

# How Non-Educators Educate Effectively

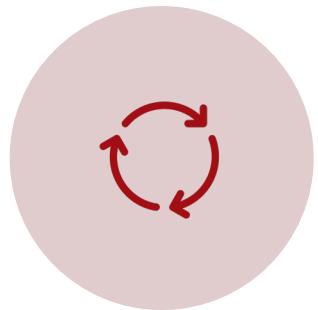
The Secret Recipe to Building Impactful Training Programs

# About

- Person
- Business
- Dog
- Kids



# Today's Objectives



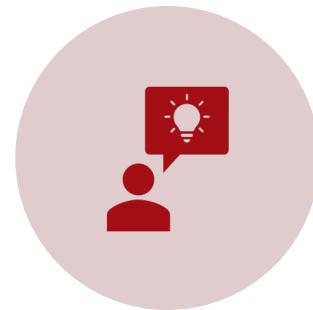
REVIEW KELLER'S ARCS  
MODEL OF INSTRUCTIONAL  
DESIGN



IDENTIFY GAPS IN ARCS  
MODEL

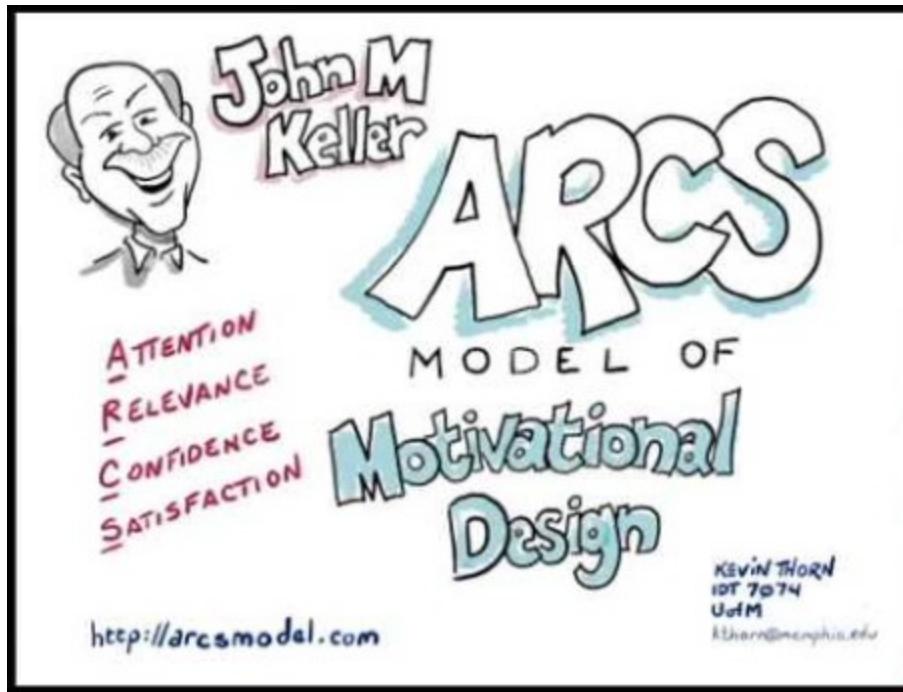


INTRODUCE GAGNE' &  
BRIGGS' EVENTS OF  
INSTRUCTION MODEL



BRAINSTORM!

