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If we look at operant conditioning, we see several connections with some of the online learning games. Positive reinforcement is offered in the projectile motion simulation- the giant "SCORE" when the target is hit; math baseball- the runs that are scored as a result of the hits; science splat- the character shouting "yes" when a question is answered correctly; the clean up the park game in which an elephant lets out a loud roar when the trash is placed in the proper recycling container, although I certainly found this to be quite obnoxious after a while!

These examples also support the idea of reinforcement, specifically continuous reinforcement, in that each and every time the desired outcome is achieved, be it calculating a math problem or answering a science question, a reward or another form of positive feedback is offered. While the rewards are quite simple, they help to reinforce the positive outcome to the learner. One might conclude that because the offered rewards are somewhat lacking in usefulness or "wow" factor, this might have a slight influence on the desire of the participant to answer correctly each time. I know I found myself purposefully offering incorrect answers to see how the different games reacted.

The math baseball and science splat games seem to be more of a test of knowledge and skills, rather than teaching new information and concepts. To complete these two games successfully, one must already have learned how to add, subtract, multiply, and divide, or be able to recall some scientific knowledge about various topics. The only simulation that I truly felt was teaching the user new skills or knowledge was the projectile motion simulation. At least with this set up, the learner could analyze various trials and draw conclusions from these independent events. A conclusion would lead to the next trial, then the second conclusion to a third trial, and so on, until the desired outcome was reached. This method at least forces the user to utilize some thinking skills to formulate a new plan of attack after each trial. I would have to say that this method is representative of breaking the learning up into measured objectives, especially because the simulation can be done with and without wind resistance. The user can clearly derive the influence that air resistance has on projectiles.