

Gagne's Nine Events of Instruction

1. Read about the Nine Events of Instruction and see examples from this website:

[http://eet.sdsu.edu/eetwiki/index.php/Gagne%27s Nine Events of Instruction](http://eet.sdsu.edu/eetwiki/index.php/Gagne%27s_Nine_Events_of_Instruction)

2. View an infographic for each of the Events of Instruction. Each infographic includes 27 examples of what this can look like in your classroom. Click on the link below to see an infographic of the Nine Events. Click on each event to see the 27 suggestions:

<https://magic.piktochart.com/output/4e682b15-89ab-48fe-97d9-90aef666e682>

The nine infographics are also available in this document. The online version is easier to read though.

3. View these examples from the University of Florida. The examples are for college classes but can be adapted to K-12 classes:

<http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>

GAINING STUDENTS' ATTENTION

1

An Events in Instruction Series

Sing

Sing or rap to your students. Ask them to make up a song.

Dance

Ask a group of students to perform a special dance related to the topic.

Watch

Watch a short video clip on a related subject. (Make sure it has enough energy)

Move

Move to a different location to present the new material.

Inquire

Inquire into what they think they are going to learn. Ask what they would like to learn about the subject.

ANIMATE

Turn- up your energy. Be animated. Sell them on the excitement of the subject.

Demonstrate

Do a demonstration. Make food, cook up an experiment...

Dream

Ask the students to dream. Use visual imagery. Have them close their eyes and imagine a place while you describe it.

Invent

Give students miscellaneous materials and ask them to invent a new way to...

Smell

Bring a new smell to ignite their senses.

Feel

Bring something to touch to ignite their senses.

LISTEN

Listen to something foreign and unique.

Experience

Experience how students in other countries learn the same material.

Imitate

Imitate a famous person. Ask the students to do the same.

Believe

Play make believe. Start describing a magical world (related to you material) and ask them to make up the world.

Taste

Taste something related to the material. (Check out Jelly Belly candy- they even have dirt)

Appeal

Appeal to your students through what is current.

Question

Ask them to question reality. Do away with all constraints and ask, "What if..."

Throw

Throw out your notes. Capture your students. Look at them not the notes.

Surprise

Surprise them with a treat or an exciting visitor.

Shock

Shock them (like the TV show "Fear Factor").

Challenge

Challenge them to a competition. Bring in other faculty.

Dare

Present a dare. Dare them to do something new.

Listen

Listen for clues that you are capturing their attention.

Act

Act out a piece of the lesson. Have them guess what you are doing. Play charades.

Invite

Invite someone real and tangible into the class. Ask the students to interview the guest.

Skype

Skype with someone on the ground doing what the lesson is about. Take the students to new places.

"Instruction is a set of events external to the learner designed to support the internal processes of learning" (Gagne, Wager, Golas & Keller, 2005).

Researchers believe there are 9 events in learning. This is first of those events.

<http://anethicalisland.wordpress.com>

By: Mia MacMeekin

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Reference

Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design. (5 ed., p. 195). Belmont: Wadsworth Cengage Learning.

HERE ARE THE OBJECTIVES

An Events in Instruction Series

2

How do you inform the learner of the objectives?

Show

Show the students what you ultimately expect of them. Show a poor, satisfactory, and excellent finished product.

Bring

Bring the class a student from the past that mastered the outcomes. Let the class interview the student.

Flow

Create a loose flow chart in the classroom. Set the objectives and let the class fill in how they will get there.

Know

Know the objectives before you start. Make them clear to yourself.

Write

Write out the objectives. Create a possible path to the objectives for yourself.

Fling

Be prepared to fling out your pathway to the objectives if the students find a better path.

Guide

Guide the students to an understanding of why the objectives are what they are.

Lead

Lead the students. You need to believe in and be sold out for the objectives first.

Text

Text the objectives to the students.

Build

Build a brick wall in your classroom. Put the objectives at the top. Have them add the lower bricks to make a wall to the objectives.

Chart

Display an easy to read chart of the objectives in the classroom.

Map

Create a treasure map with "X" on it. Explain that "X" is the objective. Explain the objective under the "X."