# ARCS Overview



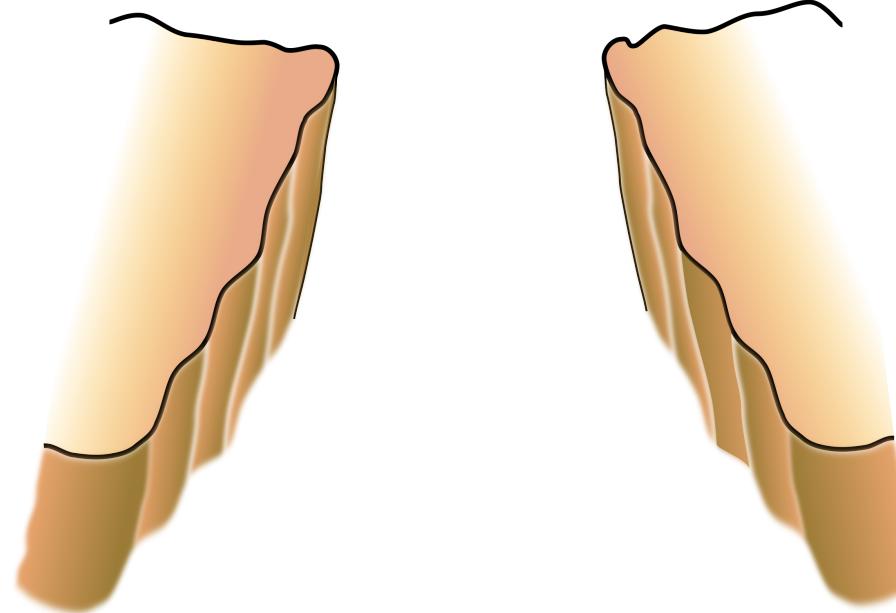
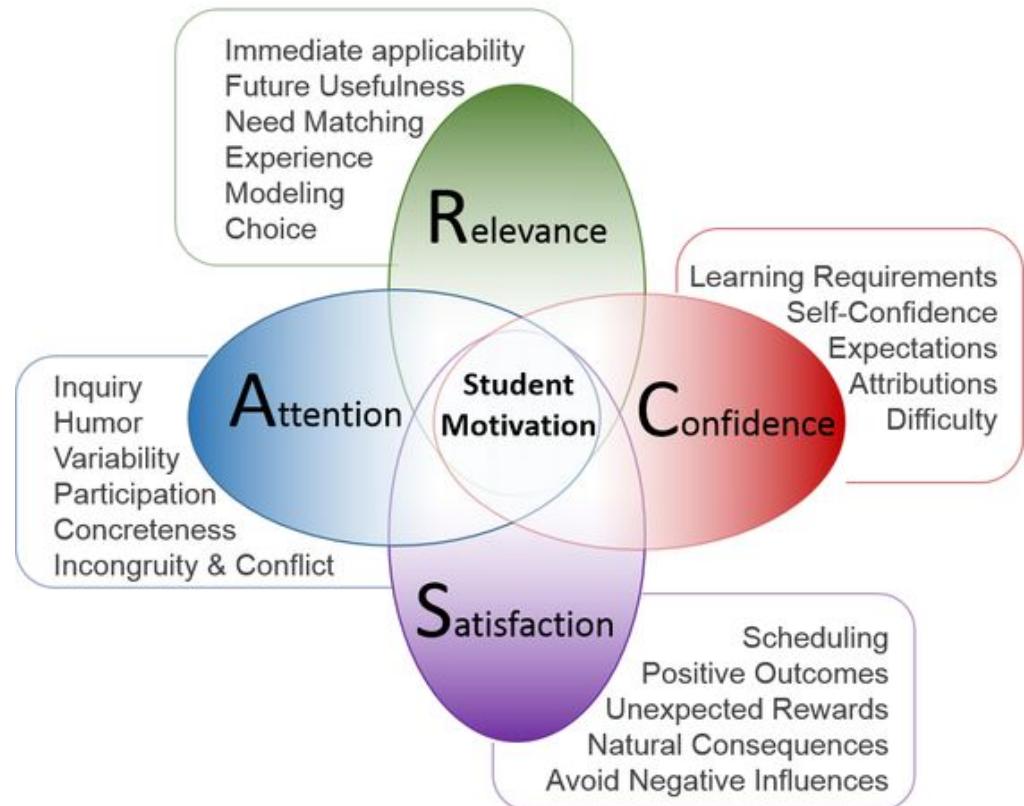
<https://www.youtube.com/watch?v=7z70BfIGbCA>

# ARCS Overview

<b>Attention</b>	<b>Relevance</b>	<b>Confidence</b>	<b>Satisfaction</b>
<b>Perceptual arousal</b>  Provide novelty and surprise	<b>Goal orientation</b>  Present objectives and useful purpose of instruction and specific methods for successful achievement	<b>Learning requirements</b>  Inform students about learning and performance requirements and assessment criteria	<b>Intrinsic reinforcement</b>  Encourage and support intrinsic enjoyment of the learning experience
<b>Inquiry arousal</b>  Stimulate curiosity by posing questions or problems to solve	<b>Motive matching</b>  Match objectives to student needs and motives	<b>Successful opportunities</b>  Provide challenging and meaningful opportunities for successful learning	<b>Extrinsic rewards</b>  Provide positive reinforcement and motivational feedback
<b>Variability</b>  Incorporate a range of methods and media to meet students' varying needs	<b>Familiarity</b>  Present content in ways that are understandable and related to the learners' experiences and values	<b>Personal responsibility</b>  Link learning success to students' personal effort and ability	<b>Equity</b>  Maintain consistent standards and consequences for success

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# Mind the Gap



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# Bridging the Gap

## Why Instructional Design Matters

Creating effective learning experiences is complicated. There are many widely implemented learning practices that are little more than myths. Not surprisingly most formal learning experiences are incredibly inefficient. Instructional design models provide frameworks to facilitate gaining new knowledge, skills or attitudes. Instructional designers use these models to guide the creation of engaging learning activities based on the science of how people learn.

