment and evaluation,
- Have participated in EU Project briefing seminar.

Moreover, during the unstructured interview process carried out by the researcher, who is also a PhD candidate and research assistant at the same university, faculty and department, with the lecturers and PhD candidates, it was observed that the learning group was willing to conduct European Union, TUBITAK and Development Agency projects. This motivation destines the learning group to participate in the PCM instruction which would be held by the researcher who is an expert on projects especially EU projects. The PCM instruction designed with Assure instructional design model will be held in the context of TUBITAK Science and Society Innovative Training Practices grant in the near future with the subject group.

Learning Styles

PhD candidates and instructors were observed to have analysis, synthesis, assessment, and group work and discussion skills according to their level of education, age and cognitive developments. But in any case, learning styles scale adapted to Turkish by Gullu (2015) will be used in order to determine individual learning styles of the participants. Teaching will be carried out according to the test results (taking into account learning styles of the learners). In case of differences in learning styles of learners, differential teaching methods will be used for

PCM instruction. Differential teaching can be defined as instructors' diversifying teaching contexts, processes, products and learning environments according to learner characteristics in order to promote best learning (Tomlinson, 2000).

Audio visual aids will be used in order to enable a permanent learning and to appeal to individuals with different learning styles. Various teaching methods, audio visual materials will be used throughout the teaching process by considering the feature of the teaching subject and learning styles of the students.

STATING THE OBJECTIVES

At this stage, in the context of the PCM instruction, first of all, target audience was presented. Later on, 5 objectives and behaviors to be performed under the objectives were presented. Finally, behavior requirements and standards of PCM were presented. These objectives were stated in the context of A, B, C, Ds of objectives. A (Audience: participants of the learning program), B (Behavior: should be measurable and observable), C (Conditions: under what conditions can the acquired skill be defined), D (Degree: the degree of the acquired skill: time limit, accuracy rate etc.) format was considered (Ocak, 2011:.89).

Target Audience

Target audience of the PCM instruction is instructors and PhD candidates lecturing and studying in Department of Curriculum and Instruction.

Behaviors

During the PCM instruction, it is expected from instructors and PhD candidates to reach following objectives and perform the behaviors.

Objective 1: Understand the features of the project
Becoming aware of the basic terms of the project before preparing a project proposal and launching the project will contribute to the preparation and execution stages.

Behaviors

1. Explains the concept of project,
2. Explains the basic features required for the project,
3. States the principles that are crucial while preparing the project proposal,

Objective 2: To be able to explain Project Cycle Management
Project cycle management contributes project design quality, support project implementation process, ensure benefits. In other words, it is minimizing hindrances and maximizing the efficiency of project process (Bilgi, 2013).

Behaviors

1. Explain the concept of project cycle,
2. Explain the stages of project cycle,
3. Explain the benefits of project cycle,
4. Explain the principles of project cycle management.

Objective 3: Being able to prepare a logical framework table
Logical framework is an approach used in PCM for structuring the project aims and management. Logical framework matrix is a frequently used tool to resume and monitor the data related to the project. Planning the activities and analyzing the project status are the basis of the logical framework matrix (Bilgi, 2013).

Behaviors

1. Explains the historical process of the logical framework approach,
2. Lists the benefits of the logical framework approach,

3. Explains the stages of the logical framework approach,
4. Prepares a logical framework table.

Objective 4: Being able to define the grant resources.
When the beneficiary is familiar with grant resources, this helps being informed about how to prepare the project, the requirements for the project proposal, deadline of the project, total amount of grant, necessity for co-financing and other requirements. Thus, it is important that beneficiaries are familiar with the grant resources and their requirements during the proposal stage. There are 8 different national and international non-refundable grants resources in Turkey. These are (MEB, 2011):

1. Ministry of Education Grant Scheme,
2. IPA Grant Programs,
3. Head of the EU Education and Youth Program Center (National Agency),
4. Development Programs,
5. TUBITAK,
6. Development Agencies,
7. Non-Governmental Organizations,
8. European Commission.

Behaviors

1. Explains the types of grant resources,
2. Lists the differences between grant resources,
3. Lists the features of grant resources,
4. Explains the functions of grant resources.

Objective 5: Being able to fill the grant program application form.
The project application form is the area in which the information gathered from the PCM training is practiced. The individual who participates in the PCM training should be able to state a project proposal. In other words, an individual who applies for a project is expected to be able to express; reason for the project, method, action plan, time management etc. in written form. Expressing in a clear, intelligible and direct language is crucial for the acceptance of the project proposal when using written language as the communication tool.

