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Running head: Gagne and Technology Gagne's Events of Instruction and Technology First and Abstract The introduction of technology to the classroom has brought about many changes to the learning environment. Some such technology tools that have been introduced are: an instructional presentation and an instructional learning module, and an instructional authoring tool and a conventional presentation tool. By taking a look at what their differences are and how they enhance instruction in accordance to Gagne's nine events of instruction; one can begin to understand how technology is best incorporated in the classroom. Gagne's Events of Instruction and Technology The learning environment has undergone massive changes with the integration of technology in the classroom over the past few decades. Schools have gone from mostly pencil and paper based learning to many students having their own laptops in the classroom. This shift has created a need for teachers to understand how to keep their students interested and engaged in the classroom, by presenting information in the most meaningful way. The basic structure for learning events as Gagne presented in his book, *The Conditions of Learning*, published in 1965, however, have not changed. So it is imperative to make the connection between the learning and teaching tools now available and how best to integrate them into Gagne's nine events of instruction. To demonstrate this, an in-depth look into the difference between the following will be investigated in accordance with how they tie into Gange's events of instruction: an instructional presentation and an instructional learning module, and an instructional authoring tool and a conventional presentation tool. Instruction Presentation versus Instruction Learning Module Both the instructional presentation and the instructional learning module would fall

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under the “ Presenting the Stimulus Material” under Gagne’s levels of instruction. Due to the fact the main goal of both of these components is to, “ present learners with the information to be learned” (Briggs, Gustafson, & Tillman, 1991). The differences come through in how this is accomplished. In an instructional presentation, material is typically presented orally to a group of students. This can be accomplished through textbooks, charts, or even a conventional presentation tool, such as Power Point. Typically in this type of presentation the teacher is doing the majority of the speaking while the students simply listen or take notes. Occasionally the students may interact if the teacher asks questions or starts a discussion topic. An instructional learning module is also a way to present material that needs to be learned, it is done in a different fashion, however. Typically an instructional learning module is a computer based presentation of material. This is accomplished by the instructor, setting up the module to contain the material needing to be learned. The student can then log on and go through the instruction materials themselves. These can be set up in a variety of different ways, but typically they contain graphics and pictures to illustrate instruction. Many learning modules also contain hands on links, and graphics to enhance the student’s interaction and therefore retention of the material. Many times, in using a learning module the line between Gagne’s “ presenting” level and “ providing learning guidance” become blurred. This is due to the fact that not only is the student learning new material that is being presented they are also getting the opportunity to interact with it. Although both types of presentation serve their purpose, a learning module, if used correctly can greatly enhance the learning outcome. This is especially true for the kinesthetic learner who has a need to “ do” in order to learn. Conventional

Presentation Tool versus Instructional Authoring Tool A conventional presentation tool, such as Power Point, is a tool in which the author can insert information and graphics to be presented to the learner in a classroom setting. Typically these are linear in their formation. They are created to enhance the instructional presentation type of instruction. They provide words, pictures, graphs, and sometimes even song all meant to enhance the presentation. The information within a conventional presentation tool will stay the same unless changed by the author. This presentation aid can fall under Gagne's, " Gain Attention", and " Presenting the Stimulus Material" level of instruction, due to the fact that it is eye catching and enhances the material, however there is very little, if any, student interaction with the tool. An instructional authoring tool is a tool that is based on a template that is created by a designer. The instructor then simply has to input the information they want to be learned, and then the student is able to go online or on a computer in the classroom, and they are able to interact with the material. The information within an instructional authoring tool is typically linked to specific websites so it is updated automatically if newer information is presented. This not only gives the student more interaction with the material, but it also gives them access to the most current and accurate information. Typically, like the conventional presentation tools, the instructional authoring tools will have graphics, charts, and even songs that go along with the material needing to be learned. However, unlike the convention tool, the instructional authoring tool also contains links and even activities that the student can participate in, in order to enhance learning. An instructional authoring tool does a great job of blending many of Gagne's levels of instruction. It catches the learner's attention, by its graphics and

design. It also presents the stimulus material that needs to be learned. It provides learning guidance by allowing the user to interact with the material being presented in a meaningful way. In some cases it even elicits performance by having the student participate in online learning activities, and in these cases it provides feedback for both the student, and instructor. In this way the instructor can assess the performance of the student. Also in most cases it enhances retention by providing a kinesthetic, hands on, way of learning.

**Conclusion** After looking at the differences between: an instructional presentation and an instructional learning module, and an instructional authoring tool and a conventional presentation tool, and how they tie into Gagne's nine levels of instruction, it is easy to see how technology can be used to enhance these levels of instruction. Although there is a time and place for every kind of instruction, it seems by using technology as it is available; a teacher has the opportunity to greatly enhance the students learning. Technology also allows the teacher to incorporate many of Gagne's levels of instruction in one or two tools, which incorporation of these levels is essential to learning and learning retention.

**References** Briggs, L., Gustafson, K., & Tillman, M. (Ed.). (1991). *Instructional design: principles and applications*. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc.