

### Gagné's Nine Instructional Events

Learning Components	Gagné's Nine Instructional Events (Smith & Ragan, 2005, p. 129)	Demonstration of the Instructional Event
Pre-instructional Activities	<ol style="list-style-type: none"> <li>1. Gain attention of the student.</li> <li>2. Inform learner of the objective(s).</li> <li>3. Stimulate recall of prior learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The course starts with a welcome video from the instructor and a connection video introducing the significance and cost of workplace injuries. There is also a short video introducing the topic of repetitive strain injuries.</li> <li>2. The learning goals and objectives for each module are provided in text and audio format.</li> <li>3. There are three activities to stimulate prior learning; a poll on personal experience; a quiz on sonographer injuries; and a word cloud identifying signs and symptoms; and a discussion forum relating to personal experience.</li> </ol>
Content Presentation	<ol style="list-style-type: none"> <li>4. Present the content.</li> <li>5. Provide learning guidance.</li> </ol>	<ol style="list-style-type: none"> <li>4. The learning object is organized and chunked in such a way as to lead the learner through each module in a sequential manner. There is a variety of media, such as text-based, video, and audio, to address different learning preferences and multiple activities. There are some optional resources and reviews available to the learner. There are both individual and peer-collaboration activities to promote social cohesion and avoid the feeling of isolation.</li> <li>5. There are formative activities for the learner and instructor to maintain a sense of how the learning is going. There is little instructor interaction as this is meant to be a self-directed learning object.</li> </ol>
Learner Participation	<ol style="list-style-type: none"> <li>6. Elicit performance.</li> <li>7. Provide feedback.</li> </ol>	<ol style="list-style-type: none"> <li>6. There are some discussion forums and projects the learners are to participate in and complete.</li> <li>7. There are some self-correcting quizzes with feedback incorporated into the answers. There are a further two activities, in which the learner can check their knowledge after completing the activity. There is little instructor interaction as this is meant to be a self-directed learning object.</li> </ol>
Assessment	<ol style="list-style-type: none"> <li>8. Assess performance</li> </ol>	<ol style="list-style-type: none"> <li>8. There are quizzes, self-checking activities, and final project will be graded by the instructor.</li> </ol>
Follow-through Activities	<ol style="list-style-type: none"> <li>9. Enhance retention and transfer of learning.</li> </ol>	<ol style="list-style-type: none"> <li>9. There are two assignments to assist with the transfer of learning; the ergonomic checklist (creation of a job-aid) and the final project, a presentation on injury prevention. These are to assist with synthesis and internalize the new knowledge.</li> </ol>