Behaviors

1. Is familiar with the forms of different grant resources,
2. Explains that application requirements of grant resources,
3. Lists the items required while applying for grant resources,
4. Explains the features of the main section of the grant application form,
5. Prepares the documents required for grant resources application,
6. Fills in the grant application form carefully according to the call for proposal and item titles.

Requirements of Behaviors

- Read the call for project,
- Exploit the literature related to the project application content,
- Gather information related to the project application content from experts (at least 3),
- Write the project with a coordinator, partner and participants,
- Consult experts and project experts about the project proposal after writing the project,
- If the application is in English, consult an expert (at least) 1 for language check,
- Fill in the project application form section with word processing software.

Behavior Standards

Together with various assessment and selection criteria of grant resources, there needs to be shared features in order for the proposals to be granted. For instance, as there are different kinds of grant sources, preparing the proposal according to the project application guide is extremely significant. In addition to that, project proposal should be compatible with the project assessment and selection criteria. On the other hand, just

obeying some rules on the grants but also the careful language usage has also importance. In this context, project proposal should be prepared according to spelling and grammar rules of the application language. This is important as there is one communication channel which writing and one way. Furthermore, there should be relationship with the objectives, activities and the budget, unnecessary activities should not be included and should not be requested inconsequential budget. This may cause the proposal not be accepted by the grant authority. Another notable case to be taken into account during the proposal preparation process is choosing economic ways in transportation, communication and access tools etc. Determining the partners and participants of the project in accordance with the project content and activities is highly important too.

SELECTING THE INSTRUMENTS AND REQUIRED MATERIALS

Characteristics of the learning group are equally important as the context in determining the methods, instruments and materials that are to be used in the teaching process. Thus, in order for PCM training, instructors and students to reach targeted goals and behaviors, teaching methods and techniques, instruments and materials were selected according to their characteristics. Following elements were also taken into account:

- Objectives,
- Context structure,
- Duration and cost,
- Number of students and classroom size,
- Level of student readiness.

The methods and techniques that are to be used in PCM training are given below:

1- Teaching through presentation

Presentation is used in the case the learners pre-learning are in adequate. In this method, it is the instructor who explains the concepts clearly and apprehensible (Sahan, Uyangor and Isitan, 2011). The terms and explanations in the PCM training will be given by instructor (s) in an order as follows:

a- Preparing the student for learning by using comparative and explanatory advance organizers
Learners will be acknowledged about the objectives and become familiar with the project experiences through advance organizers (gaining attention, examples, terms, schemes, prior information) before the teaching stage begins.

b- Explaining the subject with the deductive method
Different and same features of each subject will be explained from general to specific throughout the PCM training.

c- Ending the teaching stage
Learnt information will be repeated at the end of each class of the PCM training under the guidance of the instructors.

2- Cooperative Learning

"Cooperative learning is the joint work between groups in order to maximize their learning levels" (Cubukcu, 2011). Although there are many cooperative learning techniques, small group teaching and group research techniques will be used while filling in the application form for PCM training (especially during the proposal preparation stage). Maximizing the learning levels of the learning group in accordance with the aim of the cooperative learning method by allowing them to benefit from each other during the implementation stage is crucial.

- Small group teaching

Students determine their subjects do research and discuss with other group members in this learning technique and student opinions are taken into account during the assessment stage.

- Group research

This technique allows the group to actively play a role in the process. This role begins with determining the research subject and continues to the end of the process. At the final stage of the PCM training, group members determine the project proposal under the supervisory of the instructor, titles of the subject in the application form are distributed to each member and the presentation is carried out by the group in front of the class.

3-Project-Based Learning

Project based learning is an approach of learning depending on designing, imagination, planning and fictionalizing (Erdem, 2002). Because PCM structure is compatible with the project based learning approach, it will be used so that students can prepare a project proposal by exploring a subject in detail either individually or with the group. Thus, PCM training will be designed according to the 6 principles of the project based learning approach (MoEM, 2006):

a- Beginning the lesson with a question: Beginning the subject with a true problem in life,
b- Planning: Do planning according to the project content and standards,
c- Program: Make a time program for the project,
d- Monitoring: Observing the roles of group members according to the learners and their projects, providing counseling and guidance service for learners throughout the process
e- Review: Exploring the learning outputs throughout the process and giving feedback to students,
f- Assessment: Enabling students to make an assessment with the group, giving them the opportunity for question and discussion.

4-Question-Answer Method

In previous explanations project cycle management was defined as a process for developing and completing the project idea by considering quality, productiveness and efficiency (Tekindag, 2005). Questions and answers are regarded as crucial factors in promoting quality, productiveness and efficiency especially at the analysis and synthesis stages. This method is important in PCM training with regards to creating a project idea, determining the activities, setting up a cost table, creating alternative plans for undesired outcomes, creating a logical framework table. Thus, the instructor can execute learning throughout the PCM training with questions and answers based on the analysis and synthesis stages. Learner motivation, investigation, participation, discussion, interpretation etc. are aimed at during the teaching stage.

5-Discussion Method

The discussion method is used in PCM training to decide whether the idea -which the group came up together- should be turned into a project or not, or whether it is appropriate or not. Although there are many techniques in this method, PCM training uses the counter panel technique. The instructor sets two groups in the classroom in order to discuss in detail each group's project idea.

6-Brainstorming technique

Brainstorming is revealing each individual's opinion without any limitations and comments. PCM training uses this technique to determine individual and group proposals and discuss their appropriateness.

The techniques and methods listed were preferred by considering the characteristics of instructors, PhD candidates and PCM training. The instructor can use different methods and techniques in accordance with learner characteristics.

Selecting Media

Audio visual presentations will be made in order to address to different sense organs throughout the lessons. Computers and projections will be used during the teaching-learning activities. In order to help students get ready for the class and revise, the "Project Writing Guide" developed by the Ministry of Education will be handed out to each participant and the instructor will expect related sections to be read before each class. In addition, empty application forms will be given to each participant and an activity will be carried out at the end of each class. Flipchart visual presentations will be used when necessary to support and exemplify the subject. Also, media features developed by Levy and Dickie (1973) will be used:

1- **Visual presentation:** Project presentation assisted with computers and projections will include both written and visual presentations.
2- **Size**: Text length, font size etc. will be taken into consideration.
3- **Color**: Color decisions for the presentation and written materials (logical framework matrix, project application form) will be made carefully; color should not distract the students.
4- **Motion**: The motion feature will be resorted to in order to present motor skills and learning stages.
5- **Language**: The language of the presentation, written form of the project and attachments should be clear and understandable. Only written information will be considered during the project assessment stage, face to face explanations will be impossible and therefore expression will be as crucial as the project content.
6- **Sound and picture match:** It is crucial for the sounds and pictures of the presentation to be compatible with each other.
7- **Arrangement**: In order to prevent any misunderstandings and facilitate learning, expert opinions will be resorted to and corrections will be made when necessary.

Materials

Available materials will be used throughout the PCM training by taking into account objectives and learner characteristics.

1- Logical Framework Matrix

The logical framework matrix is a document which should be filled in according to the project and the project application form, when related sections of the project application form is filled then the related section of the matrix should be filled in too.

2- Pilot Project

The pilot project will be handed to the instructors and PhD candidates prior to the training. Relevant sections will be read in the pilot project after each section of the project is explained. It will also be an example and a guideline when filling in the empty application form.

3- Project Application Form

The project application form will be used in order to practice the given information and decrease the problems participants face during their writing experience. Participants will also be assessed with the information they write on the application form.

4- Budget Plan

Budget is an essential part of a project and is referred to as “activity equals cost” in the project jargon. Budget plan will be used in order to support participant knowledge on how to do ratings, on cost of depreciation, cost amounts of countries and rates etc.

5- Computer and Projection Machine

Computer and projection will be used in order to support written information and share information related to videos, presentation, document, project application form, pilot project and activities etc. Computer and projection will be used to facilitate learning, ensure a permanent learning, make time and cost savings, efficiently exploit the attention period, share learner presentations and discuss them.

6- Flip Chart board and markers

During the PCM instruction, flip chart material will be used in order to support the expressions (exemplifying) and to provide individual explanations and examples. In addition, flip charts will be used while sharing summaries, memos, notes, lesson content, and important information.

7- Project Preparation Guide

Project preparation guides are booklets that explain in detail all the stages of the project. Participants resort to this booklet when writing the project, when revising the subject before and after the lesson, when satisfying

their lack of knowledge and to remember the subjects discussed in the class. Participants can also resort to the guide when filling in the project application form at the end of the project training.

