

FIELD PAPERS

Junior Secondary Educational Improvement Project

BOTSWANA

**Instructional Design Course
Unit Four: Events of Instructions**

IEES

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Efficiency of
Educational
Systems

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Instructional Design Course Unit Four: Events of Instruction

Molepolole College of Education

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UNIT FOUR

I. TITLE

Events of Instruction

II. AIM

The aim of the unit is to enable you to understand a sequence of events that occur in a lesson and how they are used for preparing and implementing a lesson.

III. CONTENT OUTLINE

A. Overview of the Events of Instruction

1. Definition of the events of instruction
2. Relationship between events of instruction and learning

B. Description of the Events of Instruction

1. Gaining attention
2. Informing the learner of the objectives
3. Recalling of previous learning and related experience
4. Presenting the stimulus materials
5. Providing learning guidance
6. Eliciting performance
7. Providing feedback
8. Assessing performance
9. Providing for retention and transfer of learning

IV. OBJECTIVES

- A. Define the events of instruction
- B. Describe the relationship between events of instruction and learning
- C. Given an event of instruction, be able to describe it accurately
- D. Given an event of instruction, be able to give an example of how it may be used for preparing and delivering a lesson

V. INTRODUCTION

So far the contents of Units One and Three have been self-contained, that is, all of the information you were required to learn were in the units. In this unit, the information you will be learning are based on a specific given reading

reference. The emphasis of this unit, therefore, will be to summarise the main points in the reference material. In instructional design, this is called adoption of an existing learning material because the material will be given to you without modification. A method of this nature is sometimes necessary if, in the opinion of the teacher, the existing material is well written and is suitable to the characteristics of the students.

In order for you to appropriately use the information in the reference material, you should:

- A. read the module to get an idea of the type of information to pay attention to in the reference material;
- B. read the reference material carefully to understand the main points as indicated in the module; and
- C. reread the module and do the exercises as directed. The examples given in the module are intended to make the contents of the reference material relevant to your experience.

VI. PRESENTATION

In Units two to three, you learnt about how to obtain content for the lesson, the characteristics of the students you are going to teach, and how to write aims and objectives for the lesson. Before more is said about other activities that are involved in a lesson preparation and implementation, you should have a clear idea of the events that occur in a lesson. You will find this knowledge helpful as you search for instructional materials, teaching aids, teaching methods and techniques, and write lesson notes and lesson plans. The purpose of this unit is to enable you to define the events of instruction and describe how they are used in a lesson.

A. Overview of the Events of Instruction

Have you ever been in a class where you felt that the teacher knew how to teach? Did you think that the teacher introduced the lesson in a stimulating way; that the content was presented step by step with examples that were interesting to you; and that the way the teacher summarised the lesson helped you to remember the content? The different activities that take place during a lesson may be called **events**.

1. Definition of Events of Instruction (pages 155-156)

The **events of instruction** is a term used by Gagne¹ to mean all of the things that a teacher does during instruction to help students learn. If you have

¹ Gagne, R. M. (1985). *Conditions of learning and theory of instruction*. New York: Holt, Rinehart and Winston. Chapter 15. The events of instruction were first published in 1977 (1st Ed.). The full discussion of the events is the focus of this unit.

watched a teacher in action (you did as a student), then you would have experienced a series of instructional events such as the methods used by the teacher to gain your attention, present information, conclude the lesson and all of the things you were asked to do during the lesson.

After study teaching and learning activities that take place during instruction, Gagne said that these activities may be categorised into a series of **nine events**. The events are: (a) gaining attention; (b) informing the learner of the objective; (c) stimulating recall of prerequisite learning; (d) presenting stimulus material; (e) providing learning guidance; (f) eliciting performance; (g) providing feedback; (h) assessing performance; and (i) enhancing retention and transfer of learning. As you can see these events represent activities that usually occur during most lessons.

The events of instruction may be demonstrated by the following example. In teaching about the eye, the teacher may gain attention of the students by asking them to listen to the funniest joke of the year. And before the joke is told, the teacher may ask the students to listen attentively for its meaning.