Read

Read the objectives out loud to the students.

Chronicle

Chronicle how the class got to earlier objectives, what the current objectives are, and where these objectives will lead.

Seed

Plant the objectives in the students' minds as you would a seed. First turn the soil, give it nutrients, and then let it grow.

Narrate

Narrate the objectives in story form.

Describe

Describe the objectives in a way your students understand.

Flash

Flash the objectives on the screen using words, pictures, and sounds.

Display

Display the objectives the entire lesson or unit.

Parade

Parade the students around as you explain the objectives. Go for a brainstorming walk.

Sport

Make a sport out of the objectives.

Observe

Observe the students as you explain the objectives. Watch for understanding.

Wordle

Create a wordle for the objectives. Make more important objectives larger.

Call

Call on the students to repeat back the objectives to make sure they understand.

Imagine

Use visual imagery. Ask the students to close their eyes. Explain the objectives. Ask them to "see" the goal.

String

Use string to demonstrate that the route to the objectives is not a straight path. Have students hold each end- one is the start and the other end displays the objectives. Have additional students grab sections of the string from their seat.

Shadow

Allow the students to shadow you in completing a task that requires mastery of the objectives.

'Instruction is a set of events external to the learner designed to support the internal processes of learning' (Gagne, Wager, Golas & Keller, 2005).

Researchers believe there are 9 events in learning. This is 2nd event in the series. 27 easy tips of how to achieve each of the events in your classroom.

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PRIOR KNOWLEDGE

An Events in Instruction Series

3

How do you determine students' prior knowledge?

Draw Draw what you know. Ask the students questions about their drawings.	Create Create a prototype of what you know. Explain what you made.	Demonstrate Demonstrate how you would train someone on the prior knowledge.
Mind Map Create a mind map of your prior knowledge.	LIST List all the keywords about what you learned.	Interview Interview classmates about what they know.
Quiz Take a pre-quiz.	Point Out Point out any misconceptions the student is displaying. Keep notes. Address misconceptions.	Debate Conduct a debate.
Challenge Create a challenge. Evaluate their prior knowledge.	Explain Ask the students to explain, as a group, what they know about the subject.	Fill-in Begin a story and ask the students to fill-in-the-blanks with their prior knowledge.
Reveal Ask each student to play a character. Instruct the other students to guess who or what they are. Reveal the answers.	Expose Expose the students to a real life problem. Ask them to describe what tools they would need to solve it.	Solve Ask them to use what they know to solve the problem.
Watch Watch the students as you assess prior knowledge. Look for clues that they understand.	Listen Listen to what the students are telling you. Ask them to clarify if it sounds like book knowledge.	Experience Show the students an experience they might face. Ask them to describe what they would do.
Observe Observe how the students interact with their classmates. Watch for students not participating or being heard.	Send Send the students on a scavenger hunt to assess their prior knowledge.	Ask Ask questions.
Speak Speak to the students about misconceptions. Inquire about why they believe what they believe.	Rate Rate where the student is on a continuum.	Judge Ask the students to judge their own prior knowledge.
Evaluate Evaluate whether the information the student is telling you is understood.	Show-Me Ask the student to, "Show Me."	Shout Have all the students shout out what they know all at once.

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PRESENTING

Stimulating MATERIAL

How do you present the material for maximum retention?

Present

Present material similar to the assessments.

Display

Display pictures, images, and visuals related to the content matter.

Use

Use italics, bold, and underlining.

Play

Play music as you introduce new information.

PAINT

Incorporate the arts as you introduce material. Let the artists in the students come alive.

Broadcast

Broadcast the content as if you were a news broadcaster. Pre-record on a green screen.

Video

Video an example of the content related to your community.

Awaken

Awaken the student's senses. Add spices and other scents that remind you of the content.

Distort

Distort the material as you present it. Let the students guess what it is.

Pattern

Use a pattern when presenting new material.

Sequence

Sequence new material.

Respond

Respond to the cues the students are giving when presenting new material.

Oral

Present orally if the assessment is oral.

Choose

Choose when to present the stimuli. If the students need a break, take one.

