

# Uvjeti učenja (Conditions of Learning)

## Općenito

Robert Gagné je bio američki edukacijski psiholog čije su ideje o *uvjetima učenja* i implikacijama nastavnčkog dizajna prvi puta predstavljene 1965. godine<sup>1)</sup>. 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*<sup>2)</sup>).

"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?
<b>Verbal information</b>	<b>Deklarativno znanje</b> like laws, stored as distributed representations.	New material should be related to <b>previously learned information</b> , but also distinctive through visual representation.
<b>Intelektualne vještine</b>	<b>Procedural knowledge</b> 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 ( <b>prior knowledge</b> ).

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

## Koje je praktično značenje uvjeta učenja?

### Kritike

### Ključne riječi i najvažnija imena

### Literatura

### Pročitaj više

#### Recentna literatura

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Gagné, Robert Mills. The conditions of learning and theory of instruction. Holt, Rinehart and Winston, 1985.

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Gagné, R. M. The conditions of learning and theory of instruction (1st ed.). New York, NY: Holt, Rinehart & Winston, 1965.

2)

Specht, P. Robert Gagne - Learning Theorist. Boise State University, College of Education.

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