*"Once upon a time, two **cross-eyed** men who were walking in an opposite direction collided at the corner of the street when they were making a turn. The first cross-eyed man said, "Hey, why don't you **LOOK** where you're going?" And the second cross-eyed man angrily replied, "Why don't you **GO** where you're looking?"*

Following the joke, the teacher may ask students some questions such as "Do you know how cross-eye is caused?; Do you know that the eye has muscles and blood vessels? Do you know why, after looking at the sun, one becomes temporarily blind? Would you like to know how we see things?" After asking these questions, the teacher may inform the students of the **objectives of the lesson** by saying, "Today we are going to learn about the eye. At the end of the lesson you should be able to name the main parts of the eye and describe how we see."

Once the students have been informed of the objectives of the class, the teacher may then ask students questions to help them **recall previous (prerequisite) learning** that relates to the eye. The purpose is to find out how much the students already know about the eye.

Next, the teacher may **present stimulus material** such as a drawing of the eye or refer the students to a reading reference. The teacher can then provide **learning guidance** by asking questions that will help the students to learn the parts of the eye and how the eye functions.

After students have learnt the main facts about the eye, the teacher may ask them to do some exercises (**eliciting performance**) such as drawing and labelling the parts of the eye. Or Students may be asked to do exercises as directed in student worksheet or book.

During the exercise, the teacher may go round the class to **provide feedback** which will let the students know how well they are performing. The feedback will help the students to correct mistakes as they perform.

At the end of the exercise, the teacher may give the students oral or written questions to **assess their performance**. The answers to these questions should help the teacher to know how well the students have understood the *main points* in the lesson.

Following the exercises the teacher may conclude the lesson by summarising the main points and by giving students homework to do. The purpose is to help students remember and to apply what was learnt in the lesson (**enhance retention and transfer of learning**).

The above account represents a brief description of how the events of instruction may be used in a lesson. All of the events of instruction do not apply to all lessons. More will be said about this later.

2. Relationship between Events of Instruction and Learning (pages 153-156)

According to Gagne the process of learning is a personal activity involving a series of *internal events* occurring in the mind of the learner. Although the actual process of how learning occurs is not exactly known, many theories have been advanced to explain it. One of these theories is **information processing**². The detail explanation of the steps involved in information processing can be found on pages 154-155 of the reading reference. As you read the explanation keep in mind that the term "information" is used in a special sense to mean anything that you hear, see, touch, taste or smell. Information processing involves a series of successive stages:

Stage One: (Sensory Registers)

A stimulus or an information is received. For example, the teacher writes on the chalkboard that the formula for finding the area of a rectangle is $L \times W$ (length times width). Upon hearing and seeing the formula written on the chalkboard, the mind acts on it through "**sensory registers**" or nerves in the brain that are responsible for receiving incoming information (external events). *The condition necessary for the information to be processed is called attention and selective perception*. For learning to take place, the student must pay attention to the information and through the process of selective perception, the student is able to focus on the characteristic features of the information being received.

Stage Two: (Short-term Memory)

The information is processed in the short-term memory. The short-term memory (also called active mind) is where information is temporarily stored and used for a very limited time. *The condition necessary for storing information in the short-term memory is rehearsal*. Rehearsal involves

² Information processing involves receiving, interpreting and storing information.

repetition of the information received. For example, the teacher may say, "the area of a rectangle can be found by multiplying the length by the width." The student reacts by repeating (in the mind) what the teacher had said. If the information is unimportant it is soon forgotten, and if it is important, it will be further processed to be stored in the long-term memory.

Stage Three: (Long-term Memory)

The information is stored in the long-term memory. The long-term memory (also called the passive mind) is where information is permanently stored. *The condition necessary for storing information in the long-term memory is semantic encoding.* For the student to encode the new information, it must be given a special meaning or attached to information that already exist in the mind. For example, when the teacher draws a rectangle (5 cm X 3 cm) divided into square centimeters on the chalkboard, and demonstrates how the formula is applied, this helps the student to recall from past experience, multiplication, linear metric unit and objects shaped like rectangles and squares. The more the student applies the formula in finding areas of rectangles of different sizes and solving problems relating to rectangles, the greater the chances that the information will be remembered and easily recalled in the future.

Thus, the relationship between events of instruction and learning is that learning involves a series of **internal events** occurring in the mind of the learner, and events of instruction involves a series of **external events** organised to stimulate the learner to think and learn. A generalisation from this explanation is that for teaching to be effective and efficient, events of instruction must be deliberately organised to help the student learn the materials being presented. In teaching, the teacher should allow the learner to recall past experiences that are relevant to what is being taught; use good teaching aids that help the learner to build images to store information; use good teaching methods and techniques that guide the learner to understand instructional materials; give practice and feedback opportunities to encourage encoding; and to provide situations to apply what is learnt.