Wait

Wait patiently to present new stimulating material. Make sure they are ready to move deeper. Repeat in a new way if lost.

Step

Step into presenting harder material. Present it later in the study.

Verbalize

Verbalize what you are looking for and what you are giving them.

Approach

Approach the students when presenting new material.

Format

Use a format the students are familiar with. (example= adding numbers vertically v. horizontally)

Outline

Outline material using highlighting, circling, and different colors of words.

Examples

Use examples.

Ask

Ask the students for analogies related to the material.

Combine

Combine how you present the stimuli. Present in multiple ways for maximum retention.

Learn

Learn rules. Give them a base upon which to build, or present examples and let them give the rule.

Break-Down

Break down difficult material into easily digestible chunks.

DEFINE

Define terms used.

Picture

Interchange words with pictures.

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Step four is as much about presenting the stimulus material as it is about presenting it at the right time. Try some of these ways to present your stimuli.

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Epigogy.org

GUIDING and facilitating LEARNING

An Events in Instruction Series

5

How do you facilitate your students to connect the dots?

Connect

Connect the dots.

Begin

Begin with basic information.

Build

Build upon the basic information little by little. If you lose someone, spend time with the student.

Provide

Provide the students with the reasoning tools to connect the dots.

Establish

Establish a context for the new material.

Scaffold

Scaffold by asking questions so students can add to their mental models.

Group

Group students to better monitor whether the scaffolding is occurring. Use the ZPD.

Display

Display the possible steps to solving a problem. Let the students add or subtract steps.

Time

Give students time to truly understand the material.

Demonstrate

Ask the students to frequently demonstrate understanding.

Interview

Have students interview each other. Ask them to have the other student fully explain what they understand.

Draw

Ask students to draw out what they understand from the material. Ask what-if questions about the drawing.

Prove It

Ask the student to prove it.

Communicate

Communicate with the students multiple times in multiple ways.

Guide

Guide the student toward an acceptable answer. Ask questions that lead to the most accurate outcome.

Don't Skip

Don't skip steps in guidance. Make sure the student is progressing into deeper understanding.

Allow

Allow for different depths of understanding between your students. Some might get it quicker or deeper.

Watch

Watch the students. Step back and just watch them work through things. Let them know what you are doing.

Give

Give students plenty of time to struggle through the material. Try not to just give them the answer to move on.

Connect

Ask more complex questions as the lesson progresses. Ask the students to make connections.

Throw

Throw in a problem to solve. See if they can use what they know to solve a problem.

Free

Have a free thinking board. Let the students add questions and ideas for later discussion.

Sticky

Ask students to add sticky notes to the board about the material. Later, have them arrange the sticky notes into levels of difficulty or categories.

KWL

Use a KWL worksheet or board. Revisit the board throughout the lesson. Make checkmarks when K, W, or L is complete.

Invite

Close to the end of the lesson, invite someone into the class and have the students explain a concept to them. Have students evaluate how they did.

Hint

Give hints or secret words that signal whether the students are progressing or need to rethink their understanding.

RED LIGHT

Use red and green paper for students to waive to slow down the teaching.

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Step 5 is when the teacher provides enough support for the students to connect the dots of the lesson. The students connect and the teacher facilitates the connection.

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TIME TO Perform

How do you draw out student performance?

Model

Model the behavior several times before you ask the students to perform.

Motivate

Motivate the students, intrinsically and extrinsically, to want to perform and show off what they understand.

Video

Ask students to make a video diary of the "performance." Let them script it, perform it, and critique it.

Art

Let the artists perform using the arts.

Music

Use music to signal when the performance should begin. Use it as a cue that it is time to put down the pencils and start the show.

Journal

Journal throughout the lesson. Ask the students to share a part of their journal

Announce

Have the students announce when they are ready to demonstrate what they know.

Time

Set a timer and give each student 60 seconds to show what they have learned. Do this in rapid succession.

Stand

Ask students to stand up or signal when they are ready to perform.

Toss

Toss a balloon or ball around the classroom. If you catch it, you share something you learned.

CALL

Call on students.

Talk

Talk to your students. Interview them. Prepare them to perform. Get them comfortable with performing.

