### Gagné's Nine Events of Instruction

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

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|  | **Event** | **Example** | **Why?** |
| 1 | Gain the Learners’ Attention |  | This marks the transition into the start of the lecture |
| 2 | Inform Learners of Objectives |  | This is really important for learners who like the “big picture” of a lesson |
| 3 | Stimulate Recall of Prior Learning |  | Linking new knowledge with existing knowledge helps learners understand and recall |
| 4 | Present the Content |  | The purpose of the lesson is to help communicate this information. |
| 5 | Provide “Learning Guidance” |  | This helps the learners to more fully understand content the lesson |
| 6 | Elicit Performance (Practice) |  | This helps the learner to both test and confirm their learning |
| 7 | Provide Feedback |  | The is a crucial step to help the learners to improve their understanding |
| 8 | Assess Performance |  | Makes the learner apply their understanding in a new context |
| 9 | Enhance Retention (and transfer to the job) |  | This is the final step to ensure that the learners have mastered their understanding |

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|  | **Event** | **Example** | **Why?** |
| 1 | Gain the Learners’ Attention | Tell a Joke: “*Crime in multi-storey car parks. That is wrong on so many different levels*.” (Tim Vine) | This marks the transition into the start of the lecture |
| 2 | Inform Learners of Objectives | Explain the purpose of the lesson: “*Today we are going to explore Gagné's Nine Events of Instruction*” | This is really important for learners who like the “big picture” of a lesson |
| 3 | Stimulate Recall of Prior Learning | Tie in into things people already know: “*Designing a lesson is like building a house; we do requirement, design, and development*” | Linking new knowledge with existing knowledge helps learners understand and recall |
| 4 | Present the Content | This is the process of explaining the topic of the lesson. It could be done in a step-by-step fashion or more organically. | The purpose of the lesson is to help communicate this information. |
| 5 | Provide “Learning Guidance” | The lecturer creates a template for Gagné's Nine Events of Instruction, with an example lesson | This helps the learners to more fully understand content the lesson |
| 6 | Elicit Performance (Practice) | Lecturers asks the learners to create a three-sentence summary of Gagné's Nine Events of Instruction | This helps the learner to both test and confirm their learning |
| 7 | Provide Feedback | Lecturer gives quick feedback, using a combination of both positive reflections and some deficits that need to be addressed | The is a crucial step to help the learners to improve their understanding |
| 8 | Assess Performance | Lecturer asks the students to design a lesson using Gagné's Nine Events of Instruction and fill out the template | Makes the learner apply their understanding in a new context |
| 9 | Enhance Retention (and transfer to the job) | Lecturer asks learners to create a one-page summary of Gagné's Nine Events of Instruction and to share with class | This is the final step to ensure that the learners have mastered their understanding |

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|  | **Event** | **Example** | **Why?** |
| 1 | Gain the Learners’ Attention | Create a fancy Splash page (home page), e.g. [7 examples of splash pages done well](creativebloq.com/features/7-examples-of-splash-pages-done-well) | This marks the transition into the start of the lecture |
| 2 | Inform Learners of Objectives | List a series of 3-6 learning outcomes for this lesson | This is really important for learners who like the “big picture” of a lesson |
| 3 | Stimulate Recall of Prior Learning | Explain how it links to a previous lesson, and provide a hyperlink to that lesson | Linking new knowledge with existing knowledge helps learners understand and recall |
| 4 | Present the Content | Present the content, try to “chunk” the content into pages rather than presenting everything on one page | The purpose of the lesson is to help communicate this information. |
| 5 | Provide “Learning Guidance” | Provide links to articles, simulations, videos, and podcasts | This helps the learners to more fully understand content the lesson |
| 6 | Elicit Performance (Practice) | Get the learners to do a multi-choice quiz | This helps the learner to both test and confirm their learning |
| 7 | Provide Feedback | Make sure the quiz gives positive, but accurate, feedback | The is a crucial step to help the learners to improve their understanding |
| 8 | Assess Performance | Get the learners to create a new eLearning resource about the topic | Makes the learner apply their understanding in a new context |
| 9 | Enhance Retention (and transfer to the job) | Lecturer asks learners to create a one-page summary, and to share with class | This is the final step to ensure that the learners have mastered their understanding |