B. Description of the Events of Instruction

Before you read the summary and examples given here, you should first read the reference material explaining the events of instruction.

1. Gaining Attention

Gaining attention means what the teacher does at the beginning of the lesson to attract the interest of the learner or to cause the learner to listen. There are many ways to gain attention of the students before starting a lesson.

- a. **Verbal communication.** A teacher could tell a short story, a joke or ask a challenging question, such as, " who can tell the class how the geographical boundaries of Botswana was drawn?" It could be simply asking the students to bring out a textbook and open to a given page. Infact, any spoken word or verbal communication that is intended to arouse the interest of the student will suffice.

- b. **Nonverbal communication.** A teacher may show a short film on "Spiking in Volleyball" during a Physical Education lesson; or a film showing starving children for a lesson on "Food Nutrition." Nonverbal communication may also include clapping hands before the class to attract attention; putting a picture on the board and directing attention to it; or acting such as pretending to have broken leg (for a lesson on first aid).

When a teacher is looking for materials to use in a lesson, it is important to keep in mind materials that could be used for introducing the lesson. For example, a film showing children starving is very effective for a lesson on "Nutrition". Also, a cassette recording of Kgotla session is effective for a lesson on " Systems of Justice in Botswana".

2. Informing the Learner of the Objectives

Informing the learner of the objectives is letting the learner know what will be learnt in the lesson. This is done as soon as the attention of the learner is obtained. A learner can be told of what is going to be taught by:

- a. **Verbal communication.** A teacher can verbally inform the learner of what the lesson is about, such as saying, " Today we are going to learn about Setswana proverbs relating to parts of a cow."
- b. **Nonverbal communication.** The most direct way to inform the learner of the objectives is to write the outline of the lesson on the board in the form of topics and subtopics. For example, for a lesson on the parts of the eye, the teacher may write the topic as "The Eye" and the subtopics as, (a) Parts of the eye; and (b) Functions of the eye." Another method is to write on the board what students are to learn, such as a list of words to be used in constructing sentences; problems to be solved in or mathematics.

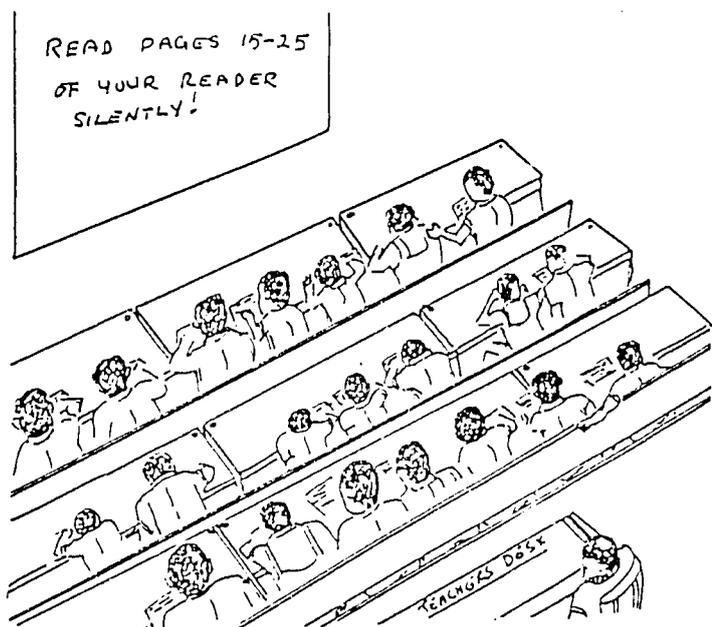
3. Stimulating Recall of Pre-requisite Learning

This involves asking the learner to bring out from memory, any relevant knowledge or situation that is related to the objective or what the lesson is about. In teaching, previous learning is important because it helps the learner to associate what is going to be learnt with what is already known. In some learning situations, pre-requisite learning is very necessary. For example, in order for students to learn how to divide, addition and subtraction rules would have to be recalled and demonstrated.

In another learning situation, like a topic on "String Instruments", a teacher may simply show a picture of guitar, violin or a box string (Segaba), and ask the students, "Have you seen this before?" If a student had seen one or more of the instruments, the student may even remember the type of sound produced by it.