<https://www.instructionaldesign.org/>

# 9 Events of Instruction- Gagne' & Briggs

- |  |  |
|--|--|
| 1. Gaining attention (reception)                     | show variety of computer-generated triangles                       |
| 2. Informing learners of the objective (expectancy)  | pose question: "What is an equilateral triangle?"                  |
| 3. Stimulating recall of prior learning (retrieval)  | review definitions of triangles                                    |
| 4. Presenting the stimulus (selective perception)    | give definition of equilateral triangle                            |
| 5. Providing learning guidance (semantic encoding)   | show example of how to create equilateral                          |
| 6. Eliciting performance (responding)                | ask students to create 5 different examples                        |
| 7. Providing feedback (reinforcement)                | check all examples as correct/incorrect                            |
| 8. Assessing performance (retrieval)                 | provide scores and remediation                                     |
| 9. Enhancing retention and transfer (generalization) | show pictures of objects and ask students to identify equilaterals |

*Gagne' (1985, chapter 12)*

# Let's try it out!

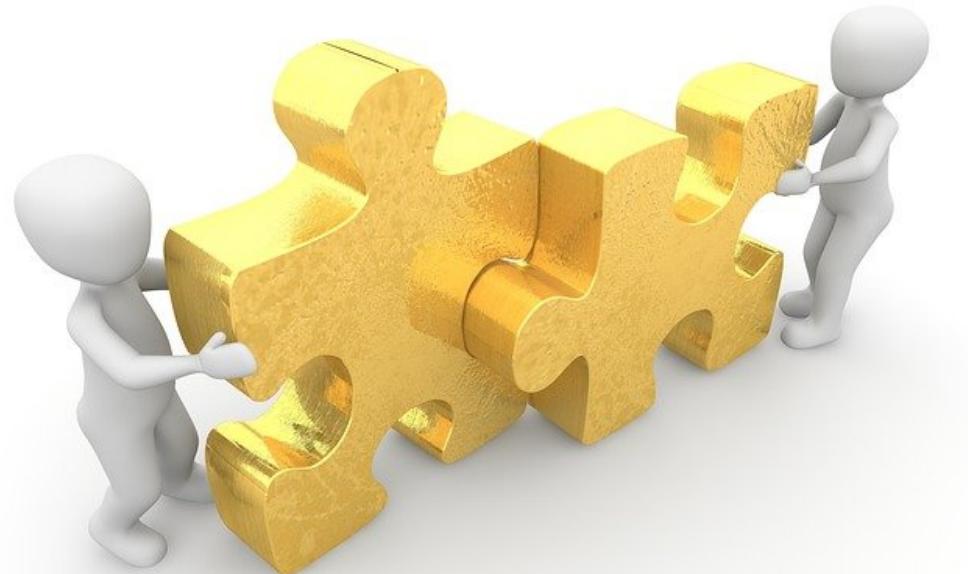
1. Think of a training presentation or other activity you are trying to design in your own program.
  2. Jot down some ideas for each of the 9 Events of Instruction.
  3. In a moment, we'll share our ideas in the Slack channel.
- 
1. Gain attention – show variety of computer-generated triangles
  2. Identify objective – pose question: "What is an equilateral triangle?"
  3. Recall prior learning – review definitions of triangles
  4. Present stimulus – give definition of equilateral triangle
  5. Guide learning- show example of how to create equilateral
  6. Elicit performance – ask students to create 5 different examples
  7. Provide feedback – check all examples as correct/incorrect
  8. Assess performance- provide scores and remediation
  9. Enhance retention/transfer – show pictures of objects and ask students to identify equilaterals

*Gagne' (1985, chapter 12)*

# Conclusion

## ARCS Model

- Higher level design model
- Great for overall awareness program



Impactful Training!

## 9 Events of Instruction

- Day-to-day design model
- Specific, detailed steps

# Questions?



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