8- Printer

Printers will be used when distributing the written materials throughout the PCM training, when printing the pilot projects, when printing the relevant sections for the activities that are carried out after classes.

USING THE SELECTED MEDIA AND MATERIALS

1. Reviewing the materials

The instructor makes sure that the computer and projection is working before beginning the lesson. They also check whether PowerPoint presentations and videos are working properly before each lesson. They check whether each participant has a project preparation guide, pilot project copy, project application form, logical framework matrix and a budget plan. Finally, they check whether the flip chart and marker is ready for use.

2. Preparing the materials

The instructor prepares the presentation before each lesson and also brings the full and empty copies of the project application form. The logical framework matrix and budget plan will be kept ready during the instruction especially in the practicing phase. Also, learner presentations are sent to students and the instructor to be checked whether their contents are suitable. Presentations are purified from touchy contents. In addition, the materials which were checked and prepared by the instructor are organized according to presentation orders. Computer and projection is opened if the lesson is going to begin with the instructors presentation, but if the lesson is going to begin with learners' project proposal example sections (verbal) then the computer and projection are kept off so as not to distract the students, only written materials are handed to the audiences.

3. Preparing the environment

Classrooms of Yildiz Teknik University School of Education will be used for PCM training. The instructor checks the classroom nattiness, temperature, light, whether there are enough seats and desks etc. before each course. The instructor also checks whether the presentation can be read by each student adequately. In the case of visual and hearing problem, learners with seeing or hearing problems will be seated near the projection, computer and flip chart. The methods and techniques that are resorted to during the lesson should be able to increase communication, participation and interpretation levels. Precautions are taken against possible misfortunes (related to the audio system, printer, projection screen, materials that don't work etc.). The instructor also checks each material and instrument before each course. In fact some resources state that the instructor should make some trials before the teaching stage against any possible misfortunes.

4. Preparing the students

It is well known that there is a close relationship between the readiness levels of learners (motivation) and learning. In order to prepare the students for the lesson, the instructor will explain the goals of the subject before each lesson and also explain what kind benefits these goals will provide while preparing the project proposal. Furthermore, instructor uses clear and comprehensible language and gives the learners opportunity to get at the rules and sources. To attract the notice of learners and motivate them, instructor execute activities such as such as giving general information about the course, underlining requirement and benefits of the subject a head of each course (Heinich, Molenda, Russell & Smaldino, 2002).

5. Ensuring a learning experience

After the preparations and controls were completed, the instructor can start the teaching stage. With the help of the projection, the instructor will begin by explaining the goal of the lesson and refer to the general points of each subject. After the instructor is certain that the computer functions properly, transcripts are legible and the lecturer is heard by each student. Also, the materials (pencil, paper, logical framework matrix, budget plan, project application form etc.) should be made ready for use. In addition, the instructor takes following crucial

items into account which are crucial for an effective presentation will be considered (Heinich, Molenda, Russell & Smaldino, 2002, p. 70):

Preparation

Planning: Before the class starts, the instructor informs the learners about the aim, importance and key concepts of the course.
Trial: Before the class starts, the instructor checks for the order of the course presentation and prepares for the possible questions.
Set Up: Before the class starts, the instructor prepares the computer, projection device, presentation (PowerPoint), flipchart etc. and makes sure that they are working.

Presentation

Anxiety control: During the presentation, the instructor manages his breath and normalizes the level of anxiety.
Presentation: During the presentation, the instructor stands upright, does not turn his back to the learners, does not stand still and moves around during lecturing.

Sound: The instructor should not just read the presentation s/he prepared; he should ground the presentation on the key concepts. S/he should adjust the speed, tone, emphasis and level of the voice properly and highlight the important points.

Eye contact: The instructor should make eye contact with the students and maintain their attention levels.

Gesture: The instructor should stay away from affectation and be natural and should not put his hands in his pockets.

Using visual aids: The instructor should support the verbal information with visual aids and enrich the learning environment.

LEARNER PARTICIPATION

Learner participation is crucial in creating permanent behavior change. This situation is mentioned in different learning theories as well. Achieving learner participation is not only about the learners; there are some responsibilities the instructor should take, too. Thus, the instructor should give feedbacks to the students' behaviors during class. Besides at the end of the course the instructor will have a writing activity of a project proposal about the course subject in order to ensure participation and practice. In this way it will be determined to what extent the learners have learned the course subject and the mistakes they have made in writing. Also, when project proposal writing is over, the learners will present the proposals with the projection device and will have the opportunity to see their mistakes with the help of feedbacks and criticisms of the listeners. This will also make the listeners to participate in the class attentively and with a critical approach.

