

Gagne and ORBs

Nine Events of Instruction



Overview

Robert Gagne proposed a series of nine events that result in the most effective instructional design based off of a behaviorist view of the learning process. The instructional design for our coursework and related Online Resource Bundles considered these events to ensure the most effective set of teacher resources be in place for every lesson that may be used by teachers. We intentionally infused these nine events with Bloom's and Webb's studies related to taxonomy, depth of knowledge and rigor.

Our Online Resource Bundles provide the tools that a blended classroom teacher needs to most effectively manage these nine events while ensuring that the teacher's expertise can be utilized to best take advantage of their experience and their mastery of the art of teaching. This combination of resources both digital and human position the blended classroom as the most dynamic learning environment possible.

Gagne's 9 Events



Pre-Instructional



Instructional



Post-Instructional

Gain Attention

We support the teacher in accomplishing these events with two resources from of our Pre-Instructional resources:

Stimulate Recall of Prior Learning



Interactive Videos – our interactive videos server to Gain Attention and Stimulate Recall of Prior Learning through the adaptive video clip flow that each student experiences as they answer questions nested in the video clips.

Inform Students of Objectives



Introduction – this page directly introduces students to the Objectives of the lesson while also prompting them to think about their approach to learning via a nested metacognitive prompt.

Present the Content

Our resources provide teachers alternative strategies for presenting content to students based on their individual needs as demonstrated by our or a teacher created pre-test resource (discussed in Assess Performance below).

Provide Learning Guidance



Student may be assigned:

- DOK 1, 2, 3 instructional resources with nested guided practice and immediate feedback for a scaffold-based approach
- existing classroom resources
- direct instruction from teacher or peers
- teacher created resources
- cooperative activities
- OER from our pre-existing bank
- teacher curated OER

Elicit Performance (Practice)



Provide Feedback

Teachers are expected to facilitate the learning opportunities that are being utilized throughout the classroom and intervene, provide guidance and feedback to students as appropriate.

Assess Performance



Pre-test with progressively leveled stages of learning being measured (DOK1, 2, 3) with technology enhanced questions* (TEQ). This pre-test data is accessible by the teacher in real time so that teachers can make formative instructional decisions on the fly. Post-test items provide another measure of student growth and benchmark for mastery.



The DOK-leveled instructional resources parallel the pre-test items and embed independent TEQs at the end of each DOK chunk of instruction to provide a real time measure of student learning as well as to provide a measure of the effectiveness of the related instructional strategy.



End of lesson assignment. Created from our pool of 30+ lesson specific assessment items.

Enhance Retention and Transfer



Our end of lesson summary highlights key topics, restates the learning objective and has students reflect on their learning strategy.



OER based re-teaching and enrichment materials provide the classroom teacher with flexible learning options as necessary.

*TEQs are used to eliminate false positives that result when a student correctly guesses the response to a question.