

Editorial

The Events of Instruction

Instruction is a planned process that facilitates learning. Instruction consists of a set of events designed to support the internal process of learning. Every teacher should have specific and detailed knowledge of the purpose of each of the instructional events. Robert Gagne proposed nine events of instruction that are associated with and address the mental conditions for learning. Each of the nine events of instruction is highlighted below.

- 1. Gaining attention-**
To facilitate any learning teacher must grab the attention of the learners at first. Teacher may start each session with a picture, thought provoking question, interesting facts/problem, relevant story etc. Teachers may stimulate students with novelty. Gaining attention encourages students to learn.
- 2. Informing the learner of the objectives-**
At the beginning of any session the students need to clearly understand the learning objectives. The learners should know what they are to learn and what to achieve at the end of the session. From learning objectives, learner come to know about the required performance. It helps to motivate the learner to complete the session.
- 3. Stimulating recall of prerequisite knowledge-**
It is easier for learners to gain new information if pre-existing knowledge is activated. Component ideas must be previously learned if the new learning is to be successful. Learner must have prerequisite knowledge in their mind to build new knowledge on the existing one. Linkage between prior knowledge and new knowledge helps in better understanding and long-time memorization.
- 4. Presenting the stimulus material-**
In this event new content is presented to the learner. Information should be presented in a organized, structured and meaningful way. A variety of media and methods should be used to engage students in learning. Active learning strategies need to be incorporated to keep the learners involved.
- 5. Providing learning guidance-**
Useful methods need to be adopted to aid the learner in conceptualization of the content. proper guidance needs to be provided with the use of example, mnemonics, role playing, case studies to ensure fruitful learning outcome.
- 6. Eliciting the performance-**
Opportunities need to be provided to the learner by letting them to do practice with the newly acquired knowledge, skills, attitudes. There should be scope of repetition. Effective quizzes & test should be designed that allow them to demonstrate their comprehension.
- 7. Providing feedback -**
There should be constructive feedback which helps the learners to identify concerning the correctness or degree of correctness of his performance. Timely specific feedback is needed to cover the learning gap. Descriptive or analytic feedback provides the learners with suggestion and positive direction to improve their performance.
- 8. Assessing the performance-**
Upon completing the session, learners need to participate an assessment to find out overall achievement. An evaluation system needs to be planned so that the teacher can determine whether session's objectives have been achieved or not. Teachers implement a variety

of assessment methods to provide the learners with multiple opportunities to demonstrate proficiency.

9. Enhancing retention and transfer-

Explicit attention should be paid to enhance retention and transfer of what has been learned. Learners might be informed about more or less similar problem situations in which the acquired knowledge and skills can be applied. Teachers should determine whether or not the knowledge/skills/attitude learned from teaching sessions are ever applied back on the practical field of work.

Gagne's nine events of instruction can help teachers to build a framework to prepare, organize and deliver

instructional content while addressing conditions for better learning.

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