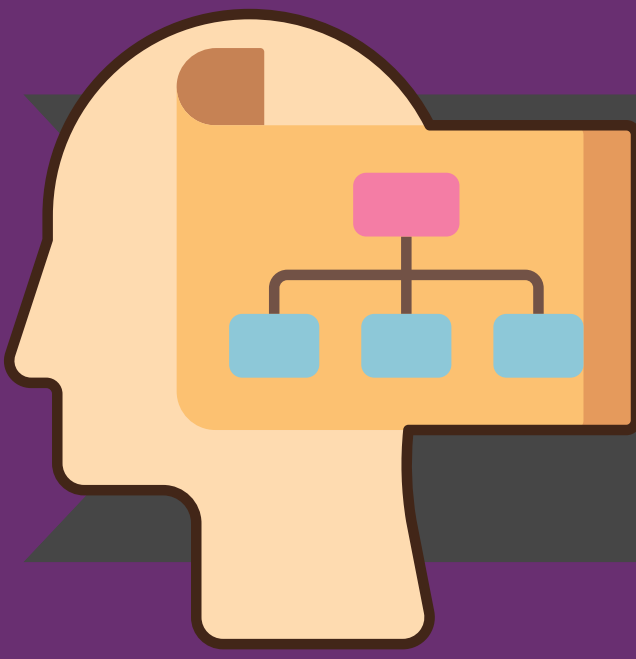
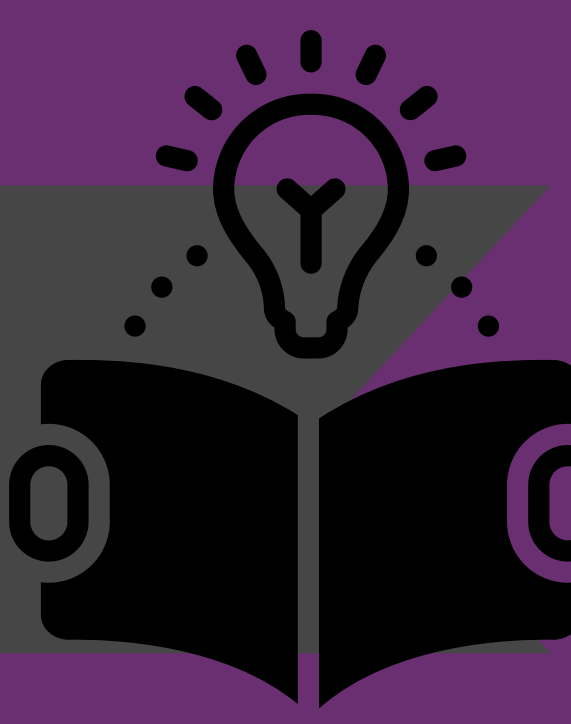