4. Presenting the Stimulus Material

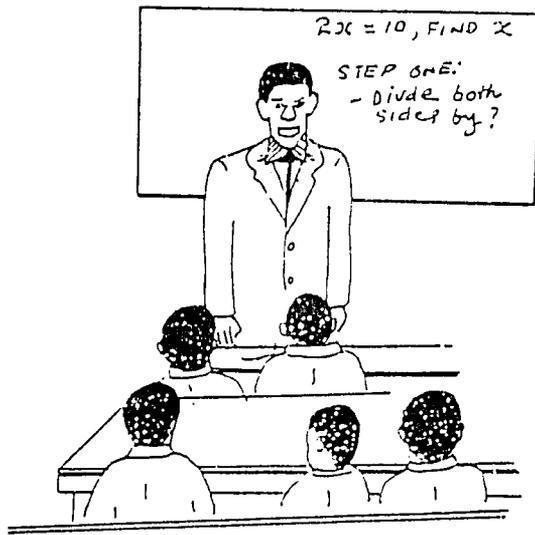
A stimulus is anything that has the probability of causing the learner to think or respond. In a lesson stimulus materials can be verbal communication such as notes dictated to students to copy or difficult words pronounced for students to hear and repeat. It can be nonverbal communication such as a map showing physical features of a region; a mathematical equation written on the board; or a reading reference which students are asked to read.



In planning a lesson the teacher should think of learning materials and teaching aids that communicate clearly to the students. It must be remembered that the stimulus materials and teaching aids used in the lesson, help the student to encode information. Thus, the use of a variety of learning materials and teaching aids increases understanding and long-term retention of what is learnt.

5. Providing Learning Guidance

Learning guidance is the direction, hints and cues given learners to help them learn. Generally, it is better to encourage the students to think about what is being learnt rather than just telling them what they should learn. In some learning situations like "How Botswana Prepared for Independence", the teacher may tell the students the facts, if none of the students could tell the class. However, in a situation that involves learning a rule, the students should be led to discover the rule. For example, a teacher may write on the board a mathematical problem such as, "If $2x = 10$, what is the value of x ?" If none of the students can tell how to solve the problem, the teacher can use a series of questions to help the students to solve the problem.

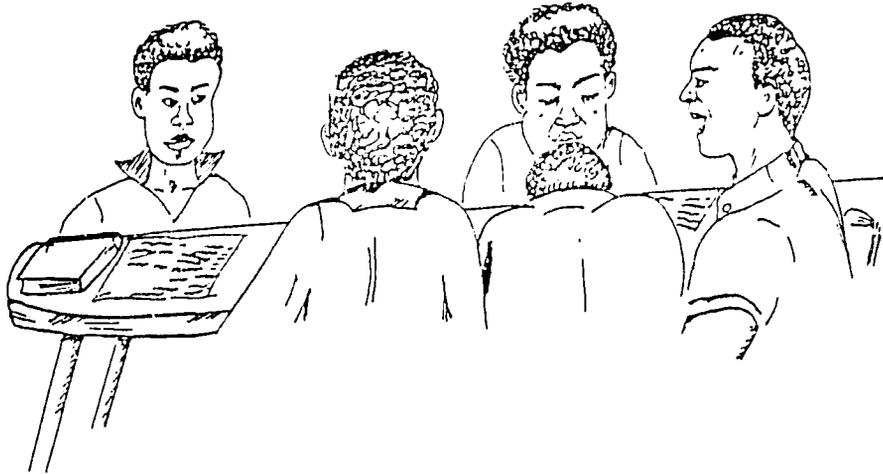


The question of learning guidance relates specifically to methods and techniques of instruction. The teacher should make sure that methods and techniques match the characteristics of the students and are likely to encourage independent learning and problem solving.

6. Eliciting the Performance

After the students have been given sufficient learning guidance, the teacher can now ask them to show that they have understood the lesson. This is done by asking the students to demonstrate. For example, in Science, after teaching the students how to test for starch in green leaves, the teacher may ask the students to practice in small groups. In Social Studies, after a discussion on

"Who is more Important to the Community: a Doctor or a Teacher", the teacher may ask the students to prepare, in groups of five, arguments for and against.



Eliciting performance should not be confused with testing or assessing performance. The purpose here is to check if students have understood what was taught. The teacher can use this opportunity to provide help to students who have problems in understanding what was taught.

