

Uvjeti učenja (Conditions of Learning)

Općenito

Robert Gagné je bio američki edukacijski psiholog čije su ideje o *uvjetima učenja* i implikacijama nastavničkog dizajna prvi puta predstavljene 1965. godine¹⁾. Pretpostavio je da postoje različiti **ishodi učenja**, od kojih se svaki može najbolje ostvariti kroz **vlastiti specifični nastavni dizajn**, ali isto tako da svako okruženje za učenje ima broj koraka koji moraju biti poduzeti (poznati kao i *Gagné pretpostavka*²⁾).

"Robert M. Gagne is truly one of the most influential educational psychologists of our generation, and he gave academic respectability to the practice of instructional systems design."

Što su uvjeti učenja?

Pod utjecajem biheviorističkog učenja, Gagne predstavlja 8 tipova učenja, čija je osnova veza podražaj-reakcija (S-R). Slijedi njihova hijerarhijska klasifikacija:

- **Uvjetno učenje (Signal learning)** - (klasično kondicioniranje)
- **Stimulus-response learning** - (operantno kondicioniranje)
- **Ulančavanje (Chaining)** - (složeno operantno uvjetovanje)
- **Verbal association** - (creation of associations using verbal connections)
- **Discrimination learning** - (learning of responding different to different stimuli)
- **Concept learning** - (learning a general response to a class of stimuli)
- **Rule learning** - (a rule is a chain of two or more concepts)
- **Problem solving** - (application of previously learned rules and concepts to new situations)

Ishodi navedenih tipova učenja mogu se podijeliti u pet *kategorija izvršenja*, odnosno *ishoda učenja*. Gagné pretpostavlja da se ishodi razlikuju u pogledu unutarnje organizacije u dugotrajnoj memoriji i potrebnom mentalnom procesiranju. Ishodi su: verbalna informacija, intelektualne vještine, kognitivne strategije, motoričke sposobnosti i stavovi. Razlike u unutrašnjoj organizaciji i izvršavanju spomenutih kategorija rezultiraju razlikama u kritičnim uvjetima potrebnim za učenje. Kategorije izvršavanja i njihovi kritički uvjeti potrebni za učenje prikazani su u tablici:

Kategorije izvršenja	Opis	Kako poboljšati učenje?
Verbal information	Deklarativno znanje like laws, stored as distributed representations.	New material should be related to previously learned information , but also distinctive through visual representation.
Intelektualne vještine	Procedural knowledge like dividing integers, stored as linked procedural steps arranged in hierarchies where higher skills include lower ones.	The subordinate involved skills must be learned first or be already present (prior knowledge).

Kognitivne strategije	Skills that influence the selection and activation of other production systems , usually simple like “break a problem into parts”, retrieved by external or internal cueing.	Little use of prior learning, but a lot use of practicing with different examples .
Motoričke vještine	Skills like inserting contact lens, manifesting with smooth and error-less performance .	Prior learning and practice enhances learning of motor skills.
Stavovi	Acquired mental states that in certain situations influence one's actions.	Requires a human model to learn from.

Koje je praktično značenje uvjeta učenja?

Kritike

Ključne riječi i najvažnija imena

Literatura

Pročitaj više

Recentna literatura

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