COG Instructional Design Theory

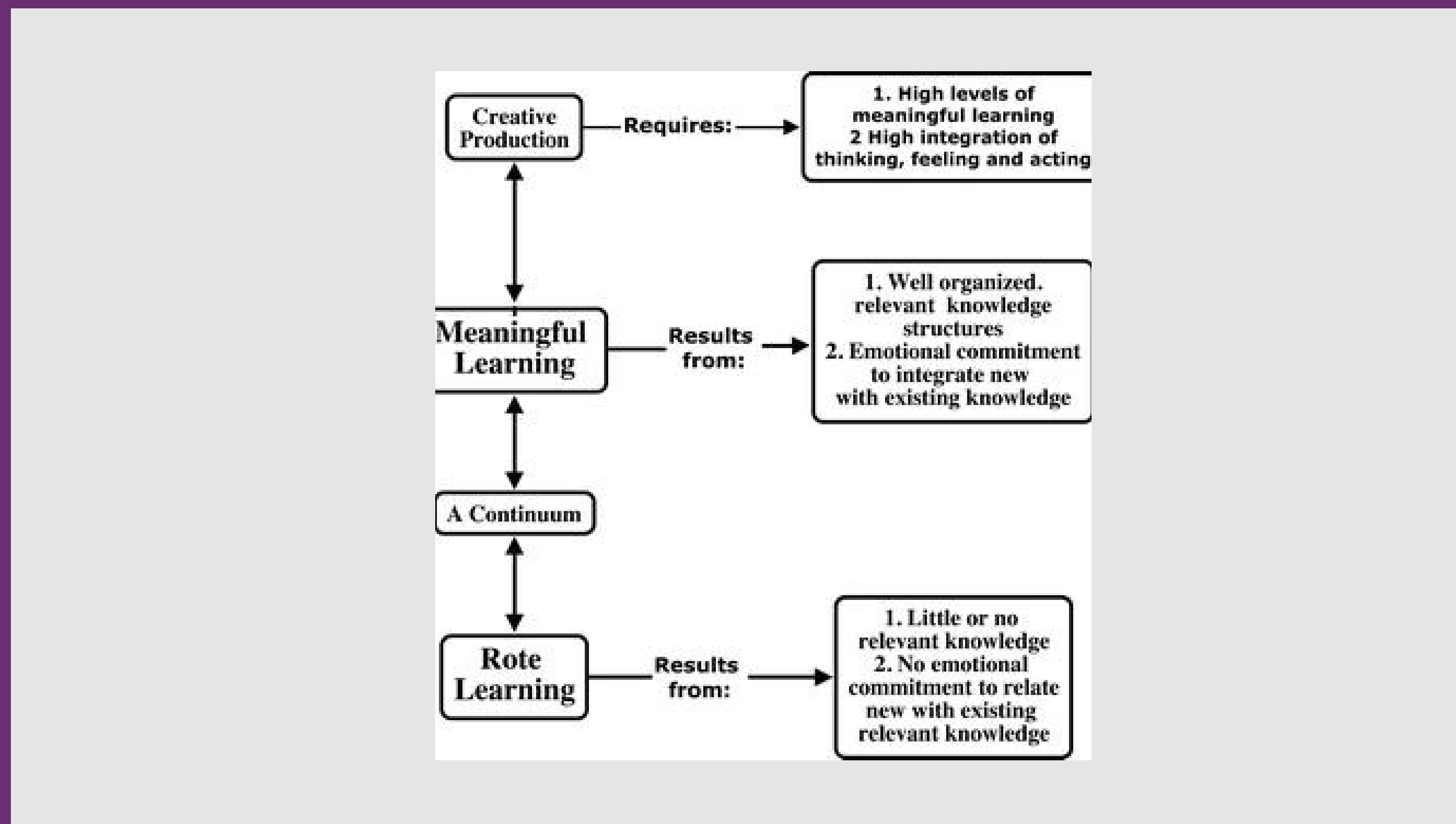
Learning is a process of sensory inputs, processing and storing inputs into mental representations or schema and retrieving knowledge when it is required.



