

My Theorist

The theorist that I would most likely compare my hopeful teaching strategies to, would be B.F. Skinner with the reason of using operant conditioning. I have had the privilege of observing such a teaching strategy at Windsor Hill Elementary School and I find this way very effective with the back-thought of student diversity and student poverty.

B.F. Skinner portrayed operant conditioning; conditioning children where the teacher can make associations to students. By considering student diversity and the possibility that my future classroom could include student poverty, I would use food/snacks most definitely as my reward. I would like to eventually teach second or third grade, and I have also seen at observation schools how food can make a huge difference. I can include food or snacks in any lesson plan such as a science lesson where students learn about mixtures; they would be able to mix a bag with different kinds of healthy snacks. Not only will they be able to learn hands-on, but they also have the opportunity to eat their mixture in the end. Another great example is descriptive writing and having students use Oreo cookies as their focus. If students don't follow the rules, they won't be able to eat their Oreo. I feel that this strategy is a very positive way to have students learn not only with hands-on, but also feel a sense of reward if the task is accomplished.

With this comes positive reinforcement and negative reinforcement; as for the reward there are several possibilities that I could reach to. As mentioned already I can use healthy foods and snacks as integration to lessons, and I can also focus on other options such as 'extra recess time' or 'no homework' for the day.

According to our notes I feel also that with my ideal theorist's strategy, I would view myself as having somewhat of an coercive authority, but I also view the legitimate and referent authority to be very valuable. I understand that I have to be very consistent with this strategy of operant conditioning.