

Psychology Learning Theories in Practice

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T5303

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I'm using this slide show to explain about how the Assignment 2 in T5303 should be laid out and incorporated. I've done the slides in a topic that is a revision of the learning theories.

So pay attention to the way the slides have been laid out, in particular, focus on the slide content, and then focus on this section of the slide show for the notes of what would be incorporated.

Pay attention to the content of the slides/notes as a way of revising and perhaps understanding the issues that were present in Assignment 1.

Unlike your assignment 2, I'm still presenting here as if it's to a 15 year old poster reader. In your assignment 2, your audience will be fellow colleagues, so some technical language they should know (as teachers, not as psychologists).

Here we go...

Classical Conditioning

□ Also called S-R theory

$S \Rightarrow R$

Stimulus \Rightarrow Response

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).

BANG!



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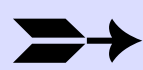
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(image: <http://pics.livejournal.com/hobbit138/pic/0002dsda/>)

«BANG» ➡ a person 'jumps'

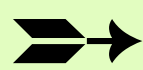
Example

Unconditioned
Stimulus



Unconditioned
Response

loud piercing
whistle



quiet &
attention in the
classroom

small flag
placed on
desk



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In class it's impossible to ask children to be quiet and sit still to concentrate ALL the time. There are however times when it's important that they do just that. One could keep asking for quiet, or shouting for quiet etc. I want to use a method that will have the children go very quiet very quickly without me having to raise my voice. I'm going to use classical conditioning to achieve that effect.

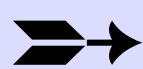
I'm going to do that by using the startle response (loud bang and then attentiveness) to be paired with a small (Scottish, because hey that's where I'm from) flag which I place on the desk in front of me.



Operant Conditioning

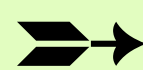
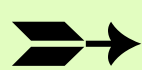
Example

reinforcer



rewarded
behaviour

define & use
a vocabulary
word
correctly



desirable
stationary
item.

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.



