AN INSTRUCTIONAL PROGRAM BY DEVLIN PECK

WORKSHOPPING GAGNE'S 9 EVENTS

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RATIONALE AND GENERAL CONTENT

When designing instruction, it is easy for a designer to 'go with their gut.' However, even though some designers may feel that following their instincts will lead to the most effective learning outcomes, this is not always the case. That is why Robert Gagne developed his 9 events of instruction: these research-backed guidelines assist designers with creating comprehensive, results-driven learning experiences.

This workshop gives instructional systems Masters students a chance to apply Gagne's 9 events to an instructional program that they have already created. It is intended to show them how these events can be used to make an already-existing program more comprehensive. Applying the 9 events ensures that the program in question grabs the learner's attention, informs the learner of the objectives, activates prior knowledge, presents the content, provides learning guidance, offers the learner a chance to practice the new skill or knowledge, provides feedback, assesses performance, and enhances transfer.

INTENDED USERS

The program is designed for instructional design Masters students in the United States. The learners are typically millennials between the age of 22 and 35. They have some experience designing instruction and they may have studied Gagne's 9 events in the past. Most of the students will have heard of Robert Gagne and his events of instruction. Furthermore, they are expected to bring a lesson plan or facilitator guide with them to the workshop for critique and revision.

INSTRUCTIONAL OBJECTIVES

By the end of this lesson, the instructional design Masters students will be able to:

- Explain how each of Gagné's 9 events can be used to design effective instruction.
- Give 2 examples of how each of Gagné's 9 events can be applied to improve an instructional program.
- Given a job aid listing Gagné's 9 Events of Instruction, apply Gagné's 9 Events of Instruction to improve an instructional program.

ORGANIZATION

The general outline for the workshop is as follows:

1. Introduce an instructional event
2. Discuss the event as a class
3. Continue to the next event and repeat step 2; continue until all events have been discussed.
4. Students spend 5 minutes critiquing their own instructional programs based off of Gagne's 9 events.
5. Students work in groups to discuss their critiques and provide feedback to one another.
6. Students complete exit assessment.

The program is expected to take 45 minutes to complete.

MATERIALS

Facilitator Guide

- Provided for the facilitator to lead the workshop.

Gagne's 9 Events Job Aid

- Provided to students as a reference for Gagne's 9 Events. It will be given to students at the beginning of the workshop.

Student Graphic Organizer

- Students use this to list examples of how Gagne's 9 Events can be applied generally, as well as more specifically to their own lessons.

Exit Assessment

- Students rate their experience and state their plans to implement Gagne's 9 Events in their instruction.

LESSON PLAN

PREPARATION

Ensure that you have the entire instructional package (Gagne's 9 Events Job Aid, Student Graphic Organizer, Exit Assessment) and that you have read the facilitator guide overview. You may also bring additional pens or pencils for the students.

PRE-INSTRUCTION

1. Greet the students and introduce yourself
2. Explain that the students will learn how to apply Gagne's 9 Events to improve an instructional program.
3. Ask "What adjectives or phrases come to mind when you think of good instruction?" Wait for students to offer 3-7 adjectives. *Sample responses:* Engaging, well-paced, easy to understand.
4. Explain that applying Gagne's 9 Events is a good way to develop that kind of instruction. It helps you design instruction that is engaging, meaningful, and sometimes even fun for the learner.
5. Hand out the *Gagne's 9 Events Job Aid* and the *Student Graphic Organizer*.
6. Inform the students that you will discuss each of Gagne's 9 Events, in order, before workshopping their instructional programs.
7. Suggest students fill out the "Examples" column on the graphic organizer during the ensuing discussion.

INSTRUCTION

Spend 1-4 minutes discussing each of the following 9 events. First, ask students why the event is important, then, after 1-3 responses, ask students to give examples of how the event can be used.

1 **GAIN ATTENTION**

1. State Gagne's 1st Event: Gain Attention
2. Ask students why this event is important for an instructional program. Possible responses:
   - *Signals to the learner that it is time to learn.*
   - *Increases learner engagement.*
3. Ask students for examples of how this event can be applied to a lesson. Possible responses:
   - *Show students an entertaining video.*
   - *Ask a thought-provoking or difficult question.*
   - *Turn the lights off then on (perceptual change).*

2 **STATE OBJECTIVES**

1. State Gagne's 2nd Event: State Objectives
2. Ask students why it's important. Possible responses:
   - *Helps the learner monitor their learning.*
   - *Lets the students know what to expect.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Tell the students verbally.*
   - *List the objectives on a slide.*

3 **STIMULATE RECALL**

1. State Gagne's 3rd Event: Stimulate Recall
2. Ask students why it's important. Possible responses:
   - *Gets students thinking about the topic.*
   - *Helps learners attach new knowledge to what they already know.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Have students complete word associations.*
   - *Ask questions about what the learner already should know.*

4 PRESENT CONTENT

1. State Gagne's 4th Event: Present Content
2. Ask students why it's important. Possible responses:
   - *Teaches the learner a new skill, knowledge, or ability.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Lecture*
   - *Readings*
   - *Multimedia*

