

## Reflection - Class Session 10.8.12

First off, I'm relieved that I got full credit on my Behaviorism knowledge base. I guess I was worried that I wouldn't have enough content. Not to worry, apparently I did and I might add even more, just because I can! I've really worked hard on the Cognitivism KB so far and I hope to be finished with it within the next couple of days. I'd like to be able to complete it before I even think about Social Learning Theory. So far, I haven't really confused Behaviorism and Cognitivism, but I hear that Social Learning is, or can be seen to be, closely related to Cognitivism...even though they all REJECT one another;)

It is still hard for me to define learning...it shouldn't be, though, right? It's basically all we talk about in class. Well, the theories behind learning and instruction anyway. I have yet to determine a clear definition that encompasses all three theories of Behaviorism, Cognitivism and Social Learning Theory. Maybe after I read about social learning theory it will make more sense? I don't know.

So far, I think that I teach with a cognitivist point of view, however I have used a token system in the past...but I would not say I am a behaviorist. I hate that they reject one another, because it makes me feel like I'm doing something wrong but using a token system for behavior incentive, yet using cognitive aspects when teaching math and other subjects.

When my group and I were describing instructional activities for our learning scenario, I felt like we were explaining what we were actually doing in class. It especially made sense because our scenario was about the KB. We were going through each of Gagne's events and sometimes I wrote in parenthesis "what we are doing now" to help describe the activity. Oddly enough, now that I think about it, I guess it was a cognitive way of doing things when we did the same thing for behaviorism...this can be confusing. My group and I were contemplating whether an activity such as "think pair share" would be cognitive or not. I thought yes, because it's a way to elicit practice, one of Gagne's 9 events. Another group member said no because it was more social theory. I now know that I could describe that activity from the viewpoint of behaviorism, cognitivism or social learning theory....even though I don't know what social learning theory is just yet.

I guess the way that the cognitive theory describes learning would be that learning happens when new information is related to old information in a way that makes sense to a person's organizational idea and way of processing and encoding that information. It plays to a person's schema by either adding to it, or prompting the person to adapt their schema to the new information. I like these two processes: assimilation and accommodation. They are easy to understand and make complete sense to me. I like that there are only two of them, as well. So information has two options...it can be brought into my schema or I can adapt my schema to fit around the new information. There isn't an in between. Either I keep my schema the same or I change it.