ASSESSMENT AND UPDATE

Assessment is to determine to what extent the learners have reached the aims of the course. The assessment of the learners' achievements in terms of PCM training is to determine to what extent the students have reached the aims set at the beginning within the frame of ASSURE program design model. Therefore, the assessment will be made according to the participation, practice and project writing.

Class Participation

For the learners to be prepared for the class, participate in the class, ask questions, and express their criticisms, comments and views verbally are very important for learning and correcting mistakes. Besides, in cooperative learning the participation and motivation of the group members are also important. The instructor will assess the learners according to their participation in learning activities in class.

Practice

Practice and assessment of each subject will made before each class on the project proposal forms that students fill in. Learners will complete section writings and share these with the class. Therefore learners will be able observe how much they understood from the subject and also they will have the chance to make corrections. The audience will avoid such mistakes.

Writing the project (Final assessment)

Students are expected to come up with a project proposal at the end of the PCM training. So, final version of the project proposal form that the students fill at the end of each class will be assessed by the instructor according to the proposal call criteria. Moreover, final version of the project proposal will be presented to the other participants in the class and they will be asked to assess it in terms of consistency, relevance, meeting the requests of the section, language, fluency and spelling. Since the ultimate goal of the PCM training is preparing a project proposal, during the assessment the main and effective points will be given according to the project proposal.

IJONTE's Note: This article was presented at 6th International Conference on New Trends in Education - ICONTE, 24-26 April, 2015, Antalya-Turkey and was selected for publication for Volume 6 Number 3 of IJONTE 2015 by IJONTE Scientific Committee.

BIODATA AND CONTACT ADDRESSES OF AUTHORS

Bünyamin BAVLI started teaching English as a Foreign Language in Frankfurt, Germany as an Assistant English Language Teacher about one year in 2006-2007. After turning back to Turkey, he taught English as a Foreign Language at different state schools in Turkey between 2007-2014. He started to work as a research assistant at Faculty of Education, Yıldız Teknik University where he has been also having PhD at the department of Curriculum and Instruction. He received his Master's Degree in Curriculum and Instruction department at Fırat University in 2011. His research interests Curriculum Evaluation, Instructional Design, Curriculum Development, and Teacher Education.

Bünyamin BAVLI
Yıldız Teknik University
Faculty of Education
Istanbul-Turkey
E. Mail: bunyaminbavli@gmail.com

Yavuz ERİŞEN, has been working as a Assoc. Prof. Dr. at Faculty of Education, Department of Educational Sciences, Yildiz Technical University. His research interests are teacher training, educational quality, quality standards in education, lifelong learning.

Assoc. Prof. Dr. Yavuz ERIŞEN
Yildiz Technical University
İstanbul- TURKEY
E. mail: erisenyavuz@gmail.com

REFERENCES

AB Turkiye Delegasyonu.(2011). AB: Nedir ve nasil calisir? Retrieved on October 05, 2014, from: http://www.avrupa.info.tr/fileadmin/Content/publications/tr/Accession_booklet_final_TR.pdf

Asad, M.M., Hassan, R. & Sherwani, F. (2014). Instructional models for enhancing the performances of students and workforce druing educational training. *Academia Arena, 6* (3), 27-31.

Ataturk Universitesi (2013). *U-sekli oturma düzeni.* Retrieved on June 11, 2014, from: http://atanesa.atauni.edu.tr/NesneGor.aspx?NesneId=8904

Avrupa Birligi Bakanligi (2013). *Avrupa birliginin tarihcesi.* Retrieved on June 02, 2014, from: http://www.abgs.gov.tr/index.php?p=105

Avrupa Birligi Genel Sekreterligi (2010). *100 konuda avrupa birliginin gunluk hayatimiza etkileri*. Retrieved on December 28, 2014, from: www.abgs.gov.tr/files/pub/aaa**100**soru_email2.PDF

Aziz, H. (1999). *Assure learning through the use of the assure model.* Retrieved on August 10, 2014, from: http://www.valenciacc.edu/oit/articles/articles_detail.cfm?ID=45

Bayne, G., A. (2014). *Instructional design.* Retrieved on September 5, 2014, from: http://gailalleynebayne.weebly.com/uploads/2/3/5/2/23521060/module_6-instructional_design.pdf

Branch, M. B. (2009). *Instructional design: The ADDIE approach*. Newyork: Springer

Demirel, O. (2014) *Turkce ogretimde cagdas ogretim yontem ve teknikleri*. Retrieved on October 16, 2014, from: http://w2.anadolu.edu.tr/aos/kitap/IOLTP/2277/unite03.pdf

Erdem, M. (2002). Proje tabanli ogrenme. *Hacettepe Universitesi Egitim Fakultesi Dergisi*, *22*, 172-179.