7. Providing Feedback

Feedback is letting students know how well they are performing or have performed. It may be given in class when a teacher goes round the class to correct what students are doing. The feedback referred to here is one given during performance. A feedback of this nature may be given in the form of a smile, a nod, praise or pointing out mistakes being made by students. Feedback may also be given at anytime during the lesson when a student responds to questions or is performing a task. In case of written work, feedback may be given in the form of written comments.

A feedback is not always provided by the teacher. It can be felt by the learner. For example, after hearing five musical notes, the student can practice on a flute to reproduce the notes. The feedback is how well the sound produced matches the one that was heard. In English, after listening to the

pronunciation of words from a recorded voice, the feedback is how well the student's pronunciation matches the recorded voice.

8. Assessing Performance

During eliciting performance and providing feedback phase, the teacher was able to find out if the students have understood the instruction by examining what they were asked to do. Assessing performance is testing the students to make sure that learning has actually taken place.



The test given the students has two major functions, that is, to determine how well students have understood the lesson, and to find out if instruction was effective. In assessing performance a written test or an oral test may be used. For the test to be useful, it should consist of sufficient questions to give the teacher confidence that the students who pass the test have actually understood the instruction.

9. Enhancing Retention and Transfer

Enhancing retention means any activity that helps students to more effectively remember what was learnt in the class. This can be achieved through revision, repetition and practice of what was learnt. For example, after delivering a lesson, a teacher may go over the main points or give the students practice exercises to do at home. Transfer of learning is when students are asked to apply what was learnt to solve problems in different situations.

For example, In Science, after describing the feeding characteristics of cows, the students may be asked to watch a cow graze and make notes of what was observed



In mathematics, after learning how to find simple interest, the teacher may ask the students to write about the consequences for borrowers, if bank loan interest rates were increased, say, from 10% per year to 20%. In Social Studies, after learning about the "Importance of International Trade for Botswana", the students may be asked to write about what would happen if the rest of the world refuses to trade with Botswana.

Retention can also be improved by *space review*, that is, a review that is conducted at certain intervals, such as once every two weeks. For example, a teacher may use the first period of every other Monday to revise what was taught in the previous two weeks.

In summary, this unit has been concerned with the events that occur in a lesson. The events are: (a) gaining attention; (b) informing the learner of the objective; (c) stimulating recall of prerequisite learning; (d) presenting the stimulus material; (e) providing learning guidance; (f) eliciting the performance; (g) providing feedback; (h) assessing performance; (i) enhancing retention and transfer of learning.

Learning was explained as a personal activity involving interrelationships between internal events (what is going on in the mind of the learner) and

external events (what is happening around the learner). To explain how the events of instruction relate to learning, you were given a brief description of how information is processed through sensory perception, short-term memory and long-term memory.

Although the events were presented sequentially, they may not all be used in the order listed and not all of them apply to all learning situations. Some of the events may be supplied by the teacher, some by the learner and some by the instructional materials used in the lesson. For example, student worksheet may contain the stimulus material, feedback, tests and follow up activities for retention and transfer of learning. The main role of the teacher in this situation is to provide learning guidance to ensure that students are not confused.

The knowledge of the events of instruction helps the teacher to prepare and deliver the lesson. After writing aims and objectives for the lesson, the teacher is able to think more clearly about what should be done to plan and deliver the lesson. Thus the events of instruction can be used as a guide to organise materials for the lesson.

VII. PRACTICE/EXERCISE

- A. Describe how you would help your students to increase their retention.
- B. State how the knowledge of events of instruction can help you to plan for a lesson.
- C. Attached are multiple-choice and short answer questions. Answer the questions without reference to the module or the reading material. When you have finished compare your answers with members of your study group. If you have doubts about any answer consult your teacher.

VIII. FEEDBACK

- A. Describe how you would help your students to increase their retention.

The question of retention deals with the ability of the student to store and recall what was learnt in the lesson. The long-term memory is the storage site for information that was well processed (page 154 of reading reference). In response to the above question you may include the following:

1. Relate the information to the past experience of the students. An information is easily learnt and remembered when it is associated with what students already know. For example, when teaching about the three states of water, you may ask the students if they had felt water that was very cold or very hot? This question causes the students to search their mind for a related experience.

