

Principles of Teaching and Learning

SJIE4006

Introduction

*I'll begin by describing
B.F Skinner's theory
(operant conditioning).*

*Linking Operant
Conditioning to practice.*

*Moving onto Dewey's
theory*

*Linking to Dewey's
theory in practice*

References

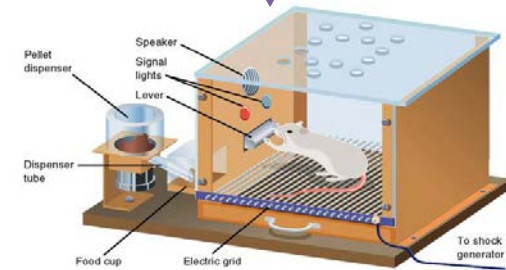


(Pugh, 2019) believes the Skinner box contains a lever that an animal can press or manipulate in order to obtain food as a type of reinforcement. When the lever is pressed, food is dispensed which in turn satisfied its hunger (positive reinforcement). Other stimuli can also be presented including lights, sounds, and images. In some instances, the floor of the chamber may be electrified (negative reinforcement). In this instance, the rat was given a shock and in order to stop the shock from happening, it would have to press the lever. At the end of his experiment, the rats learned how to obtain food through operant conditioning. The Skinner box became an important tool for studying learned behavior and contributed a great deal to our understanding of the effects of reinforcement and punishment.

According to (Berger, 2005) 'Skinner was heavily influenced by the work of John B. Watson as well as early behaviourist pioneers Ivan Pavlov and Edward Thorndike'. These behaviourists developed updated forms of learning and from this B.F Skinner continued to do his own studies and experiments.

(McLeod, 2018) suggests 'B.F. Skinner (1938) coined the term operant conditioning; it means roughly changing of behavior by the use of reinforcement which is given after the desired response. Skinner identified three types of responses or operant that can follow behavior'.

(McLeod, 2018) also suggests 'Skinner studied operant conditioning by conducting experiments using animals which he placed in a *'Skinner Box'*'.



(Pugh, 2019) demonstrates how the 'Skinner box' is operated, and describes the box as an 'operant conditioning chamber'.

(Krutch, 1967) believes B.F Skinner was 'the most influential of living American psychologists and the most controversial figure in the science of human behaviour'.

(Shrestha, 2017) explains 'Skinner based his theory in the simple fact that the study of observable behavior is much simpler than trying to study internal mental events'

(McLeod, 2018) explains this theory as "operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence". The theory focuses on conditioning a desired behaviour through implementing different techniques.

This programme supports the delivery of activities linked to the current curriculum through the use of the principles of the Operant Conditioning theory formed by B.F Skinner. The practitioner supports individuals with additional learning needs, and a number of individuals show challenging behaviour.

➤ Languages, literacy and communication

(Welsh Government, 2019, p,3)

- Use modelling and imitation training.
- Use stimulus and response prompts and fading.
- Use positive and negative reinforcement procedures to strengthen behaviour.
- Use reinforcement procedures to waken behaviour (DRO)
- Use self management strategies
- Use discrete trial and naturalistic teaching arrangements
- Use token economies
- Use instructions and rules (first and then boards)
- Use shaping

Peer Observation Observation Log				
Date	Learner		Teacher	Child
Basic Activity	Approached	Did not approach	Engaged with	Duration of engagement
				1 min
				2 min
				3 min
				4 min
				5 min
				6 min
				7 min
				8 min
				9 min
				10 min
				11 min
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				98 min
				99 min
				100 min

Higher preferred items approached frequently, engaged with for longer duration

Medium preferred items approached, engaged with for shorter duration

Low preferred items child not engaged

Once the reinforcers have been identified, the next step is pairing. The process of pairing is playing and giving reinforcers to establish a good relationship where the Registered Behaviour Technician is viewed as fun and a giver of reinforcers. We then pair with items which are currently viewed as reinforcers such as edibles or iPad.

One young client puts items in his mouth, for example play dough. When supporting him with natural environment teaching (NET)'s activities, we begin by imitation. This will involve the educator to imitate what is expected of he client, 'push, squeeze, cut'. Every time the client imitates the educator, the client instantly gives a reinforcer. At this stage it would usually be an edible reinforcer, this supports the learner to enjoy playing with the playdough and positively linking the reinforcer and the playdough. As time goes by, we then minimise the amount of times the reinforcer is given.