Build

Build teams. Let the team's spokesman share what the team understands about the material.

Draw

Have the students draw out in picture form what they understand.

Pick

Pick a part to perform. Break down the objectives. Place them in a hat. Ask students to pick their part to perform.

Explain

Explain to the students what you want to know they know so far. Explain that it is not a test and that there are no wrong answers.

Trust

Build trust with the students. Students are more likely to take risks if they trust the people in the class.

Stand-Up

Stand-up for the students who are struggling. Point out what they did well. Point out where the information fits into the puzzle.

Gamify

Create a game out of it. Give points and rewards. Allow students to fail safely. Let them repeat when needed.

Blog

Ask students to blog about what they learn. Add a partner to add collaboration.

Challenge

Create a multi-part challenge.

Interview

Interview the students as you go. Collect snippets of what they say. Create a collage of what they say.

Stick-It

Give students a sticky not. Ask each student to add one thing they learned to the sticky. Add your name if you are willing to elaborate. Stick on Board.

Take-It

Take what you learned home. Tell someone about it. Share with the class.

Hunt

Go on a scavenger hunt and collect artifacts about the lesson. Bring them back. Create a story with the artifacts.

Impress

Impress each other, friends, and family with odd facts about the lesson. Record reactions.

Experiment

Experiment with what you learned. Try to find and solve a problem with your new found understanding.

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By the time you get to event #6 students are really interacting with the content matter. They are excited that they have finally got it. But, how do you get them to show you, to perform, what they know? Here are 27 ideas.

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FEEDBACK

Please

How do you give and receive feedback?

Listen

Listen to what your students are really saying.

Build

Build in opportunities for automatic feedback.

Inquire

Ask a question, listen to the answer, then inquire into why the student picked that answer.

Print

Print the correct answer in a visible location where the students can go and find out if they are correct.

Watch

Watch for incorrect answers or misconceptions. Gently point out the flaws.

Cross

Ask students to add their answers to the board. Ask students to cross off answers they do not think fit. Ask why.

Correct

Correct common errors to the whole class. Correct personal errors in private.

Quick

Give quick brief feedback as soon as possible.

IN-DEPTH

Give in-depth feedback. Explain what was good, bad, or confusing.

Rubric

Use a rubric to give feedback. Let the students know up front what you are looking for.

Standardize

Create standardized feedback so the students know where they stand compared to their classmates.

Personalize

Students differ in capabilities. Personalize the feedback for each student.

Frequent

Give frequent feedback.

Meaningful

Give meaningful feedback. Explain how to improve.

Search

Search for flaws in the answers. Search for creative answers. Search between the lines.

Repeat

Repeat back to the student what you hear him say. Then ask, "Am I understanding you correctly?"

Write

Write a note to the student encouraging the student to press on.

Text

Give feedback in a manner in which the student will receive it. Try texting your feedback.

Email

Ask students to email or video blog feedback.

Offer

Start off by asking the student if they would like feedback. Ask the student if they are ready to give feedback.

Mix

Mix up the feedback you give and receive.

Invite

Invite experts to hear the students' responses and give you feedback. Ask students what they think of this feedback.

Provide

If the students are still lost, provide a new foundation upon which to build understanding. Ask if that is better.

Emote

Be passionate about your feedback. Present in an emotion equal to how you feel. If you are pleased, exhibit happiness when giving feedback. Let them do the same.

Match

Match the feedback to what the expectations were. Only ask for feedback related to what was asked of them.

Create

Create an environment where giving feedback is a way of life. Instill in your students that feedback (good and bad) is always necessary for learning.

Ask

Ask the students to give you feedback on the lesson. Was it clear? Did you like it?

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Event #7 asks the instructor to give the student feedback. And, it asks the student to give the instructor feedback. This is where the instructor finds out what the student has truly learned.

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ASSESSMENT

Time

How do you assess understanding?

Observe

Observe the student individually and with others as they perform the task.

Repeat

Ask the student to repeat the performance multiple times for reliable result.

Evaluate

Use an evaluation form. Ask the student to evaluate himself. Ask other students to evaluate the group. Discuss.

