

Psychology Learning Theories in Practice

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- T5303

I'm using the notes section to explain what I find terrible about these slides. The information that's contained in slides is almost the same. So the content is not necessarily wrong.

Here we go ...

Classical Conditioning

- ▣ Also called S-R theory

You automatically know that this slide is a Powerpoint slide template. This is a business blue template, very very generic. Very mid 1980s. Better off with just black text on a pure white background.

What is S-R Theory?

- A stimulus - anything in the environment that causes a response. Could be a sound, a sight, a command, a smell. Literally anything that we can perceive.
- The response, is really the behaviour that we can see as a direct consequence of the stimulus. A loud bang (the stimulus) causes a person to 'jump' (the response).

And here come the bullet points. This presenter is just to read off this slide.

Example

Unconditioned
Stimulus



Unconditioned
Response

loud piercing
whistle



quiet &
attention in the
classroom

small flag
placed on
desk



Very confusing graphics. No care taken to see how the graphic is placed on the slide background. Confusing.

Teaching Example

- Asking children to be quiet and sit still to concentrate in class.
- One could keep asking for quiet, or shouting for quiet etc.
- Method that doesn't require shouting:
 - Startle response (loud bang and then attentiveness) paired with ...
 - Scottish flag placed on desk

The presenter here is just going to read this slide off. This is what we call 'death by powerpoint'. When this is happening, you the speaker are really supporting the slides. Instead the slides are there to support you - the speaker.

After, I've made an association with the flag and the loud noise and the subsequent attentiveness, I will eventually use the flag to get their attention.



Show the flag on the desk,
this leads to attentive children,
no need to shout, no need to ask for quiet. Ahhhhhh!

Poorly placed graphics and accompanying text. Why the sudden font change and colour?

Operant Conditioning

- From BF Skinner

Bit of a 'non-slide'. It's not doing anything.

Example

- The reinforcer is a gold star next to a child's name on a visible list in the classroom. Five gold stars (say) leads to a reward such as a nice stationary item such as a fancy pencil with a fancy rubber at the end. This pairing is established via traditional classical conditioning.
- A vocabulary test is applied each week, where children are asked verbally for the definition of 5 words from their vocabulary list, used in a sentence correctly. If they get it right, they get a gold star.
- The gold stars 'shape' the behaviour of the students to want to look up and learn the word definitions.



Again waaaaaay too much text. And a squishy graphic trying to fit in to the space made. The result – visual sputum.

Cognitive Learning Theory

- Sometimes called 'constructivism'
- Use mental representations or 'maps' to understand how the world works.
- Don't perceive the 'real' world,
- Make representations in our heads.
- Representations are most efficiently 'stored' in our heads if there is a 'skeleton' of knowledge from which to 'hang' facts and figures.



Too many bullet points, Squishy graphic that doesn't actually fit any space.

Memory is filed

- Consider memory to be like a filing cabinet
- There is order to the facts and figures we know about.
- Some information is retrieved faster depending on how it is stored.



Generic clip art used. Attempt to change the slide background to be more 'office' like? Not good.



Terrible use of the graphics. The whole slide is unbalanced. Trying to make use of another background that is totally inappropriate. Notice how the font colour makes the text disappear into the background, so it's hard to read – and why change the font once again?

Memory & Scaffolding



- **Scaffolding used to launch Apollo spacecraft.**
- **We need mental scaffolding.**

Inappropriate graphic. Presumably used because it 'looks cool' and is vaguely related to the Apollo scaffolding, even though we can't see it anywhere in this picture (since it was left on Earth). Suddenly we're into a different font (for no real reason).

Teaching example

- This suggests that in teaching/learning we need to construct lessons that are based around allowing children to build effective scaffolds, or frameworks that allow children to 'attach' their fact to this framework.



The clip art graphic explains nothing of the long winded text for this slide. It's just a generic bit of clip art that is vaguely related to teaching so it's been thrown into the slide.

Example

Take for instance this course t5303. It's purpose to give an overview of the theories in psychology, that guide education.

The lecture series has been constructed in a way to allow each successive lecture to build on the knowledge and information presented in the previous lecture.

For instance, there's a 'natural build' of lectures from how folks are supposedly 'smart' to how we should treat and handle the education of children with special needs, often they are intellectually challenged.

If the special needs lecture had been introduced first, it is most likely that most of you would not understand what is being spoken about. You really need the lectures from before in order to 'get it'.

Weird change of slide background (again) even though it's a nice grain of wood to look at – you have to think what is the purpose of the background that supports the message. Too much text. Again the presenter is just to read this out?

Teaching example

topic	comments
intelligence	the way that people are thought to be 'smart'.
impact of intelligence theory on education strategies	how national strategies have tried to enhance being 'smart'
how students/pupils are assessed.	how we know that pupils are supposedly 'smart'
special needs education	how to deal with children that apparently are not 'smart'

The table, presented in a 'busy' way with colours that don't really make it stand out properly. The font changes again.

Social Learning Theory

- ❑ Model: We model or copy behaviour of others.
- ❑ Requirements
 - ❑ Attention
 - ❑ Retention
 - ❑ Reproduction

The classic ‘I’m going to use this slide as a tele-prompter’ for me in this talk.

- Learning from others



There's no prior S-R associations required. No reinforcement schedule. Squishy graphic (again).

Teaching Example

- Educational instruction based on this theory, essentially states that teachers must be more than able to 'walk the talk'. They cannot be armchair practitioners.

Too much text. Visually boring. Takes away from you the speaker.

Lesson Plan

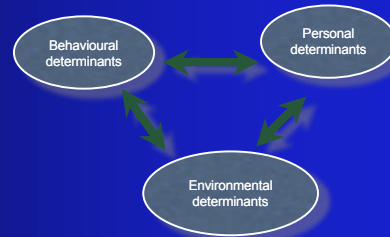
- Lessons designed using this theory are easier to implement for more arts and crafts, or physical skills, as opposed to intellectual skills. It's not that the theory doesn't work in intellectual pursuits, but rather intellectual activity cannot be directly observed, only inferred.
- Instructors have to actually demonstrate, not explain.



Too much text, squishy graphic, attempt at doing a weird effect on the title as a graphic effect. The result, is a visual mess (again). It's too fussy, your viewers will be distracted by this slide trying to figure out what it's trying to say, or show. So whilst they are doing that, they are not really attending to you the speaker.

Social-Cognitive Learning Theory

- Fusion of cognitive theory and social learning theory.
- Social learning theory does not make any allowance for there being any planning or internal goal setting which may act as an intrinsic motivation.
- Requirements as in social learning theory:
 - Attention
 - Retention
 - Reproduction
 - Motivation — having a good reason to imitate, this is where the 'cognitive' aspect of this theory comes in.



Too much text, graphic is too small and illegible.

Teaching Example

- Career counselling



- Career counselling in school, although not strictly a 'lesson' plan would be a prime opportunity to employ the principles of social-cognitive learning theory to help a pupil understand what kind of career they may be able to orientate towards.
- Firstly, they need to have the meta-cognitive (ability to think about their thinking) ability to consider what their intellectual and emotional strengths are and to consider how they are valued in the community.

Squishy graphic. Too much text. Again, the audience is going to be reading this faster than the speaker is telling us (and probably going to sleep).