

Principles of Learning and Teaching!



(Chirban, 2014)

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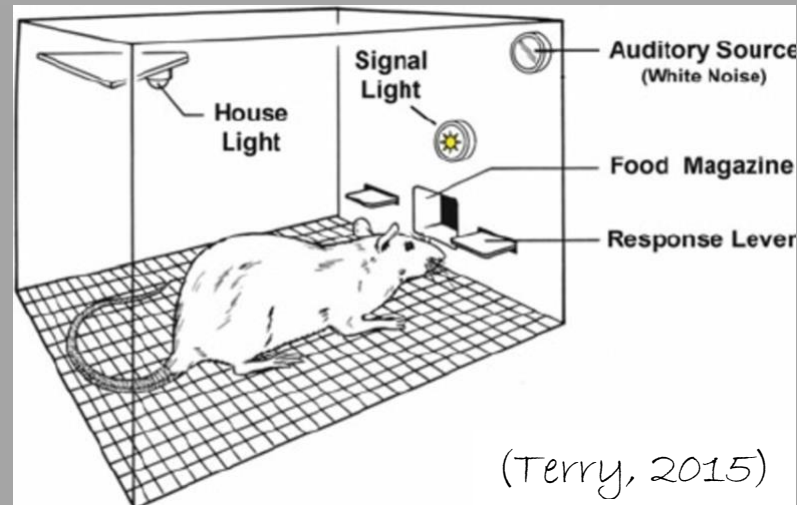


(Sputnik, 2019)

Operant Conditioning!

"Operant conditioning is a method of learning that occurs through rewards and punishments for behaviour" (Mcloed, 2018).

Skinner's experiment
'The Skinner Box'
explained the effects of
positive reinforcement
upon pressing the lever-
food was released.
(Shrestha, 2017).



(Terry, 2015)

Behaviour is shaped by
punishment and
rewards that humans act
to avoid punishment
and gain rewards"
(Pound, 2008, p.43).

Burrhus Fredrick Skinner
(1904-1990) was an American
psychologist best known for his
influence on Behaviourism.

He was named the most
influential psychologist of the
twentieth century (Cherry, 2019).

**The consequences of an act affect the
probability of its occurring again.**

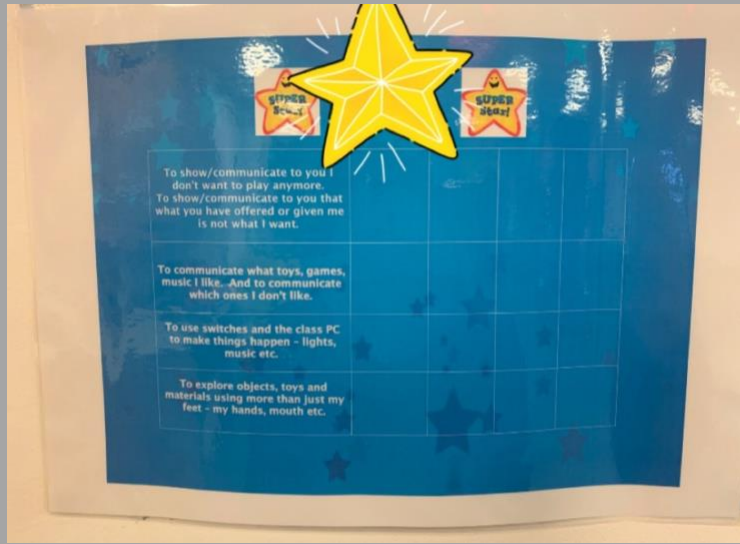
-B. F. Skinner

allauthor

(All Author, 2019)

According to Skinner, children's
behaviour is usually associated
with the consequences of a child's
behaviour - it is likely that a child
will repeat an action when they are
positively reinforced (Grace, 2019).

Examples of Operant Conditioning!



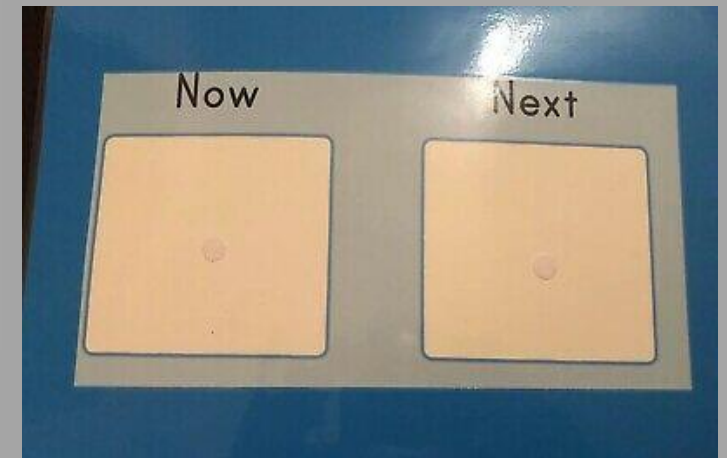
(School A, 2019)

In my school setting praise and rewards are a vital aspect of a school day. One example is a star I.E.P chart. When a child completes their personal target the child will get rewarded with a shiny sticker, once this target is completed the shiny sticker will get placed on the star chart and then the child can be rewarded with a reward of their choice, whether it is a favourite toy or an arm tickle.

