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Gagné's Nine Events of Instruction in Education 4.0

- Introduction to Gagné's Nine Events of Instruction
- Cognitive Foundations
- The Nine Events of Instruction



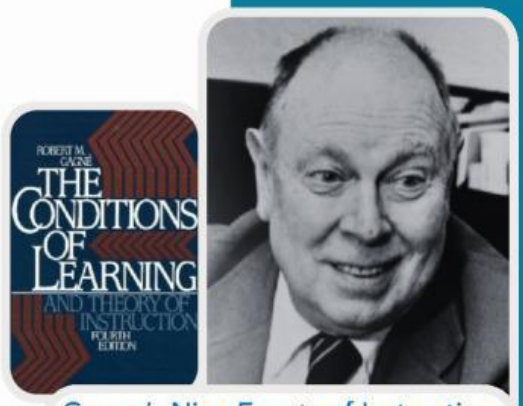
LIVEWORKSHEETS

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Introduction to Gagné's Nine Events of Instruction

- Developed by educational psychologist **Robert Mills Gagné.**
- Based on his *Conditions of Learning* theory.
- Organises instruction into nine events that support learning.
- Guides from capturing learners' attention to helping them retain and transfer what they have learned.
- Can be applied in traditional, online, and technology-enhanced learning environments → Education 4.0

(Gagné, 1985; Northern Illinois University Center for Innovative Teaching and Learning [NIU CITL], 2020; McNeill & Fitch, 2023)



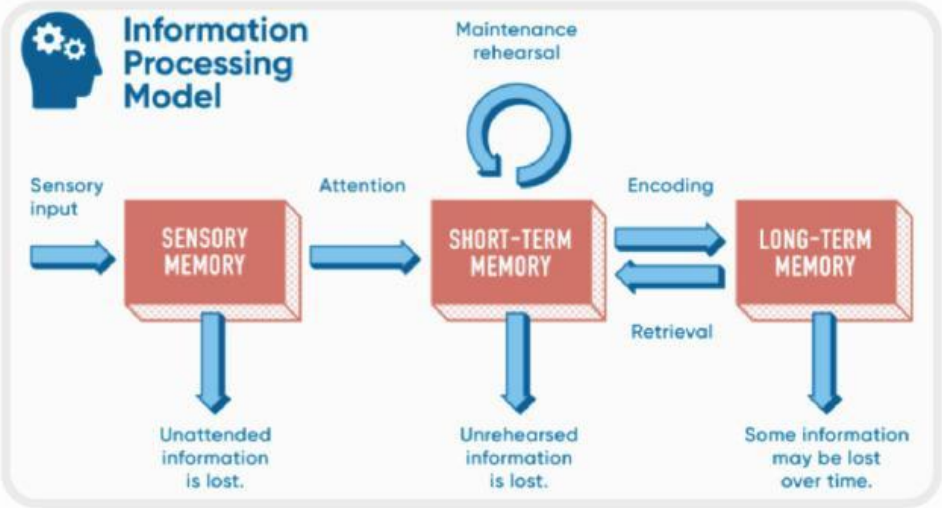


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Cognitive Foundations

Gagné's model is associated with **information-processing** perspectives on learning.



Attention & Prior Knowledge
Learners focus on new information and connect it to what they already know.

Encoding & Understanding
Organised explanations, visual representations, and guidance help learners process new information.

Retrieval, Feedback & Transfer
Practice and feedback support remembering, while application helps learners use knowledge in new situations.

(Gagné et al., 1992; NIU CITL, 2020; McNeill & Fitch, 2023)

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Events 1-3: Preparing Learners for Learning



1. Gain Attention
Purpose: To capture learners' interest and focus their attention on the lesson.
- Encourage curiosity about the topic.
- Connect the attention-grabbing activity to the lesson.



2. Inform Learners of Objectives
Purpose: Explain what learners should know or be able to do by the end of the lesson.
- State clear and measurable learning outcomes.
- Help learners understand what they are expected to achieve.
- Align the objectives with the learning activities and assessment.



3. Stimulate Recall of Prior Learning
Purpose: Activate knowledge that learners already possess.
- Ask questions about previously learned concepts.
- Connect familiar experiences to new content.
- Identify gaps in knowledge or misconceptions.



(Gagné et al., 1992; NIU CITL, 2020)

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Events 4-6: Presenting & Practising New Knowledge



6. Elicit Performance

Purpose: Give learners an opportunity to practice and demonstrate what they have learned.

- Provide tasks aligned with the learning objectives.
- Encourage active participation rather than passive listening.
- Observe learners' responses to identify difficulties.



5. Provide Learning Guidance

Purpose: Help learners understand the content and apply it correctly.

- Provide hints, worked examples, step-by-step explanations, and demonstrations.
- Highlight important relationships between concepts.
- Offer scaffolding to support learners who need help.



4. Present the Content

Purpose: Deliver the new information or skills that learners need to master.

- Organise content logically and clearly.
- Use examples, visuals, demonstrations, and explanations.
- Break complex information into manageable sections.

(Gagné et al., 1992; NIU CITL, 2020)

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9. Enhance Retention and Transfer
Purpose: Help learners remember information and apply it in new contexts.

- Use review activities and retrieval practice.
- Revisit key information over time.
- Provide real-world problems that require learners to apply what they have learned.



8. Assess Performance
Purpose: Determine whether learners have achieved the intended learning outcomes.

- Evaluate learners based on the lesson objectives.
- Use individual quizzes or other assessments.
- Use results to identify whether further instruction is needed.



7. Provide Feedback
Purpose: Inform learners about the quality of their performance.

- Confirm correct answers and identify errors.
- Explain why an answer is correct or incorrect.
- Provide specific suggestions for improvement.

Events 7-9: Feedback, Assessment & Application

(Gagné et al., 1992; McNeill & Fitch, 2023; NIU CITL, 2020)

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