The photograph shows a binder with a 'Personnel' sheet at the top. The sheet contains a grid with columns for 'Name', 'Room', 'Phone', and 'Address'. Below this grid is a large, blank green sheet of paper, which appears to be a cover or a separator page. The binder is open, and the pages are visible.



(Wheeler, 2016) believes 'John Dewey is one of the giants in the history of educational theory, he was influential in so many areas of educational reform'. Wheeler also explained 'even before the constructivist theories of [Jean Piaget](#) and [Lev Vygotsky](#) were widely known, Dewey was talking about how children learn best when they interacted with their environments and were actively involved with the school curriculum'.

(Flinders & Thornton, 2013) agrees and explains 'Dewey's influence on education was evident in his theory about social learning; he believed that school should be representative of a social environment and that students learn best when in natural social settings'.

(Guttek, 2014) clarifies 'In contrast to traditional classrooms, Dewey thought that schools and classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings'.

(Theobald, 2009) suggests 'Dewey's beliefs about democracy, community, and problem solving, guided the development of his social and educational philosophies. John Dewey may have been the most well-known and influential philosopher to impact education to date'.

Philosophical Perspective

According to (Schiavo, 2012, p.174), Dewey believed that education was "a crucial ingredient in social and moral development"

Theoretical Perspective

(Flinders & Thornton, 2013) believed 'Dewey thought that effective education came primarily through social interactions and that the school setting should be considered a social institution'.

Responsive Classroom

(Taylor, 2005) described the theorists vision 'that it is the responsibility of educators to create cultural changes within the classroom that are accepted, internalized, and acted on by students' Taylor pointed out that 'by fostering positive learning communities in classrooms academic achievement should increase. In an educational system as diverse as the one in the United States, it is essential to explicitly teach that different opinions and perspectives are highly valued in classrooms today'.

Through research regarding Dewey's theory, he seemed to have developed strategies for classroom settings. He's focused on a more 'learning by doing' hands on approach and believed children learn best from participating in learning day to day activities.

Learning by doing in practice.

The learning by doing theory is a more hands on approach.

Activities such as morning greeting, circle time, role play are hands on activities in the practitioners environment.

From experience, children are more focused when they are up and doing activities not sitting and focusing on the board or the teacher who is delivering the session.

(Roser, 2015) explains 'Responsive Classroom also encourages the use of Energizers throughout the school day. Energizers are two to three minute activities that allow students to be playful, get some physical activity, and take a mental break from the intense academic learning they are doing throughout the school day. Energizers give students brief physical activity while allowing them to have fun, which allows them to refocus and be more fully engaged in the learning process'. These activities could vary from role play, to curriculum based activities but created in a fun playful way therefore the young individuals won't feel as though they are still completing classroom based work'.

Curriculum based

➤ Literacy

➤ Numeracy

➤ Expressive arts

➤ Science & technology

➤ Health & Well-being

➤ Languages, literacy and communication

(Vygotsky, 2007) Curriculum should be based on children's interests.



Role play corners are always a great essential throughout the practitioners setting. This seems to support the pupils to work together and to use their imagination. (Gutek, 2014, p.35) explains these hands on activities are a 'process of living and not a preparation for future living'. They are fun curriculum based realistic age ability activities.



In the practitioners setting, fun activities are set out around the classroom for pupils to access throughout the day. Short quick activities will support the pupils to feel independent in working as a group or independently.

Conclusion

The practitioner enjoyed completing this scrapbook. Researching theorists and comparing to the classroom environment and realising what we're already doing shows a positivity that classrooms are successfully supporting all children with different abilities to access all sessions. Although B.F Skinner focused more on behaviourism and Dewey focused more on a hands on approach in the classroom. It seems they have been hugely involved within the development of education. Years after their theories became popular, they are still influencing people everyday. Both theories have a child-centered approach and activities following the principles of both theories are adaptable therefore will always fall into the curriculum now and in the future. Although these theories are used in the education environment everyday, It's helped the practitioner realise the importance and the underlying principles of the theories.

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