

Mayer: Chapter 7

1. I wonder if the relationship between positive reward and positive behavior versus negative reward or punishment to eliminate bad behavior is more driven by students than a generalization? Does one way work better for one kid than the other?

2. I wonder which is more effective as a learning tool, intrinsic motivation or extrinsic motivation? Furthermore, I wonder what can be done to help a student become intrinsically motivated per topic? Is it possible to be intrinsically motivated in each subject or should a student strive to be intrinsically motivated about general school topics and apply them to each subject/class?

3. I wonder what effect baseline measurements should truly have on classroom behavior and assessments. Given that all students begin at a different starting point is it fair to either measure pure growth or measure the student against the question? How can we as educators strike a balance?

4. p. 265 "Thorndike (1932) felt compelled to revise the law of effect by downplaying the role of punishment in changing behavior." I wonder if the student is given a reward for their behavior will the behavior stop if the reward stops or will the trained behavior remain? Further, to what point is fall off merely striking a balance that both parties can agree upon?

5. I wonder if by rewarding positive behavior what we are teaching and learning. Is a student learning appropriate behavior or how to get the reward?

6. I wonder what impact giving comments versus giving grades truly impacts a student's learning. Students seem to be conditioned to get a grade, what will it take to break out of this mold and train students that while they earn a grade it is important to read comments and improve? What can cause a shift in a goal of a particular grade to a goal of improving?

7. p. 266 "One goal of a classroom management program is to decrease the frequency of disruptive behaviors and increase the frequency of productive behaviors." I wonder what impact a referral truly has on a student in decreasing disruptive behaviors. Is it a good idea to give unproductive/under-respected punishments to dissolve disruptive behaviors?

8. p. 266 "Behaviors that are punished will gradually decrease, and behaviors that are rewarded will gradually increase." I wonder to what extent this is true without explaining why something is being punished?

9. p. 266 "if I do this, the result will be that" I wonder why as educators we take the time to explain our content but we do not take the opportunity to educate in the discipline process?

10. I wonder if it is more effective to have peers hold students accountable for their actions than a teacher? Will a student continue to act out if the implications are felt by the entire class?

11. Page 271 sites an example involving time out in an education class. In this example withholding class is the same thing as taking away something that they enjoy. I wonder if the same treatment, a time-out, would work in a class that the student does not enjoy or if they see misbehaving as a ticket away from something bad?

12. I wonder what role the enticement of the reward plays in the system of behavior management. Will a student weigh the reward against the consequence before committing to an action? Is that good enough or bad enough to make me change my ways?

13. I wonder what lasting effect some punishments can have on a student. For example, if a math teacher assigns more math problems as a result of the class misbehaving, do the students learn to simply dislike math because it is associated with discipline?

14. Page 277 gives an example of correcting a student with a spelling mistake. I wonder if that student will misspell that word in the future and if they would have if they were given a technique which helped them spell it correctly rather than guessing again on one part of the word?

15. I wonder if more kids would enjoy math more if their parents had sat down with them and played with flashcards. Furthermore, I wonder if that would translate to students being more successful?

16. I wonder why we do not focus on practicing good habits, by working with the kids on their homework, rather than letting them practice bad habits and developing misunderstandings.

SKEP

17. "The cost of punishment is unacceptable high because alienation destroys

relationship. It drives a wedge between teacher and student that will ultimately destroy the child's motivation to cooperate." I wonder to what extent relationships play in behavior. Furthermore, is a student more accepting of receiving a punishment from a teacher that they respect, understanding why they are being punished rather than seeing it as the teacher being out to get the student?

18. "Instead, they advise using a responsibility model, which involves allowing students to take part in creating the discipline plan and allows them real choices." I wonder what causes students to abide by rules that they have created more? I wonder if this helps them to understand why a punishment occurs, do they have a personal connection to why it was wrong to do what they did?

19. I wonder to what extent students should be able to make mistakes in a classroom and learn from them? What implications exist then on the delivery and coverage of content? Is it truly the teacher's job to teach content or to teach appropriate behavior? If a parents does not help with content learning should a teacher be held to teach behavior?

20. "Finally, we can encourage intrinsic motivation by having the students collaborate, by sharing content with them that is worth knowing, and by giving the students choices." Who decides what is worth knowing, the teacher or the student? I wonder if students behave better in classes where they are more invested in the content? Furthermore, I wonder what implication this carries on the reason behind a student misbehaving?

21. "they 'make no attempt to identify or treat the underlying causes of behavior.'" I wonder if students are cognitively developed enough to understand if they are acting out in a class because of what is going on in class versus what is happening at home?

22. I wonder what role respect plays in classroom management? Authority does not imply respect in our nation.

Classical Conditioning

23. "Many of our behaviors today are shaped by the pairing of stimuli." I wonder if students should truly perform better on testing in an environment that invokes positive emotional connections? If so, why are students assigned to rooms that invoke negative responses for state testing?