Rewarding children is important, even in the simplest form, a pat on the back, and encouraging word or even a thumbs up (Morin, 2019).

“External rewards or motivation is for pupils to be self-motivated and to behave appropriately because they gain satisfaction from it” (Morgan, 2007).

We also use now and next cards with the children, this strategy helps to aid communication as well as helping to modify behaviours in the classroom. By using now and next cards it helps to reduce anxiety as the children know what to expect but also, they gain rewards for completing activities. All activities that are carried out with the children need to be kept short but happen frequently. When the activity has been completed the child will receive a positive reward of their choice.

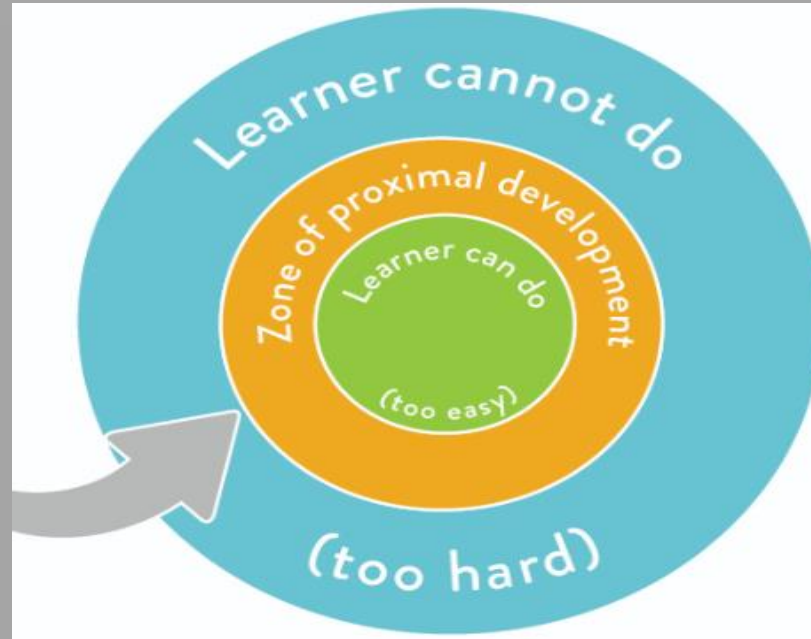


(School A, 2019)

Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) is the difference between what a learner can do without help and what a learner can do with help (innovate learning, 2011).

Lev Vygotsky (1896-1934) was a Russian psychologist who is best known for his sociocultural theory. He died young but had an important influence on psychology (Cherry, 2019).



(Dabell, 2019)

Vygotsky was a psychologist who believed that children learnt through physical interaction (WESCO, 2019).

Zone of Proximal Development gives children a boost to achieve a task independently which encourages independent learning (Dabell, 2019).

Compare and Contrast: Skinner v's Vygotsky!

It is important for children to be given the opportunity to gain experiences and explore independently without being told constantly what to do. "Behaviourism does not prepare the children for problem solving or creative thinking, children do what they are told and do not use initiative to change or improve things" (Peak Performance Centre, 2019). On the contrary, Vygotsky believed that the ZPD approach helps children to become independent, begin to organise own activities, express own point of view and believe in themselves and their abilities (Dolya, 2019). Skinner and Vygotsky could potentially be similar with regard to receiving a positive response. When a child completes an activity (the Skinner box) they receive a positive response, likewise with the ZPD a child is supported to complete an activity they receive a positive response, both these responses will boost a child's self-esteem.

Examples of Zone of Proximal Development!

Many children in my setting are tactile defensive meaning that when it comes to a painting activity or experimenting with different materials, the children need a lot of encouragement. Some children will not put their hands in the paint, occasionally, if the staff member puts their hands in the paint, sometimes the children will copy their actions. However, some children will require more help-hand over hand assistance- this helps to build the children's confidence and ability to eventually become independent. The more the children use this strategy, hopefully the less support they will need.

According to Mcleod (2018), Vygotsky believed that by providing a child with assistance it will likely give the student enough of a boost to achieve the task.



(School A, 2019)

In my setting the staff provide children with additional support to help them to complete the activity, but also encouraging the child to become independent. This will help the children to gain confidence and want to achieve new goals.

We believe that our school should provide a caring, supportive and safe environment which promotes the social, physical and moral development of each child by the provision of a curriculum and ethos which promotes self-worth, confidence and independence (School A - Safeguarding Policy, 2017).

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