www.firstpalette.com

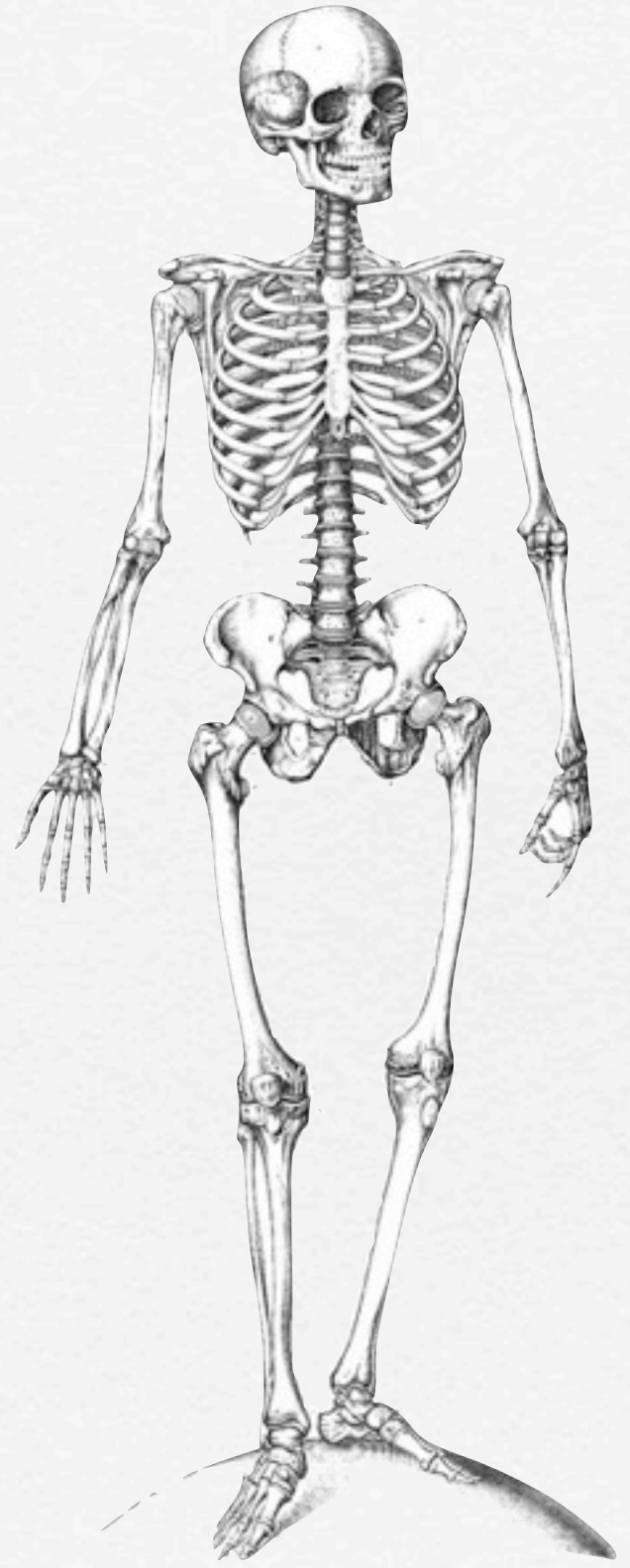
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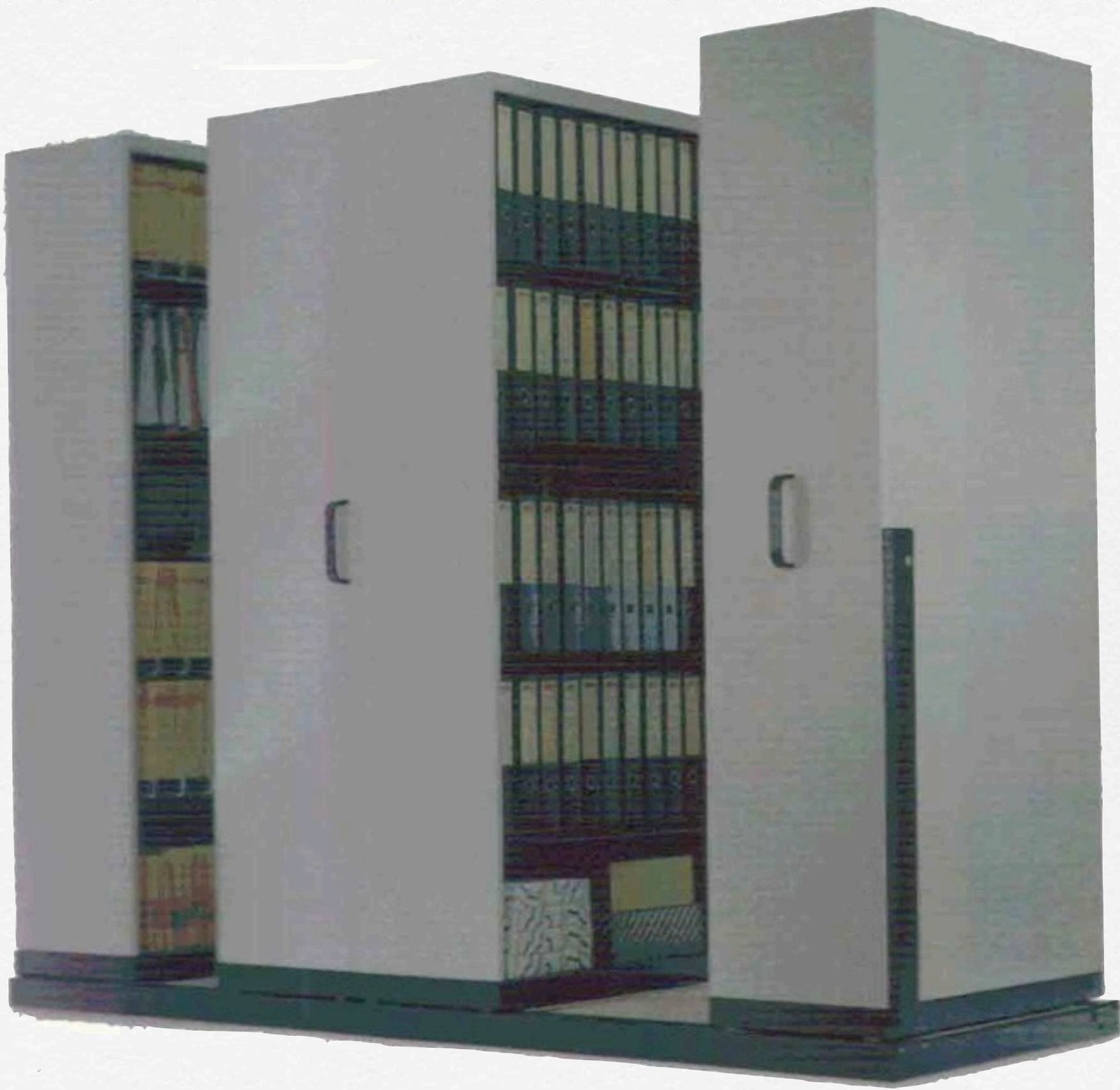
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which 6–15 year old child doesn't want one of these pencils?

Cognitive Learning Theory

- Sometimes called 'constructivism'





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A good way to understand cognitive psychology is in memory. Cognitive psychology has figured out that there are mental strategies to remembering facts and figures. Tak for instance classification of animals.



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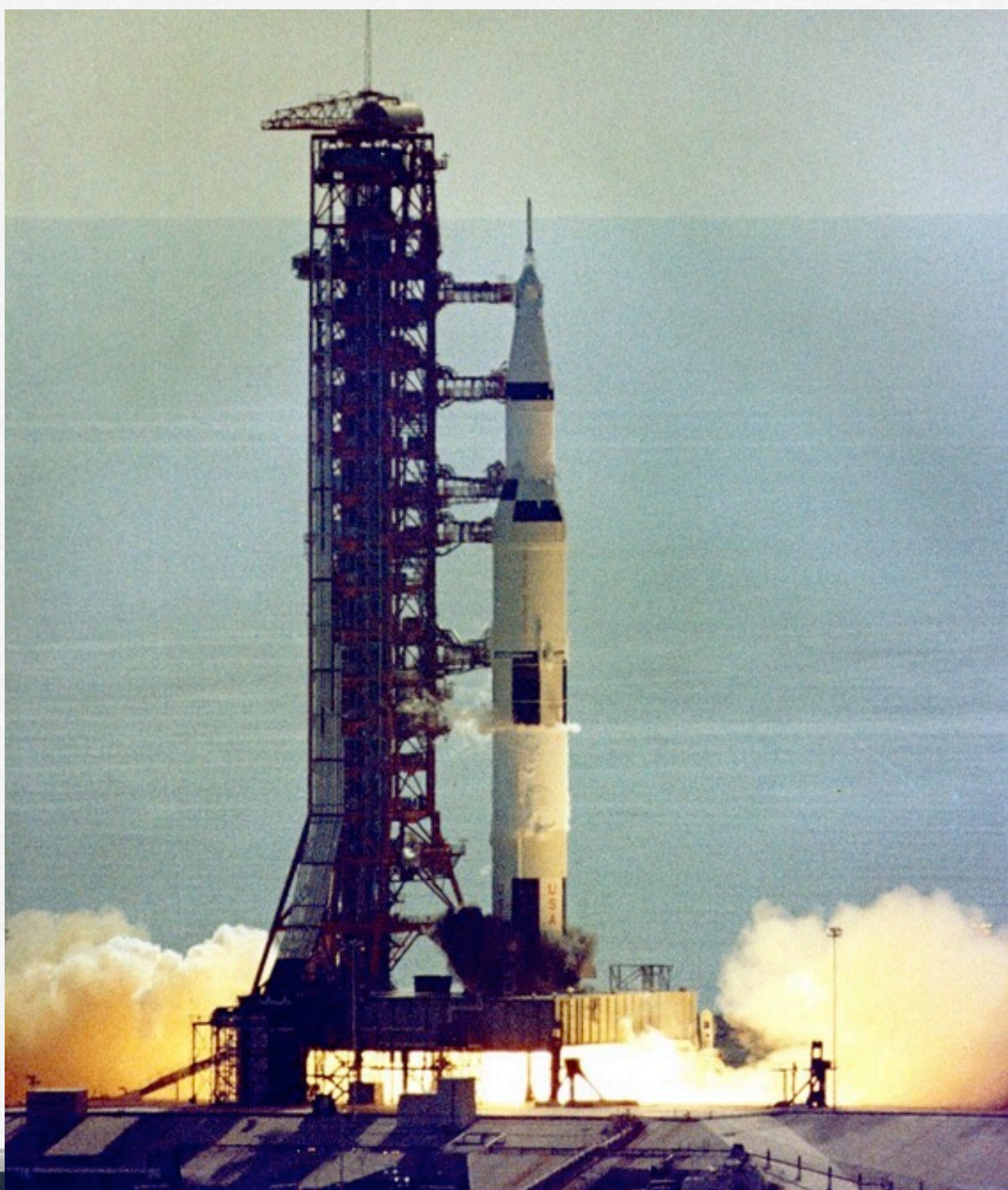
Most folks here would easily identify the nautilus as being different from the other three even if you're not a zoologist. (the nautilus has no backbone as the others do). We know that most folks do this because their memory recall of animals that belong to the same sort of group, is faster if just prior to them being asked to recall an animal's name, they are shown an animal of the same grouping. Their recall is slower if it is from a different group.

Cognitive psychologists claim that memory consists not only the actual fact, but it's relationship to other facts. Hence it's analogy to a filing cabinet.



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Apollo 13 with scaffold in place



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launch tower scaffold of Apollo 15



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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.

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'

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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'.

Social Learning Theory

□ Model

□ Copy

We model or copy behaviour of others. We don't need to be told to do this, we pretty much do it anyway, just by observing others.

Requirements for social learning theory to occur:

- Attention
- Retention — (remembering) what you paid attention to
- Reproduction



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There's no prior S-R associations required. No reinforcement schedule.



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Young people observe the older members of their society doing things, they simply imitate.



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No reasoning is required, as to why they copy.



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Walk!

Don't talk!

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



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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.



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Kids don't try this at home without proper practical instruction!!!



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Would you consider letting yourself be operated out without someone having practiced 'for real' before hand? The only way that this occurs realistically is by having someone demonstrate the procedure in front of you. Then it's your turn! (but only after you've practiced on non-live tissue).

Social-Cognitive Learning Theory

□ Fusion of two theories

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This theory is a recognition that cognitive theory and social learning theory have significant shortfalls which combined they can overcome.

Social learning theory does not make any allowance for there being any planning or internal goal setting which may act as an intrinsic motivation.

This is sometimes thought of as a means to also fuse behaviourism into cognitive psychology where reinforcement schedules can occur with internalised feedback towards a desired goal.

At the same time it is not necessary to have necessarily a strong cognitive model that states how copying may still occur but not necessarily immediately.

Requirements as in social learning theory:

- Attention
- Retention
- Reproduction.

but also

- Motivation — having a good reason to imitate, this is where the ‘cognitive’ aspect of this theory comes in.

