

Theory Name: Gagne-Briggs Conditions for Learning

Authors: Gagne, Robert M., Briggs, Leslie J.

Associated Learning Theory
Cognitive Learning Theory

Model Description

The Gagne-Briggs model is a prescriptive model that describes not only how to create instruction for all domains of learning, but how to determine the content. This model has three phases: 1. determine objectives, 2. sequence, and 3. create the external events of learning.

Specification of Theory

(a) Goals and preconditions

1. Verbal information – the ability to state knowledge
2. Intellectual skills – the ability to problem solve using rules
3. Cognitive skills – the ability to problem solve by creating rules
4. Attitudes
5. Motor Skills

(b) Principles

1. Different conditions are required for different learning outcomes.
2. For learning to occur, specific conditions must be present.
3. The specific operations required for learning differ based on outcomes.

(c) Conditions of learning

1. Internal Conditions: In this case, the learner must have the prerequisite knowledge to learn new material. In most cases, this requires the ability to recall the information.
2. External Conditions: This does not fit the definition of a condition; however, the authors refer to prescribed instructional methods as external conditions.

(d) Required media

None required, however, there are prescriptions for media based desired outcome.

(e) Role of facilitator

Control the 9 external events of learning. Select the outcomes and content based on learning hierarchies.

(f) Instructional strategies

I. Objectives: Determine the required learning outcomes for the learner. Determine which type of learning outcome is required (see below).

II. Sequencing: Start with the terminal objective in mind in order to create learner hierarchies. Learning hierarchies are content maps that describe the prerequisites required for reaching the terminal objectives.

III. Create the external events of learning. Each type of learning outcome (see below) requires a different type of process for each event. The sample provided below is for intellectual skill learning (problem solving using rules); this is the main type of learning that this theory applies to.

Instructional Event

Sample based on Intellectual Skill Learning

1. Gain Attention	
2. Inform learner of objective	Introduce change stimulus
3. Stimulate prerequisite recall	Describe expected performance Recall of supporting concepts and rules
4. Present stimulus material	Present examples of rule/concept
5. Provide learning guidance	Use verbal cues for proper sequence
6 Elicit performance	Have learner apply concepts/rule
7. Provide feedback	Confirm correctness
8. Assess performance	Learner demonstrates application
9. Enhance retention and transfer	Provide a variety of reviews

(g) Assessment method

The assessment of learning is based on the learner demonstrating that they can complete the terminal objective.

Formative Research & Application

(a) Tested context - Military Training

(b) Research method

(c) Research description

(d) Resources

Aronson, D.T., Briggs, L.J. (1983). Contributions of Gagne and Briggs to a prescriptive model of instruction. In Reigeluth, C.M. (Ed.), *Instructional-design theories and: an overview if their current status.* (pp. 75 – 100). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishing.