Since these outcomes represent new skills for your audience, and since you want the instruction to be individualized and self-paced, your task is to prepare a linear tutorial. Although the instructional goal is not complex, it requires clear explanations and concrete visual illustrations. In addition, effective instruction provides the "conditions of learning."

**Considering Instructional strategies**

Conditions of learning are external “events of instruction” that support the learning processes of your students. These events should be present while learners are using the materials. In order for your lesson to be effective, your planning must outline your instructional strategies. In other words, how are you planning to “teach” the students to make certain that they actually “learn” the concept being taught? It is easy to fill screen after screen with information, but are students who read these screens really learning anything? Special consideration to the Gagne’s Events of Instruction will assist you in developing effective instruction (Gagne, R.M., Briggs, L.J. & Wager, W.W., 1988).

1. **Gaining attention**
2. **Informing learner of the objective**
3. **Stimulating recall of prerequisite learning**
4. **Presenting stimulus material**
5. **Providing learning guidance**
6. **Eliciting the performance**
7. **Providing feedback about performance correctness**
8. **Assessing the performance**
9. **Enhancing retention and transfer**

**Effective instruction** begins by gaining the learner’s attention. If you don’t gain and maintain the student’s attention, the opportunity for learning may be missed. One of the most effective means of gaining and maintaining attention is through motivation. Give students a reason to be interested in your lesson. Discuss how the students will benefit from the skills or knowledge they’ll gain from the lesson. Attractive graphics, the purpose and rationale for the lesson, and informative instructions can all be used to gain the learner’s attention. Interesting lesson content and structure can maintain the student’s attention throughout the lesson. Labels, arrows, font sizes and styles, and frequent computer-learner interaction can also be used to maintain attention.

**Effective instruction** should inform the learner of the objective(s) of the lesson. If the student doesn’t know what to look for in a lesson, how will he or she know what’s important
to remember? Have you ever left a lecture thinking..."what was that supposed to be about?"? If so, the speaker didn’t do a good job explaining the purpose (or objective) of the speech. Informing the learner of the objective establishes a specific expectancy within him or her. When the learner knows the objective, he or she can focus on information that will be important for learning rather than “searching” for meaning in the lesson. In other words, plan to tell the student what he or she should be able to do upon completion of the lesson. Also, consider that informing the learner of the objective involves more than simply restating that objective. For example, you could demonstrate the objective(s).

**Effective instruction** also helps the learner recall prerequisite skills. Asking the student to remember a definition, to imagine carrying out a procedure, or to recall an experience are all ways of having him or her get previously learned skills from long-term memory into working memory. Once in working memory, previously learned skills can be combined with new information to form new capabilities.

**Effective instruction** “chunks” information into units that learners can process effectively. Breaking the content into its logical components is one way of breaking a complex learning task into manageable proportions. In other words, by analyzing the content, you should be able to pick out “bits and pieces” or “chunks” of information that can logically be taught together. Effective lessons should also provide examples to clarify and illustrate the information being taught. In addition, information may be presented in both visual and verbal forms to assist students in learning the content. Diagrams, instances of concepts, and specific situations where the new learning can be applied also facilitate learning.

**Effective instruction** also provides opportunities for the learner to participate and to receive informative feedback. Even with an exciting introduction and content presentation, if students are simply “flipping through screens” they will quickly become bored. Active participation may be the key to maintaining interest throughout the lesson. Requiring the learner to respond to a question and receive feedback on that response improves the learning that results from the instruction. Students needing more help can be provided with additional explanations or examples. Finally, effective instruction tests learning. You simply need ask the student to perform the objective(s) to determine whether or not the objective has been met.

**Effective instruction** provides follow-through activities for the learner. Enrichment activities may be designed for the successful learner — the student who has demonstrated he or she has acquired the objectives of the lesson. Remedial learning activities can be developed for the learner who doesn’t achieve the objectives. These activities may enhance the retention and transfer of the information learned.