

Praktične implikacije obrađenih teorija učenja.

Biheviorističke teorije

1. Ukoliko nije zadovoljen, potencijal za učenje vodi do frustracije. [Connectionism](#)
2. Kazna ne vodi do nikakvog učenja. [Connectionism](#)
3. ponavljanje pospješuje učenje. [Connectionism](#)
4. Kazna i nagrada ne iniciraju proces učenja, nego samo motiviraju iskazivanje prethodno naučenog ponašanja. [Sign Learning](#), [Operant conditioning](#)
5. Učenici moraju biti u mogućnosti učiti u vlastitom tempu. [The Keller plan](#), [Programmed instruction](#)
6. Učenici moraju imati definirane ishode/ciljeve učenja. [The Keller plan](#), [Conditions of learning](#)
7. Da bi nastavili učiti iduću cjelinu učenik mora pokazati da je ovladao trenutnom. [The Keller plan](#), [Programmed instruction](#)

Dugoročno pamćenje i organizacija znanja

1. Ljudsko znanje organizirano je u dugoročnom pamćenju koje ima gotovo neograničeni kapacitet i trajanje. [A Brief History of Human Memory Systems Research](#)
2. Reprzentacije znanja u dugoročnom pamćenju organizirane su u obliku logogena (verbalnih podražaja) i imagena (ne-verbalnih podražaja). [Dual coding theory](#)
3. Kako bi znanje bilo pohranjeno u dugoročnom pamćenju, mora proći vremenski zahtjevan proces konsolidacije. Za vrijeme tog procesa novo znanje podložno je gubitku tragova pamćenja i reaktivnoj/proaktivnoj interferenciji. [A Brief History of Human Memory Systems Research](#)
4. Shema je hijerarhijski okvir koji ljudi koriste za reprezentaciju i organizaciju usvojenog znanja. [Schema theory](#)
5. Skripta je mentalni okvir za reprezentaciju kompleksnih slijedova događaja. [Script theory](#)

Radno pamćenje i spoznajna arhitektura

1. Ljudsko radno pamćenje ima ograničeni kapacitet od 7 ± 2 ili 4 ± 1 čestica informacije. Čestica pritom predstavlja jedinicu informacije kojom se može baratati kao cjelinom i ima drugačiju vrijednost kod početnika i eksperta. [Human Working Memory](#)
2. Ljudsko radno pamćenje ima četiri komponente: fonološku petlju, vizuospacijalni ekran, epizodni ekran, te središnjeg izvršitelja (*phonological loop*, *visuospatial sketchpad*, *episodic buffer* i *central executive*). Vizuospacijalni ekran i fonološka petlja omogućavaju paralelno procesiranje vizualnih i auditivnih informacija. [Human Working Memory](#), [Cognitive load theory](#)
3. Budući da radno pamćenje ima ograničeni kapacitet, do učenja neće doći ako je on premašen. [Cognitive load theory](#)

Predznanje

1. Ako učenik ne raspolaže potrebnim predznanjem, neće doći do učenja. [Assimilation theory](#)
2. Razumijevanje i retencija ovise ponajviše o shemama kojima učenik raspolaže. [Schema Theory](#)
3. Značenje ne prenosi učitelj i ono se ne nalazi u informaciji koja se prenosi. Značenje se izvodi iz

interakcije predznanja učenika i njegovih schema. [Schema Theory](#)

Meaningful learning

1. Learning is not a passive, but a conscious, active process. [Constructivism](#), [Cognitivism](#)
2. Learning is the process of knowledge construction/acquisition. [Constructivism/Cognitivism](#)
3. Learning occurs through interaction of learner's prior knowledge (knowledge schemes), ideas and experience. [Constructivism](#)
4. Learning is a socially enhanced process. [Constructivism](#), [Social Cognitive Theory](#), [Social Development Theory](#)
5. Meaningful learning won't occur unless the new ideas are presented in a clear way that enables their relating to other ideas. [Assimilation theory](#)
6. The teacher should advise students how and in which context to apply and transfer the just gained knowledge in the world outside the classroom. [Conditions of learning](#)
7. The teacher should provide guidance to students in discussion, answer their questions and offer them additional materials on topic. [Conditions of learning](#)
8. Starting point for any learning is experience, yet different people learn better using different learning styles. One of the classification of these styles is to abstract or concrete experience or conceptualization. [Experiential learning](#)

Instructional design principles

1. Modality principle - learning will be enhanced if presenting textual information in an auditory format, rather than in visual format, when it is accompanied with other visual information like a graph, diagram or animation. [Cognitive theory of multimedia learning](#)
2. Redundancy principle - capacity of both human information channels can unnecessarily be overloaded by redundant information presented through both channels. [Cognitive theory of multimedia learning](#)
3. Spatial contiguity principle - information processing is easier when two related visual information sources are closer to one other. [Cognitive theory of multimedia learning](#)
4. Temporal contiguity principle - simultaneous presentation of related information should be most similar to the way human mind operates and has provided good experimental results, same as presenting related multi-modal information with very short time differences. [Cognitive theory of multimedia learning](#)
5. Coherence principle - extraneous material that may be interesting or motivating but is irrelevant and generally wastes learning resources. [Cognitive theory of multimedia learning](#)
6. Individual differences principle - emphasizes influence of prior knowledge and cognitive capacity to results of learning. [Cognitive theory of multimedia learning](#)
7. Signaling effect - presents the increase in the learning outcomes due to promotion of attention to relevant information. [Cognitive theory of multimedia learning](#)
8. Segmenting effect - means that learning should be more efficient if a continued animation or narration could be split into more smaller parts. [Cognitive theory of multimedia learning](#)
9. Worked examples effect - presenting worked examples before asking students to try to solve one [Cognitive theory of multimedia learning](#)
10. Synthesizers - (diagrams, images or other) enable easier meaningful integration and assimilation of new knowledge into existing knowledge. [Elaboration theory](#)
11. Concept maps - visual representation of the relationships between concepts. [Concept mapping](#)
12. Present topic with gradually increasing complexity. [Elaboration theory](#), [Cognitive theory of](#)

[multimedia learning](#)

13. Advance organizers - introductory material presented before the learning material at a higher level of abstraction, generality, and inclusiveness. [Assimilation theory](#)
14. See also: [Case-Based Learning](#), [Simulation-Based Learning](#), [Goal Based Scenarios](#), [Problem-Based Learning](#), [Inquiry-Based Learning](#), [Incidental Learning](#)

Humanist dimension of learning

1. Learning is a natural desire, a mean of self-actualization and development of personal potentials. The importance of learning lies in the process, not outcome. [Humanism](#)
2. We cannot teach another person directly; we can only facilitate his learning. This should be the goal of the educational process and teachers through realness, prizing and empathy. [Facilitation theory](#)
3. Students should be invited by their teachers to develop their potentials. People, places, policies, programs and processes related to the educational process should be maximally inviting. [Invitational learning](#)

Connectivist dimension of learning

1. Since knowledge is nowadays rapidly growing and changing, the process of learning should not be focused on acquiring more knowledge into or from each of available information sources, but on connecting to them and maintaining those connections. [Connectivism](#)

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