

Kohn,

There is “irrefutable” evidence that people who are trying to earn a reward end up doing a poorer job on many tasks than people who are not.

That rewards punish is not only do to the fact that they are controlling but also that people who do not get the rewards they were hoping to get see this as punishment.

“The troubling truth is that rewards and punishments are opposites at all; they are two sides of the same coin”.

The idea, then, that catching people doing something right and rewarding them for it is not all that much of an improvement from the idea of catching people doing wrong and threatening to punish them if they are caught again.

Punishment and reward proceed from basically the same psychological model, one that conceives of motivation as nothing more than the manipulation of behavior.

Rewards do nothing to promote the sense of community or collaboration.

Contests are destructive because;

- 1) they can interfere with teamwork;**
- 2) they can create anxiety that that interferes with performance,**
- 3) those who believe that they can't win get discouraged and don't make an effort.**

“Collective punishment is widely seen as unfair but collective reward is not much better.”

There is peer pressure to get a reward not to genuinely help the other person.

When older girls were promised a reward for tutoring younger girls they became less effective and valued the younger child only as a means of getting a reward.

“Both rewards and punishments induce a behavior pattern whereby we try to impress and curry favor with the person who hands them out. Whether we are looking to secure reward or avoid a punishment is almost beside the point”

Rewards do not require any attention to the reasons that the trouble developed in the first place. All you have to do is bribe or threaten that person to shaping up.

Rewards are not actually solutions at all; they are gimmicks, shortcuts, quick fixes that mask problems and ignore reasons. They never look below the surface.

The core of behaviorism is that people are no more than what they do. Change what they do and you have dealt with the problem.

In principle, behavioral interventionists exclude from consideration the factors that matter most. In practice, behavioral interventionists distract those who use them from attending to such factors

When we are working for a reward we do exactly what is necessary to get it and no more. Not only are we less apt to notice peripheral features of the task, but in performing it we are also less likely to take chances, play with possibilities or follow hunches that might not pay off.

When working for rewards we are not working to succeed at the task but rather to succeed at obtaining the reward.

Behavioral Views of Learning

The behavioral view generally assumes that the outcome of learning is change in behavior and emphasizes the effects of external events on the individual.

Classical Conditioning focuses on the learning of involuntary emotional or physiological responses such as fear, increased heartbeat salivation etc.. I was discovered by Pavlov.

Emotions and attitudes as well as facts and ideas are learned in classrooms. This emotional learning can sometimes interfere with academic learning.

Operant Conditioning- Most behaviors are not elicited by stimuli, they are emitted or voluntary enacted. People actively operate on their environment to produce different kinds of consequences. These deliberate actions are called operants. The learning process involved in operant behavior is called operant conditioning because we learn to behave in certain ways as we operate on the environment.

Thorndike and Skinner played major roles in developing knowledge of operant conditioning.

A reinforcer is any consequence that strengthens the behavior that follows

Two types of reinforcement ; 1) positive reinforcement- behavior produces a new stimulus (Ex falling out of chair produces laughter from class)

2) negative reinforcement- strengthening behaviors by removing an aversive stimulus (Ex – increasing students risking answers by stopping laughter when a student answers incorrectly)

Punishment always involves decreasing or suppressing behavior

Reinforcement (positive or negative) always involves strengthening behavior.

Questions

If rewards are such a bad thing then why do you think that military medals and Scout and Guide badges are so popular?

Besides the material aspect of rewards what might Maslow say are the value of rewards?

Case Study

Your grade 8 class and the grade 8 class next to you decide to help clean up the playground as part of an environmental project at noon. The other teacher gives the class an ice-cream party as a reward for the hard work. You feel that students should be taught to protect the environment because it is the right thing to do and should not get a reward for doing what is right. Your students are very upset that they are not getting the ice-cream. In fact some parents call you to complain that you are unfair and compare you very unfavorably to your colleague. The students say that they will not volunteer do any future environmental projects with you. What do you do? Why? How could this situation be avoided/

Case Study

You are the grade 12 class advisor. The class has asked you to approve a policy that the valedictorian should be given the award by popular vote. The student with the highest average asks you not to approve the policy as they feel that the recognition will go to a very attractive and popular student. They feel that they deserve the award for all their hard work and have earned the reward based on merit. What do you decide and why?

Create your own case study.