2. **Use teaching aids that will help the student to form mental image.** .
For example, after students had watched an experiment on the three states of water, a chart can be drawn to help students remember the experiment. When teaching about the "People of other lands", a short film showing the people and their lifestyle will help the students to better remember the lesson than a verbal description.
3. **Encourage active participation.** The learner should be involved in the learning process. For the lesson on the three states of water, ask students to perform the experiment in groups. An effective method for involving students in the learning process is by asking questions.
4. **Use a variety of teaching methods and techniques.** To motivate and sustain the interest of students, a teacher should provide opportunities for students to learn the same thing in more than one way. For example, major methods like role playing, dramatisation and questioning, story telling can be used to increase attention and motivation.
5. **Assess learner performance.** Tests serve an important role in the learning process. Tests cause students to review as well as help the teacher to identify specific weaknesses of each student. Based on test results, the teacher is better able to provide for more effective review.
6. **Provide for periodical review.** Learning may be compared to garden tools. When garden tools are not properly stored or used always they become rustic. Students can be encouraged to review by giving them quizzes that are based on past learning and periodical examinations. The teacher can also set aside some periods for review, during which specific questions are asked and feedback given to students.
7. **Provide for transfer of learning.** Transfer of learning may be achieved by giving assignments that require students to put together (synthesise) a group of related information. Another way to encourage transfer of learning is to ask students to apply what was learnt in the lesson to solve a number of problems.

- B. State how the knowledge of events of instruction can help a teacher to plan for a lesson.**

The events of instruction are concerned with what occurs during the lesson to help the learner to learn. Planning a lesson involves selecting learning materials, teaching aids, methods and techniques and writing test questions for the lesson. A teacher may be compared to an architect who designs houses. For an architect to design a house, something should be known about what the house will be used for, the climate, the ground structure, materials available and the type of people who will live in the house -- children, adults or persons with handicapping conditions. With this knowledge in mind, the

architect can proceed with the design of the house. The knowledge of the events of instruction helps the teacher to select teaching materials that are useful for assuring that relevant events of instruction are properly taught.

IX. REMEDIATION

If you have problems in understanding how the meaning of the events of instruction and information processing read:

Briggs, L.J., & Wager, W. W. (1981). Handbook of Procedures for the Design of Instruction. Englewood Cliffs, N.J: Prentice-Hall (Chapter Nine, pp. 133-140. There are ten copies in the reference section of your library.

Gagne, R. M. (1985). The conditions of learning and theory of instruction. New York: Holt, Rinehart and Winston. Chapter 4, pp. 70-86. There are eight copies in the library

X. ENRICHMENT

You may learn more about the events of instruction and information processing from:

Briggs, L.J., & Wager, W. W. (1981). Handbook of Procedures for the Design of Instruction. Englewood Cliffs, N.J: Prentice-Hall (Chapter Nine, pp. 133-140. There are ten copies in the reference section of your library.

Gagne, R. M. (1985). The conditions of learning and theory of instruction. New York: Holt, Rinehart and Winston. Chapter 4, pp. 70-86. There are eight copies in the library

XI. EVALUATION

You will be tested from the review questions attached to this unit. The questions will consist of multiple-choice and short answer questions. About five questions each will be taken from units one to three.

XII. REFERENCES

Briggs, L.J., & Wager, W. W. (1981). Handbook of Procedures for the Design of Instruction. Englewood Cliffs, N.J: Prentice-Hall (Chapter Nine, pp. 133-140. There are ten copies in the reference section of your library.

Gagne, R. M. (1985). The conditions of learning and theory of instruction. New York: Holt, Rinehart and Winston. Chapter 4, pp. 70-86. There are eight copies in the library

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. Chapter 9.

Objective B. Describe the relationship between events of instruction and learning (pp.153-155)

7. Explain why learning is an individual activity occurring in the mind of the learner.
8. A specific theory which is used for explaining how learning takes place in the mind is referred to as
- Behavioural theory
 - Organisation theory
 - Information Processing theory
 - Teaching theory
9. Which one of the following statements best describes internal events in a learning process?
- It is the way the
- teacher is presenting information to students
 - teacher organises information for the lesson
 - learner feels before information is presented
 - learner interpretes the information presented
10. Which one of the following statements best describes external events in a learning process?
- It is the way the
- teacher is presenting information to students
 - teacher organises information for the lesson
 - learner feels before information is presented
 - learner interpretes the information presented
11. During instruction the information that is received is processed through three main stages. Which one the following is NOT involved?
- Sensory Registers
 - Short-term Memory
 - Visual Images
 - Long-term Memory
12. A stage in information processing which is associated with incoming stimuli is
- Sensory Registers
 - Short-term Memory
 - Visual Images
 - Long-term Memory