Interview

Interview the student. Ask the student more in depth follow up questions.

Mix

Mix up the ways in which the performance is done. Evaluate each with the same rubric. Search for true understanding.

Listen

Listen carefully to what the student is saying. Did the student pronounce terms correctly? Do they know what they are talking about?

Lucky

Weed out lucky guesses.

Exhibit

Does the student exhibit the correct emotion about the subject?

Rule

Ask the student to use the rule in a new context.

Seconds

Give the student a second chance to go back, evaluate their performance, and do it over.

Solo

Observe the student performing on their own. Students can start in groups, but then observe solo performances.

Accuracy

Watch for accuracy in the performance.

Objectives

Keep the objectives close at hand. These are what you are looking for mastery of.

Rubric

Use a rubric. Give it to the students at the beginning of the lesson. Evaluate how they do using the same rubric.

Quiz

Quiz the students throughout the lesson to make sure they are on track for the performance assessment.

Match

Match the final assessment to the assessments that were conducted throughout the lesson.

Prep

Prepare the students. Demonstrate the expected performance.

Compare

Show students performances from past classes. After the student performs, show them the past examples. Ask the students to compare.

Main

Watch for the student to perform the main point of the objectives.

Particulars

Watch for the students to perform the particulars of the objectives.

Test

Use a easy to follow test to assess the performance. Pilot the test several times. Ask students to point out flaws.

Challenge

Ask the students to challenge the "correct" answers. If they can prove a better answer, hear them out.

Timing

Assess the performance when the timing is right. Are the students at a place where they can best demonstrate understanding? Are they hungry?

Pattern

Assess learning in a predictable manner. Have a pattern of how your Events in Instruction occur. Create a predictable pattern for the students.

Limit

Limit outside noise or clutter for the best performance conditions.

Relax

Teach the students coping skills to relax and demonstrate what they know.

OPINION

Assess what you asked for. If you have an opinion about something not asked for, give it, but don't grade it.

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Now your students have performed something to demonstrate understand. But how do you assess that performance? Was the assessment of the performance reliable and valid? Try these 27 tips to reliably and validly assess the performance.

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ENHANCING RETENTION

How do you enhance retention and retrieval?

Snap-Shots

Create snap-shots of the lesson as you go. Ask the students to create a video of the highlights of the lesson.

BIG IDEA

Create an easy to recall big idea that carries through the entire lesson.

Master

Create a classroom culture where each of the students are the master of one element of the objectives. Play a recall game.

Posters

Have students create posters about the main topic. Use different colors for each topic.

Add Spice

Add something that smells like the topic. Ask the students to recall the lesson where that scent was revealed.

WALK

Take a walk or go on an adventure to highlight a topic.

Paint

Paint during an entire topic. Ask the students, "What was the topic when we painted?"

Practice

Let the student practice what they learn.

Mind Map

Have students mind map what they remember all throughout the lesson. Let them remember their way.

SING

Add music to the lesson. The auditory learners are more likely to recall something they hear.

Write

Journal what you learn at the end of each topic.

Picture

Gather pictures after each lesson that remind the students of the content. They can be abstract or specific.

Games

Use computer games that students can play with outside and after the class.

connect

Connect the learner to outside resources that they can revisit later to retrieve information.

Pin-It

Create a Pinterest board that students can follow and add to. This will last beyond the class for later recall.

TALK

Give students plenty of time to talk about what they are learning.

Typography

Create a brochure, card, or poster using typography.

Make

Make a wiki as a class.

Scaffold Read Accessible

Scaffold each week. Build a scaffold in the classroom to point out progress.

Read fiction work that brings the concepts to life.

Be accessible for later questions.

Steps

Create a 1,2,3 steps list for the students as the lesson progresses. Display in the class.

Practice

Practice what you have learned continuously.

Listen

Listen to how others use the content in their career.

Try-It

Try out the content in a new situation. If you forgot a piece, look back at your notes.

STORE

Find a safe and easily accessible to store the information.

Partner

Partner with someone else to quiz one another on what they remember.

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Now we need to figure out how to create an environment where the students can easily recall the information and not forget it later. Here are 27 tips on how to accomplish this event.

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