

Gagné Varieties of Learning Cheat Sheet

Attitudes	
<u>Definition</u>	Beliefs or feelings about objects, people, circumstances
<u>Teaching strategies</u>	Modeling, role models, roleplaying, experiential learning
<u>Assessment</u>	Actual choices made when exposed to object/people/circumstance Proxy measures such as validated instrument or simulated experiences

Cognitive Strategies	
<u>Definition</u>	Techniques for monitoring comprehension and learning (e.g., Mnemonics, rehearsal, repetition, self-testing, predicting, summarizing)
<u>Teaching strategies</u>	Guided practice in application to new material
<u>Assessment</u>	Use and documentation of strategy in context

Motor Skills	
<u>Definition</u>	Physical movements
<u>Teaching strategies</u>	Putting-through, demonstration, partial skill practice with feedback, repetition
<u>Assessment</u>	Physical demonstration of skill Rubrics, behavioral task list

Verbal Information	
<u>Definition</u>	Terms, labels, propositions
<u>Teaching strategies</u>	Repetition, drill-and-practice
<u>Assessment</u>	When prompted, provides the label, term, or proposition in written or spoken form Often mistakenly used for assessment of rules and definitions (two intellectual skills)

Interested in learning more? Reach out to SMHS Education Resources instructional designers (777-4272).



Intellectual Skills	
<i>Problem Solving</i>	
<u>Definition</u>	Being able to GENERATE (no DESCRIBE) a solution to a unique problem
<u>Example</u>	Generate a physical therapy treatment plan
<u>Assessment</u>	When presented with a simulated or real client/case, generates a solution using multiple require rules or concepts
<i>Rules</i>	
<u>Definition</u>	Statements of the relationship among concepts (both concrete and defined) STATING is not DEMONSTRATING
<u>Example</u>	“Use 2D venous ultrasound to detect clots; use doppler venous ultrasound to measure blood flow past the clot”
<u>Assessment</u>	When provided with context where rule is relevant, applies rule correctly
<i>Defined Concepts</i>	
<u>Definition</u>	Things that belong to the same class because of non-observable characteristics AND/OR characteristics that match a definition
<u>Example</u>	Classifies examples of breathing difficulty symptoms that are consistent with the need for application of an EpiPen
<u>Assessment</u>	Give multiple examples and non-examples of the concept and ask learner to sort, match, classify, etc. Sort all the following examples of hurricane according to whether they meet the definition of Category 1, 2, 3, 4, or 5 Remember that it is not the ability to STATE the definition itself that measures a Defined Concept but the APPLICATION of that definition
<i>Concrete Concepts</i>	
<u>Definition</u>	Same as Defined Concept, but classifiable by observable characteristics rather than by application of a definition
<u>Example</u>	Colors, such as red, blue, green
<u>Assessment</u>	Point, circle, or underline all the red things you see here
<i>Discriminations</i>	
<u>Definition</u>	Being able to discriminate whether one thing is the SAME or DIFFERENT than another
<u>Example</u>	Sommelier training on flavor profiles of berry vs. plum First step = discrimination, THEN defined concepts of “berry” and “plum”
<u>Assessment</u>	Are these two things the same or different?

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