

6: Robert Gagne hierarchy important points of his theory?



Answer:

Gagne's Hierarchy of Learning-1

1. **Signal learning (behavioral)** Classical conditioning – response to a signal. Students have to be trained what a signal means and what they are required to do. It is very similar to what Pavlov was trying to do. So, this is learning by association
2. **Stimulus response: (behavioral)** Operant Conditioning – response to a given stimulus. This is the learning through reinforcement because your behavior is reinforced.

Gagne's Hierarchy of Learning-2

3. **Motor chains (behavioral)** Linking two or more stimulus responses connections to form a more complex skill
4. **Verbal association (behavioral)** Linking two or more words or ideas

Gagne's Hierarchy of Learning-3

Ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience and student centered.

Question # 2:

On what principle, the cognitivist should focus on ?

Answer:

Focus on how individuals process information

- Emphasis on memory (storage, retrieval, types) chunking can aid working memory, which is limited. Successful learners transfer information to long term memory --- "infinite" in

capacity

Question # 3:

Define psychology?

Answer:

Psychology is the scientific study of mental functions and behaviors including:

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SUBJECTIVE FILE

ALL IN ONE

MUST WATCH

Question#1:

On what principle, the progressivism should focus on?

Answer:

Ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience and student centered.

Question # 2:

On what principle, the cognitivist should focus on ?



- Diane Ravitch
- Theodore Seizer,

Q. Explain pre-operational stage with example

Answer:

Preoperational:

- Lasts from 2 – 7 years
- The child can speak and print words
- His memory and imagination develops
- His thinking is often not logical
- Much egocentric thinking occurs
- He learns that symbols represent something else;

Examples of Acquisitions

- Language: Rapid expansion of vocabulary and grammatical structures
- Extensive pretend play: Enactment of true-to-life or fanciful scenarios with plots and assigned roles (e.g., mommy, doctor, Superman)
- Intuitive thought: Some logical thinking based on "hunches" and "intuition" rather than on conscious

Q. Characteristics of cognitive psychology

Answer:

Cognitive Psychology:

Basic Characteristics

- Focus on how individuals process information
- Emphasis on memory (storage, retrieval, types) chunking can aid working memory, which is limited. Successful learners transfer information to long term memory --- "infinite" in capacity.

Differentiate the curriculum of Idealism and realism

Answer:

#repeated

Q. Phenology

Theory Answer:

Phenomenology

- Phenomenology examines pattern of subjective experience

Punishment:

Addressing students in a firm tone to prepare for tomorrow's test enthusiastically or they will have to pay fine if they get lower marks than 75%.

A response cost will have to be paid like taking back the label of class monitor or student of the week/month/year if they won't keep up their grades.

3: Maria Montessori's contribution?

Answer:

Maria Montessori's Legacy)

What she did:



- ◆ Psychiatrist Clinic at the University of Rome --- taught "difficult" children to read at a normal level.

ANSWER:
Scaffolding:

“role of teachers and others in supporting the learner’s development and providing support structures to get to the next stage or level.”

In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.

Question #5:
How can Robert Gagne’s define theory of learning?

ANSWER:

Based upon his analysis of research, he believed that the set of variables influencing the learning of tasks in one domain may not influence the learning of tasks in other domains. One may generalize research findings to other tasks within that domain, but not to tasks in other domains.

Thus, factors found to influence the learning of one piece of information (e.g., overlearning positively affects the learning of telephone numbers) may be applied to other tasks in that domain (e.g., the learning of names), but not to the tasks in other domains (e.g., the learning of a new concept).