

Orientation Video Analysis

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Introduction

In the orientation teaching video, I taught how to fold an Origami Santa Claus. The type of learning theory I believe that was exemplified through my orientation teaching video was the Behaviorist theory of learning. In the Behaviorist theory of learning, it is hypothesized that people imitate what they observe or hear from another person or thing. In language learning, according to Lightbown and Spada (2013), “Traditional behaviorists hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received ‘positive reinforcement’” (p. 15). Although folding origami is often a teacher-centered activity, and in my video an extremely teacher-centered activity, there was not really much room for cognitive thinking processes to happen. Everything that the student in the video learned was taught by utilizing kinesthetic examples and reinforced along the way.

Positive, Secondary Reinforcement

Throughout the video, I have shown multiple examples of secondary positive reinforcement. This positive reinforcement however, was not something such as saying ‘good job’ after every successful fold of the paper, but rather demonstrated by being able to move on to the next step, as folding origami can become increasingly frustrating if one is unable to correctly fold precise folds. According to Ormrod (2011), “Positive reinforcement can occur even when the presented stimulus is one that others might think is unpleasant or undesirable. The word positive here simply means adding something to the situation” (p. 294). Secondary reinforcement is referred to as a reinforcer that does not satisfy any “physiological need” such as praise (Ormrod, 2011, p. 294). Through the video, we are able to move on through each step because each step done previously was completed correctly and accurately.

Reinforcing Effort

In the orientation video at 2:28, I have exemplified a ‘reinforcing of effort’. Ormrod (2011) describes this process as ‘continuous reinforcement’, which is the idea that this type of reinforcement is most important when students are being introduced to a new behavior that they must learn, and “particularly one that doesn’t come easily to them” (p. 306). Ormrod (2011) cites Lannie & Martens (2004) and explains that it is important to reinforce this new behavior or skill and have some proficiency in the new behavior or skill before reinforcing accuracy (p. 306). By showing and explaining the desired fold on the paper, the learning is being reinforced at this moment in the video, and the process of me showing more difficult folds throughout the rest of the video acts as the continuing reinforcement.

Do As I Do

Origami is a very challenging task—one that requires a lot of patience and kinesthetic experience to be able to do skillfully. Mitchell, Myles and Marsden (2013) talk about the Plato’s Problem, which refers specifically to the idea that “some of the structural properties of language, given their complexity, could not possibly be learned on the basis of the samples of language which children are exposed to” (p. 30-31). Drawing upon once more the example I used in the previous paragraph about my demonstration of the more difficult fold and the need to demonstrate it physically shows that my language communication had some failure reaching the student so she would be able to complete the fold correctly. Sometimes, it will take more than just a few simple instructions to fold origami correctly, so it was imperative that I demonstrate the fold, instead of letting the student attempt the folding even if I had attempted to explain the directions in a different way. Sometimes, it would be easier to show, rather than to say.

Alternative Learning Theory

Social Cognitive Theory

The new theory that I would incorporate into the lesson if I were to reteach it would be the Social Cognitive theory. The lesson would differ by having at least one more student, so that way I can get the most out of the social side of the theory. Through the social side, students may influence or help each other, which would then reinforce their own learning of how to fold origami by teaching or helping a student who may be having trouble. There are four theoretical assumptions that Ormrod (2011) presents that apply to this lesson (p. 344-345):

- People can learn by observing others.
- People and their environments naturally influence each other.
- Behavior is directed toward particular goals.
- Behavior becomes increasingly self-regulated.

By applying the Social Cognitive Theory along with these points Ormrod makes, this lesson can become more effective and successful than the first time I taught it.

Learn by Observing

Although folding origami is a very teacher-oriented activity, it can also be a very good self-regulated task as well. Because people can learn by observing others, it is imperative that we give clear, concise directions, as well as provide examples from other sources as well. To change up the lesson, I will find an external video such as a video on youtube that also shows different methods of folding origami. Origami allows for the same object (for example, Santa Claus) to be folded in a plethora of ways, and allow learners to be creative with their folds. Furthermore, because origami can have different ways of folding very similar objects, each

person may be able to fold the object a little differently and obtain a different result than another learner. Ormrod (2011) suggests students to use their peers as resources if they need assistance with a task (p. 343). Thus, students may be able to successfully learn different variations of the same object by observing their peers or by observing other people other than the instructor.

Influence from Others – Motivation

While it is very possible for learners to learn different folds of the Santa Claus, the motivation to do so may or may not be there. Motivation first begins with oneself then moves on to being influenced by others surrounding said person. Ormrod (2011) states that motivation is influenced by self-efficacy, which is the belief in ability to complete the task, which is specific to the task (p. 347). Therefore, if students don't have the self-belief that they are able to complete the task, learning cannot happen. Therefore it is imperative that others around them give this student a little confidence boost. Because learners may also form expectations based on observations (Ormrod, 2011, p. 347-348), it is imperative that students are observing others and learn by watching, so they can assess to see if they are able to complete the task themselves.

To improve motivation in this activity, I will have students who are showing that they have learned the fold correctly assist students who are having trouble. As I go through each fold step by step, I will be continuously looking for students who are showing signs of trouble, and offer assistance to them, so that way we may move on as a group and not leave anyone behind. I will also encourage students from the beginning to work in pairs or in mini groups to help their peers in case they do get stuck on a certain fold.

Describing Effective Presentation and Setting Goals

In this lesson, I would like for my students to become self-regulated learners in regards to folding origami. To achieve this goal, I will show students previous folds of origami made by

students of previous years (assuming I do this lesson over the years), or different types of origami that I have made. By providing physical examples, students can then select the type of origami they want to fold, and I can give specific tips or strategies for folding that certain origami. I believe it is also important for students who also know how to fold origami to speak up as well, since learning from a peer is an effective way to reinforce knowledge for both parties; in fact this approach may be better in some cases, as students are more likely to be less self-conscious when learning directly from a peer rather than the instructor. By having students pick an origami they want to fold, they are setting a goal for themselves. I want to make sure that my students are working towards something that they want to make, rather than something I want them to make. As Ormrod (2011) states, “Encourage students to set productive goals for themselves that are challenging but achievable (p. 344).

Assessment

To provide an assessment for this lesson, I will have students fold a type of origami relevant to their level and wants. I believe that the folding levels of origami is just like language proficiency in the classroom, that students are all in their own different levels of proficiency. Therefore, the culminating activity will be to fold a type of origami, but will be determined based on the skill level of the students in the class. For this to work, it is imperative for the teacher to be mindful of the skill level of the students in the class, so that way the more skilled students will be folding more difficult items. However, I believe that many students will try to fold something they want to make, which is usually right above their current level of skill.

In terms of grading this assessment, it is something that will be graded based on effort and participation. Not everyone can fold origami skillfully, as it is a skill that must be acquired through hours of practice, and a lot of paper, which students may not have access to, as the cost

will add up. Therefore, by grading students on participation throughout the activity, they are being graded fairly, and there is little room for argument if the teacher ‘mismarks’ a student’s grade on this assessment.

References

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