

Comparison of Gagne's Nine Events of Instruction and Foshay, Silber, and Stelnicki's Cognitive Training Model

Instructional Event: What (Gagne)	Internal Mental Process: Why (Gagne/Kruse)	Cognitive Training Model: What & How (Foshay, Silber, Stelnicki)
Gain attention	Stimuli activates receptors	Select the Information to Attend to <i>Attention</i> <i>What's in it for me?</i> <i>You can do it</i>
Inform learners of objectives	Creates level of expectation for learning	
Stimulate recall of prior learning	Retrieval and activation of short-term memory	Link the New Information with Existing Knowledge <i>Recall</i> <i>Relate</i>
Present the content	Selective perception of content	Organize the Information <i>Structure of Content</i> <i>Objectives</i>
Provide "learning guidance"	Semantic encoding for storage long-term memory	Assimilate the New Knowledge into Existing Knowledge <i>Present New Knowledge</i> <i>Present Examples</i>
Elicit performance (practice)	Responds to questions to enhance encoding and verification	Strengthen the New in Memory <i>Practice</i>
Provide feedback	Reinforcement and assessment of correct performance	<i>Feedback</i> <i>Summary</i>
Assess performance	Retrieval and reinforcement of content as final evaluation	<i>Test</i>
Enhance retention and transfer to the job	Retrieval and generalization of learned skill to new situation	<i>On-the-Job Application</i>

(Kruse, 2008) and (Foshay, W. R., Silber, K. H., & Stelnicki, M. B, 2003)