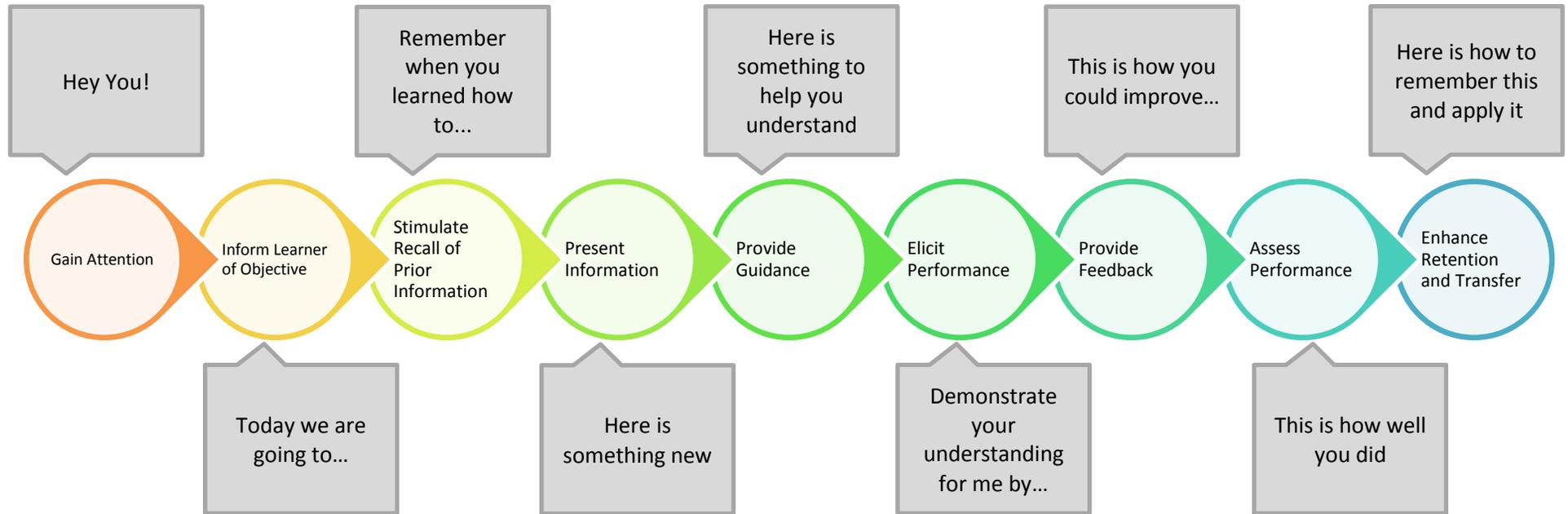


# Gagne's Nine Events of Instruction



## Gain Attention

In order for learning to occur, you must get the attention of your students. Get to know your students and figure out what will work for them. Sometimes a short video, demonstration or an interesting story about your topic will pique their interest.

## Inform Learner of Objective

Letting the students know what you expect of them is a great way for the students to focus their learning. Well prepared learning objectives lay the groundwork for assessing student performance.

## Stimulate Recall of Prior Information

Each time you learn something new, you are associating that new information with something that you already know. You may not even realize you're doing it. But, to help students succeed, consider what prior learning will help them make associations with your new material.

## Present Information

The new content should be arranged in logical steps and chunked into "digestible" sizes in order to optimize student success. Remember that your students represent a variety of learning styles. Try to present your material in a variety of ways to help each learning style make sense of the content. (For more information on learning styles visit <http://www.vark-learn.com>)

## Provide Guidance

Guidance for your students can come in many forms. You could use analogies to help your students perform associations with previously learned material. You could use study aides like graphics or pneumonics to help students remember facts. You can show demonstrations or present case studies to help give real-life examples.

## Elicit Performance

Give your students a chance to demonstrate if they are learning the new material. Eliciting performance most often takes the form of homework. However, in-class work may provide the best chance for instructors to provide feedback in an immediate and more relevant way.

## Provide Feedback

What is the most important thing you wish to receive when you've just tried something for the first time? Feedback. "How did I do, Was that okay? What could I have done better?" Your students have that same expectation when you elicit their performance through homework or in-class work. They want to know how they did. They want to see where they were right and where they were wrong. Most importantly, where they are wrong, they want to know how to get it right next time. Students may not always be happy to receive this kind of feedback, but when it is done right it provides a great learning opportunity and will allow the students to learn in a much deeper way.

## Assess Performance

If eliciting performance is represented by homework, assessing performance can be represented by quizzes or tests. As mentioned above, if you've constructed your learning objectives well, your assessments are much easier to create. Assessing performance lets students know how well they have been able to achieve the learning objectives.

## Enhance Retention and Transfer

According to Benjamin Bloom (Bloom's Taxonomy), the goal of instruction is to help students move from away from the basic level of knowledge or remembering to higher levels of learning like applying and transferring the knowledge to new situations. Although each subject has different ways to aide retention and transfer, repetition is often used as a way to help information retention. Transfer of learning once the students have a thorough understanding of what they have learned and can find situations where this new information can be applied outside of the current lesson or outside the classroom. The most effective retention occurs when students often are presented with the opportunity to apply the new information.

This document has been adapted from information provided by:

[http://www.nwlink.com/~donclark/hrd/learning/id/nine\\_step\\_id.html](http://www.nwlink.com/~donclark/hrd/learning/id/nine_step_id.html)

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