

Dewey Gave my students an awesome group project today: research the moon landings of the late 60s and early 70s; decide whether you believe these actually happened or not; then try to convince a classmate of your research/stance. Anyone have suggestions to add/modify. I certainly can't believe these happened!

Today at 10:38 am



Skinner Humankind did indeed go to the moon, I saw it!! If you want them to do a great job, offer them a nice reward. I would break the project up into specific steps.

Today at 10:45 am



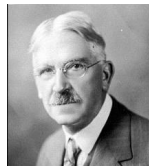
Locke Today's students won't be able to fully experience the moment.....only watch it on video. That will probably have an effect on whether they believe the conspirators!

Today at 10:51 am



Skinner What kind of rewards do kids like these days.....Tootsie Roll Pops from the 30's were tasty!.....and who could forget Pez candies!! yum yum!

Today at 11:31 am



Dewey I think I'll add a requirement where they'll have to interview a person that witness the event.

Today at 2:06 pm



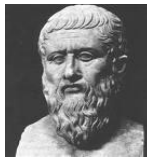
Locke Now you're thinking! That's one way to get them emotionally connected to the past....I still can't believe this moon landing stuff...Dewey, some of your ideas are out there!

Today at 4:47 pm

Summary

In this discussion, I have put Dewey in the situation of being a modern day teacher, and describing an assignment that he has given to his students. The assignment, as well as Locke's and Skinner's comments, highlight some of the learning theories that each of these respective theorists are connected

to. In Dewey's initial assignment for his students, he is having his students take an active approach to determining the validity of the sometimes questioned moon landings of the US space program. Social interactions are prevalent in the groups that will be formed, and also with the interviews of witnesses of the events. The interviews are suggested as a way to help a younger generation experience the event, using more than just a video or audio clip. This is a result of Locke's beliefs that by connecting the event with more senses, students will learn more, and be better invested in the research. An interview with a witness might just be a good way to make more of an emotional "feeling" connection to the learning. Of course, Skinner is suggesting a reward as incentive for the students performing well on the assignment. He offers two suggestions that were popular or new during his upbringing. Little rewards like these "candy" are still used today by many teachers. He is also sure to include some of his steps to effective teaching i.e. the positive reinforcement and breaking the task up into steps. I tried to interject some humor as only two of these three historical learning theorists were actually alive when the US sent the Apollo missions to the moon.



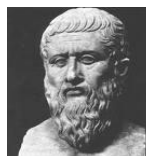
👤 So there I was on the freeway today, stuck in a traffic jam because of construction. You would think that people would know that when a lane is closed, they would gradually merge over until waiting until the last possible second. Unbelievable!!!

Yesterday at 2:15 pm



Locke Hey now, we have our limits! We can't learn EVERYTHING. You must have been driving in Michigan!

Yesterday at 2:33 pm



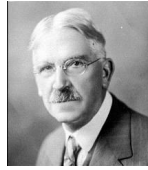
👤 That's just it....drivers already know this! Plus it's common courtesy.

Today at 10:51 am



👤 **ky** Plato you are forgetting that this generation is in a big hurry all the time, and people are only looking out for themselves these days. That's what this culture defines as important! Each driver is simply going to learn by watching other drivers.

Today at 10:57 am



Thorndike Sounds to me like these drivers are like the cats that I have studied. Whenever someone lets them cut in at the last minute, it's like being rewarded for your actions. If only there was a good way to punish those drivers, then they would learn!

Today at 2:06 pm



Locke In their defense, other states have different laws where this is common practice—merging at the last minute. Maybe those drivers you encountered learned this approach from an experience in one of those states.

Today at 3:14 pm

Summary

Plato's frustration with drivers who apparently have not learned how to negotiate a simple lane closure is compounded by his beliefs that everyone already knows how to handle this situation. His theories of an innate knowledge base and that learning is only a matter of recalling what is already known should enable the drivers to navigate this fairly routine and common occurrence. Locke believes that we start with a blank slate and build our knowledge through experience, interjects with a comment about the limitations of our learning that he explained in his *Essay Concerning Human Understanding*. His second comment is a testament to his beliefs that all of our ideas are a result of our individual experiences. Those ideas can be very complex or extremely simple. Vygotsky, who is another believer of the influence of experiences, adds his two cents regarding learning being influenced by the accompanying culture. He implies that today's culture is having a significant impact on the learning of our society's members. I believe that many of these theorists would agree that, at least in the US, our society does not place enough of an emphasis on education and learning. Certain aspects of our culture emphasize material possessions and status over morals, values, and education. Thorndike's makes a comparison of the reward-punishment behaviors that he observed in his study of cats and puzzle boxes. Through trial and error, the cats could learn how to navigate to an exit point and escape the boxes. His experiments and conclusions led him to the Law of Effect, which basically states that responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation.

http://en.wikipedia.org/wiki/Law_of_effect



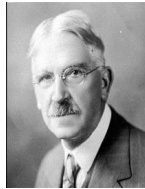
Köhler Today, Sultan was able to use sticks to retrieve a banana! We're so proud of him. He sure is growing up fast!

Today at 1:10 pm



Skinner Impossible! That chimp couldn't have figured that out on his own.

Today at 1:45 pm



Dewey Atta boy Sultan! Today: getting the banana that's out of reach, next week: solving a Rubik's cube!

Today at 2:00 pm



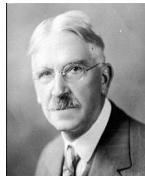
Köhler you know what they say.....The whole is greater than the sum of its parts!

Today at 3:31 pm



Skinner Next you're going to tell me that 'perception is reality'. Ha!

Today at 3:46 pm



Dewey No joke! A person's perspective totally influences their learning!

Today at 4:24 pm

Summary

In this exchange, Wolfgang Köhler makes a reference to the many experiments that he conducted with Sultan and many other chimps. His experiments gave perspective and insight to the fact that animals can learn problem solving skills through insight and perception. These ideas went against the theories of the behaviorist's like Skinner, Pavlov, and Thorndike. The behaviorist's believed that learning occurred as a result of a stimulus-response relationship made by the individual. Köhler's ideas became part of the

well known Gestalt Theory in which an individual's perspectives and internal organization of observations and information play a significant role in the learning process. Dewey is quick to support Kohler's success with the chimps as the results lend themselves to the social constructivism perspective on learning.