



*your*  
**eLearning World**

Innovative writing for eLearning, technology and education

### **Stimulating Recall of Prior Learning, Presenting the Content, And Eliciting Performance.**

As instructional designers, we need to be able to relate new information we teach to past knowledge and experiences. Many cognitive psychologists believe that new knowledge builds upon old knowledge that's already stored in learners' long-term memory. As we create our courses, we should aim to activate the recall of that old knowledge, which, in turn, will make it easier for learners to connect the dots to new information. This can be best accomplished by eliciting samples of related content learners may already have learned and by helping learners relate those topics to what's to come in your course.

Many instructional designers make the mistake of jumping straight to presenting their content when they sit down to create a course.

As you can see from Gagne's Nine Events, we don't get to this stage until we are almost halfway through the course design process!

Now that you got your learners interested, crafted your learning objectives, and stimulated recall of prior knowledge, you are ready to do the teaching. Here, you can get creative and make your content as interesting and engaging as possible. Use various methods to make the presentation of your content in the most interesting and engaging way possible.

But, remember that simply presenting the content won't cut it! Your learners need to apply what they learn to get the most of what you teach. So, you want to elicit performance, or allow time to practice the task. Your practice activities can range from hands-on role-playing and complex scenarios to group discussions and completing written assignments and projects. The methods you choose will depend on the content of your course and the delivery method (synchronous, asynchronous, or blended).