5 PROVIDE GUIDANCE

1. State Gagne's 5th Event: Provide Guidance
2. Ask students why it's important. Possible responses:
   - *Helps learners focus on what's important.*
   - *Teaches learners how to learn the content.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Provide job aids or rubrics.*
   - *Offer suggestions for how to study.*

6 ELICIT PERFORMANCE

1. State Gagne's 6th Event: Elicit Performance
2. Ask students why it's important. Possible responses:
   - *Allows students to practice what they learned.*
   - *Students can build their confidence with the newly learned knowledge or skill.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Group projects*
   - *Individual assignments*
   - *Class discussions*

7 PROVIDE FEEDBACK

1. State Gagne's 7th Event: Provide Feedback
2. Ask students why it's important. Possible responses:
   - *Lets students know what they are doing correctly and what they are doing incorrectly.*
   - *Allows students to revise their skill or knowledge to get closer to the goal.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Peer-to-peer evaluation.*
   - *Written feedback on assignments.*

8 ASSESS PERFORMANCE

1. State Gagne's 8th Event: Assess Performance
2. Ask students why it's important. Possible responses:
   - *Shows students what they still must improve.*
   - *Shows instructor where students are struggling or excelling.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Written test*
   - *Verbal interview*
   - *Observation*

9 ENHANCE TRANSFER

1. State Gagne's 9th Event: Enhance Transfer
2. Ask students why it's important. Possible responses:
   - *Makes learning experience worthwhile because the new skill or knowledge can be used in other environments.*
3. Ask students for examples of how it can be applied. Possible responses:
   - *Use activites that mimic real life situations.*
   - *Conduct a review at the end of session.*
   - *Discuss how new skill will be used on the job.*

WORKSHOP

1. Suggest students spend 5 minutes analyzing their own lesson plans. Tell them to fill out the "Implementation" column on the graphic organizer by stating how they will apply each of Gagne's 9 Events to their lesson plans. If the event is already satisfied, tell students to write how it is satisfied in the column.

2. After the students are finished or the five minutes is up, tell students to work in groups of 3 to discuss how they will implement Gagne's 9 Events and offer feedback to their peers. This activity should take 15 minutes. Provide assistance or guidance to the students if requested.

ASSESSMENT

Give students the *Exit Assessment* and inform them that once they finish the assessment, the workshop is complete. Thank them for attending.

STUDENT MATERIALS

GAGNE'S 9 EVENTS

1 ### GAIN ATTENTION
Present a stimulus to grab the learners' attention.

2 ### STATE OBJECTIVES
Inform the learners what they will be learning.

3 ### STIMULATE RECALL
Discuss prior knowledge or relate new content to what the learner already knows.

4 ### PRESENT CONTENT
Deliver content via lecture, readings, multimedia, or other means.

5 ### PROVIDE GUIDANCE
Let the learner know how they should approach the learning experience.

6 ### ELICIT PERFORMANCE
Provide the learner an opportunity to apply what they have learned.

7 ### PROVIDE FEEDBACK
Offer advice or guidance to the learner based off of their performance.

8 ### ASSESS PERFORMANCE
Show the learner where they excel and where they need additional help.

9 ### ENHANCE TRANSFER
Relate the learning experience to activities that will be completed out-of-class.

DIRECTIONS: Use the "examples" column on this organizer to list examples for how each of Gagne's 9 Events can be applied to instruction. In the "implementation" column, state how you plan to use each event to improve your specific instructional program. Or, if your lesson plan already satisfies the instructional event, state how it does so. Applying these 9 events to your instructional program will ensure that it is **COMPREHENSIVE** and **EFFECTIVE**.

		EXAMPLES	IMPLEMENTATION
1	**GAIN ATTENTION**		
2	**STATE OBJECTIVES**		
3	**STIMULATE RECALL**		
4	**PRESENT CONTENT**		
5	**PROVIDE GUIDANCE**		
6	**ELICIT PERFORMANCE**		
7	**PROVIDE FEEDBACK**		
8	**ASSESS PERFORMANCE**		
9	**ENHANCE TRANSFER**		

EXIT ASSESSMENT

I am able to improve my instructional program because of this workshop.

☐————————☐————————☐————————☐————————☐
strongly   disagree   neutral   agree   strongly
disagree   agree

I am satisfied with the knowledge and skills that I learned in this workshop.

☐————————☐————————☐————————☐————————☐
strongly   disagree   neutral   agree   strongly
disagree   agree

The workshop's pacing was appropriate.

☐————————☐————————☐————————☐————————☐
strongly   disagree   neutral   agree   strongly
disagree   agree

I feel confident that I can apply Gagne's 9 events in the future.

☐————————☐————————☐————————☐————————☐
strongly   disagree   neutral   agree   strongly
disagree   agree

What did you like most about this workshop?

How would you suggest to improve this workshop?

How do you plan to improve your instructional program using Gagne's 9 Events? Feel free to use bullet points; full sentences are not necessary.