**TEACHING MODELS**

# What are Gagné's Nine Events of Instruction?
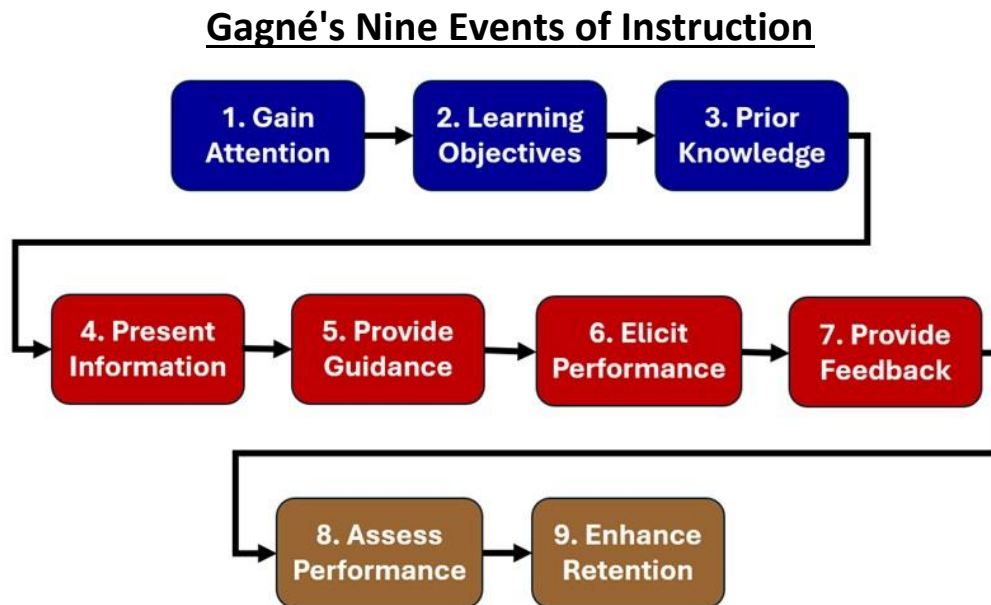
## Gagné's Nine Events of Instruction



The Nine Events of Instruction are:

### I. Introduction to the Lesson

1. **Gain Attention:** Start with an engaging activity, question, or stimulus to capture learners' interest and focus their attention on the topic.
2. **Learning Objectives:** Inform the Learners of objectives, stating what they will achieve by the end of the class, so they understand the purpose and scope.
3. **Prior Knowledge:** Stimulate the recall of prior learning to connect new information to existing learning by revisiting known related concepts.

### II. Main Content of the Lesson

4. **Present Content:** Deliver the core instructional materials in an organized, logical way using diverse media like text, visuals, or videos.
5. **Provide Guidance:** Offer guidance to learn the content, including examples, analogies, or tips to help learners understand and remember the material.
6. **Elicit Performance:** Give learners opportunities to apply what they've learned through activities or exercises to reinforce understanding.
7. **Provide Feedback:** Offer immediate and specific feedback to guide learners in correcting mistakes and improving their skills.

### III. Check Retention of the Lesson

8. **Assess Performance:** Test the Learners' knowledge and skills to confirm they have achieved the learning objectives stated previously.
9. **Enhance Retention:** Encourage learners to apply their knowledge in new situations by summarizing key points and discussing practical applications.

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# What are Gagné's Nine Events of Instruction?

**Details of Gagné's Nine Events of Instruction**

The Nine Events of Instruction were developed in 1965 by Robert Gagné, who was an important educational psychologist, best known for his work on instructional design and learning theories. His contributions laid the foundation for modern instructional design practices, particularly in military training and education. He proposed a series of "Events" that correspond to a stage in the learning process and supports the learner in achieving their desired outcomes. It is based on the information processing theory, which emphasizes how learners acquire, process, and retain information.

**Sample Event Activities**

Here's some sample activities that could be done during each of the nine Events:

### I. Introduction to the Lesson (5-10 minutes)

1. **Gain Attention**: Wipe the whiteboard, use silence, tell a joke, ring a bell, play an audio or video clip, start with a quote, read from a book, ask a question.
2. **Learning Objectives**: List the learning outcomes in plain English, explain the objectives using a story, explain how this topic matches to an assessment.
3. **Prior Learning**: Link this lesson with something they already know, it might have been covered in a previous lesson, or in another module, or elsewhere.

### II. Main Content of the Lesson (40-45 minutes)

4. **Present Content**: Break up the lesson into sub-topics, start some sub-topics with an example and others with theory, explain specific models, explain relevant notation, explain relevant terminology, use diagrams and images.
5. **Provide Guidance**: Use examples, non-examples, case studies, graphical representations, mnemonics, analogies, videos, animations and biographies. Also consider links to websites, research papers, or newspaper articles.
6. **Elicit Performance**: This is formative assessment, give Learners the chance to confirm their correct understanding and use repetition. Consider using Active Learning (list three key ideas, create a quiz, play a game, or create a poster).
7. **Provide Feedback**: Give guidance, give sample answers, give feedback with two headings: "*I like that you*…" and "*I would have liked if you had*…". Consider the "Sandwich Method", say one positive, one criticism, and another positive.

### III. Check Retention of the Lesson (5-10 minutes, or at a later date)

8. **Assess Performance**: This is summative assessment, to check what the Learners can recall of the lesson, so it could be multi-choice questions at the end of the lesson; or an exam or a continuous assessment at a later date.
9. **Enhance Retention**: Consider providing a summary document or a glossary, or some other artifact to remind the Learners of this content, and contextualise it so that those skills will transfer to an employment situation.