13. A stage in information processing which temporarily stores information is
- Sensory Registers
 - Short-term Memory
 - Visual Images
 - Long-term Memory
14. A stage in information processing in which information is permanently stored is
- Sensory Registers
 - Short-term Memory
 - Visual Images
 - Long-term Memory
15. A first condition necessary before information can be processed is
- Selective Perception
 - Encoding
 - Attention
 - Rehearsal
16. One of the reasons why a learner sometimes misunderstands a teacher is due to
- Selective Perception
 - Encoding
 - Forgetfulness
 - Rehearsal
17. The short-term memory has a limited capacity for storing information. An activity that is likely to prevent information loss is
- Selective Perception
 - Encoding
 - Forgetfulness
 - Rehearsal
18. For information to be stored in the long-term memory, it undergoes a process called semantic encoding. Which one of the following is the LEAST EFFECTIVE PROCESS for semantic encoding?
- Giving a special meaning to the information
 - Relating the information to past experience
 - Memorising the information as given
 - Applying the information to solve problems
19. If a teacher wants most of the students to remember (for a long time) what is taught, the students should be
- told that the information is for examination
 - asked to repeat the information many times
 - given practice exercises to use the information
 - asked to use the information as they please

21. Summarise in one or two paragraphs, the relationship between events of instruction and learning?

Objective C. Given an event of instruction, be able to describe it accurately

22. Which one of the following methods of gaining attention is most effective for a lesson on "Road Safety"
- Showing students a picture of a car in an accident
 - Showing a film of people injured by careless drivers
 - Clapping hands to get attention of students who are talking
 - Blowing a whistle very loud before introducing the topic
23. Telling the learner of the objective for the lesson means
- Letting the learner know what is going to be taught
 - Letting the learner know of the importance of the topic
 - Asking students to pay attention to the main points
 - Telling students objects to be used in the lesson
24. When a teacher tells students to open to a page in their reading book to learn about the life-cycle of a butterfly, this is an example of:
- Stimulating recall of pre-requisite learning
 - Assessing performance
 - Presenting the stimulus material
 - Eliciting performance
25. Following a brief explanation of the use of prepositions in sentences, students are asked to construct sentences from a given list of prepositions. This activity may be called:
- Stimulating recall of pre-requisite learning
 - Assessing performance
 - Presenting the stimulus material
 - Eliciting Performance
26. At the end of the lesson, a teacher asks students to answer some questions. This is an example of:
- Stimulating recall of pre-requisite learning
 - Assessing performance
 - Providing learning guidance
 - Eliciting Performance

27. Before presenting the main content of a lesson, the teacher asks questions that pull from the students past experience, knowledge that may be relevant to the lesson. This event is called:
- Stimulating recall of pre-requisite learning
 - Assessing performance
 - Providing learning guidance
 - Eliciting Performance
28. Instead of lecturing, the teacher asks a series of questions that help students to understand the materials. This is a good example of:
- Providing feedback
 - Assessing performance
 - Providing learning guidance
 - Enhancing retention and transfer
29. In this event, a teacher can revise what students have learnt in a series of lessons.
- Providing feedback
 - Assessing performance
 - Providing learning guidance
 - Enhancing retention
30. An assignment given at the end of the lesson is an example of:
- Stimulating recall of pre-requisite learning
 - Assessing performance
 - Providing learning guidance
 - Enhancing retention and transfer
31. Usually, the purpose of the summary part of a lesson is for:
- Stimulating recall of pre-requisite learning
 - Assessing performance
 - Providing learning guidance
 - Enhancing retention and transfer
32. What is the difference between eliciting performance and assessing performance?
33. Identify two ways in which a learning guidance may be provided during a lesson.
34. Give two importance reasons for using feedback in instruction.

Objective D. Given an event of instruction, be able to give an example of how it may be used in preparing and delivering a lesson

35. List the events of instruction that may be associated with each of the following lesson components
- A. INTRODUCTION
 - B. PRESENTATION
 - C. CONCLUSION
 - D. FOLLOW UP
36. Identify two events of instruction and state how the events may be used in preparing for a lesson.
37. Choose TWO of the following and state how you would use them in a lesson.
- a. Presenting stimulus material
 - b. Providing learning guidance
 - c. Assessing learning performance
 - d. Enhancing retention and transfer of learning