Eurpean Comission (2004). *Project cycle management guidelines.* Brussels: EuropeAid Cooperation Office.

Gullu, A. (2015). *Ögrenme stilleri envanteri.* Retrieved on January 10, 2015, from: http://w3.gazi.edu.tr/~aligullu/ose.htm

Heinich, R., Molenda, M., Russell J. D. & Smaldino, S. E. (2002). *Instructional media and technologies for learning*. New Jersey: Merrill Prentice Hall

Istanbul Bilgi Universitesi (2013). *Mantiksal cerceve matrisi.* Retrieved from: http://stk.bilgi.edu.tr/cd/03/doc/ders_9.pdf

Istanbul Bilgi Universitesi (2013). *Proje dongusu yonetimi.* Retrieved on September 10, 2014, from: http://stk.bilgi.edu.tr/cd/03/doc/kaynak.pdf

Istanbul Bilgi Universitesi (2013). *Projenin Amacı.* Retrieved on September 10, 2014, from: http://stk.bilgi.edu.tr/cd/03/doc/ders_7.pdf

Kaya, A., Aydın Duzgit, S., Gursoy, Y. ve Onursal, B. O. (2011). *Avrupa Birligi'ne giris tarih, kurumlar ve politikalar.* Istanbul: Bilgi Universitesi Yayinlari.

MEB. (2011). *Proje hazirlama rehberi*. Ankara: Gokce Ofset.

Moore, D., Bates, A. & Grundling J. (2002). Instructional design, Ch. 8. *In Perspectives on distance education Skills Development through Distance Education*. Ed. Arun K. Mishra and John Bartram. Vancouver: The Commonwealth of Learning

MoEM. (2006). *Project- based learning handbook*. Kuala Lumpur: Ministry of Education Malaysia

Ocak, M.A. (2011). *Ogretim tasarımı kuramlar, modeller ve uygulamalar.* Ankara: Anı Yayıncılık.

Ogretim Tasarımı, kuram ve Uygulama (2013). *Ogretim Yontem ve teknikleri.* Retrieved on September 25, 2014, from: http://www.otku.org

Sevindik, T. (2015) *Ozel ogretim yontemleri ders notlari*. Retrieved on November 20, 2015, from: http://www.yarbis.yildiz.edu.tr/web/userAnnouncementsFiles/dosyab6b0482868ab2edc90f2394f4480ef51.pdf

Sahan, H.H., Uyangor, N. ve Isitan, S. (2011). Og*renme ogretme kuram ve yaklasimlari.* Ankara: Pegem Akademi

Tekindag, F.C. (2005). *Proje dongusu yonetimi ve mantiksal cerceve yaklasimi*. Ankara.

Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. Retrieved on February 08, 2015, from: http://education.ky.gov/educational/diff/Documents/tomlin00.pdf

Turkiye Cumhuriyeti Basbakanlik Hazine Mustesarligi (2013). *Merkezi finans ve ihale birimi.* Retrieved on September 08, 2014, from: http://www.mfib.gov.tr/about.php?lng=tr

TUSIAD. (2013). *AB uyelik surecinin tarihi.* Retrieved on July 25, 2014, from:http://www.tusiad.org/temel-konular/avrupa-birligi-ne-uyum/ab-uyelik-surecinin-tarihi/

Usun, S. (2012). *Egitimde program degerlendirme surecleri, yaklasimlar ve modeller*. Ankara: Anı Yayıncılık.

Yildiz Teknik Universitesi. (2013). *Yildiz Teknik Universitesi Lisans ustu egitim ve ogretim Yonetmeligi.* Retrieved on November 10, 2014, from: http://www.sbe.yildiz.edu.tr/yonetmelik-dosya/16.11.2012.lisansustu_yonetmelik.pdf