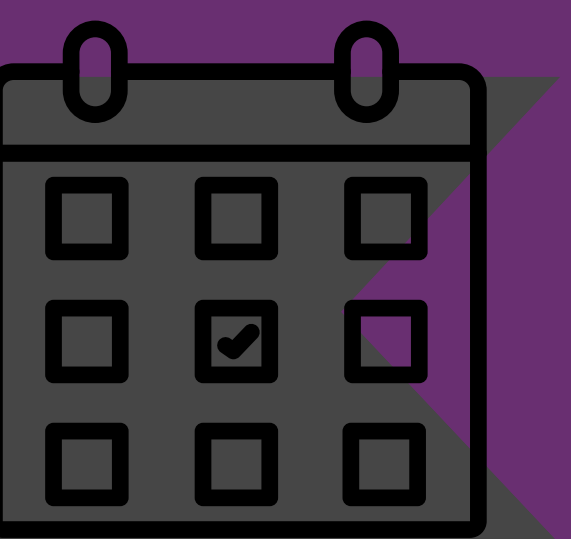
Meaningful Reception Theory



Meaningful Reception Model



9 Events of Instruction



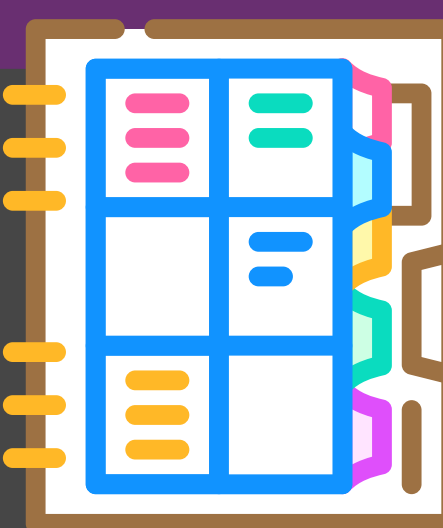
9 Events of Instruction Model



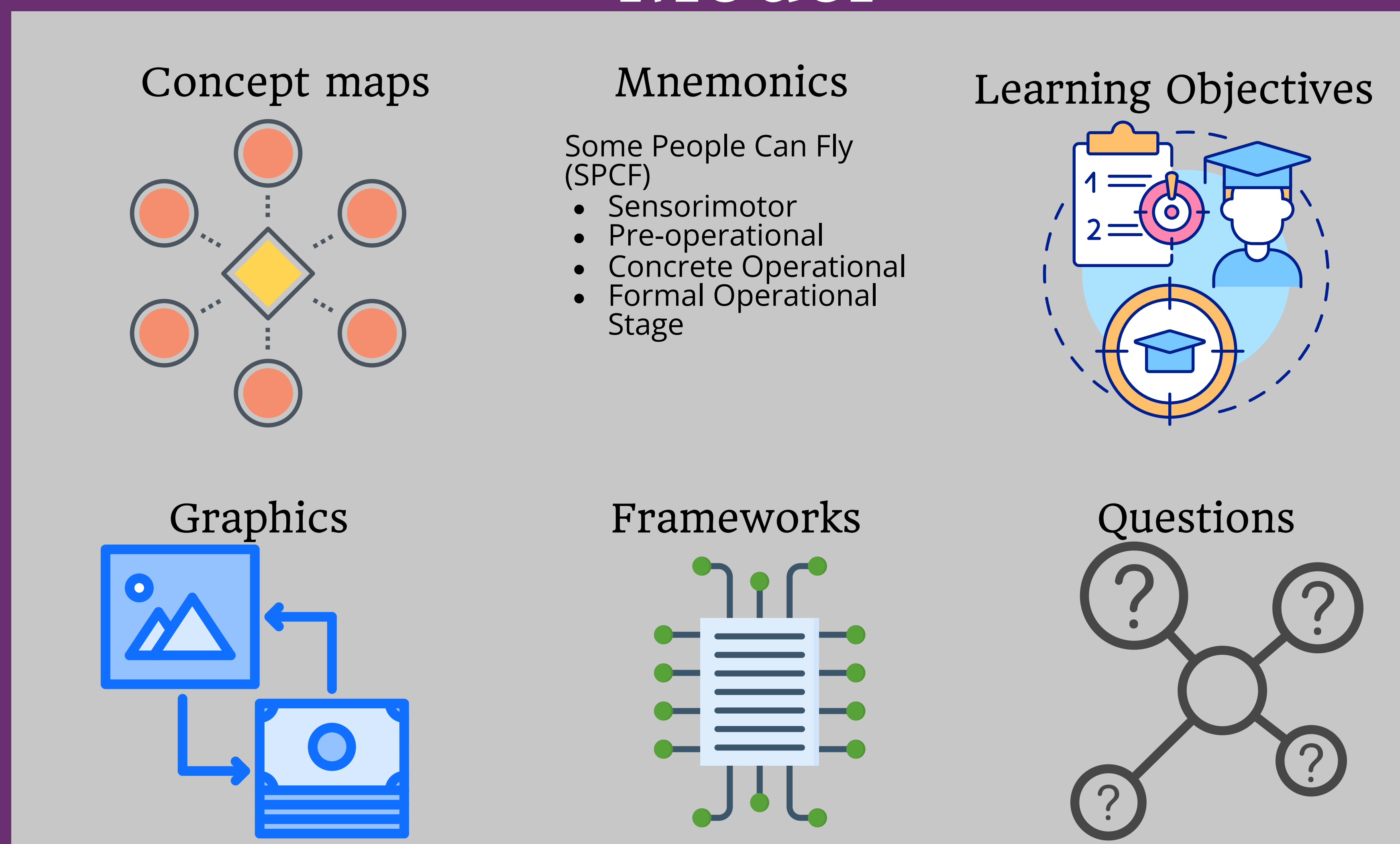
- Gagne's idea
- **Primary Presentation**
 - Content: Describe content, indicate how, order, and how it will be presented
 - Guidance: Indicate anticipated support and guidance to help students master or understand content
- **Practice with feedback**
 - Practice: Indicate when and how practice sessions will be structured
 - Feedback: Indicate forms of feedback, when provided, strategy for varying feedback
- **Resolution Phase**
 - Assessment: Indicate when and how practice sessions will be covered
 - Retention and Transfer: Indicate a strategy to promote long-term retention of content and assist learners in applying content in situations different from the learning context
- **Set-up Phase**
 - Gain attention: Describe what will be done to gain and maintain attention
 - Objectives: Indicates objectives and conveyed to learners
 - Recall: Indicate relevant prior learning and what will be done to prompt recall



Advance Organizers



Advance Organizers Instruction Model



References:

Graphics: Piktochart

Ormrod, J.E. (2012) Human Learning (8th edition). Upper Saddle River, NJ: Pearson Education

IDE 621: Principles of Instruction and Learning Handout

Graphics: Ausubelian Theory of Learning | SpringerLink, Piktochart

Author: Leah Willis