

Class of How People Learn: An Investigation into Theories of Learning “How Praise in Class Affects Students’ Learning Motivation”

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Abstract: By analyzing the case comparison of three different praise methods, this paper compares the most suitable praise strategies for the classroom at the k-12 stage. The research proposal is to introduce the beneficial effects of praise in the classroom through behaviourism and cognitivism and then to compare which kind of praise students respond to using real-world cases in the classroom: general praise targeted praise, and negative statement—most productive in the classroom. The survey method is that three teachers teach a class of 15 to 20 people, and one day is randomly selected each week to count the number of times teachers use different praise methods on average to analyze the cases. The results showed that general praise was more practical at ages K-8, where students were more likely to be praised by their teachers for their behaviour. In addition, the combination of targeted praise and negative statements in grades 8-12 can help students achieve academically.

Keywords: Behaviorism, Cognitivism, General praise, Targeted praise

1. Introduction

The ability of students to self-regulate after learning will affect their learning efficiency more than the external incidents brought by teachers. When students are introduced to a piece of knowledge, they use various means to maintain their memory of the piece of knowledge. In a student's daily life, only one-third of the time is usually spent at school, and the rest is spent elsewhere. Those with a good, fixed learning pattern know better how to store knowledge. Students who need to rely on external means to maintain their learning outcomes will depend more on third-party monitoring models, and they need the affirmation and supervision of teachers to help them learn so that their learning tasks will be more difficult during their time away from school. This paper mainly compares the benefits brought to students' learning between external monitoring management and students' self-regulation based on metacognition. The former is the norm in students' careers, and it is also something that every teacher will actively do. However, students are often reluctant to imagine their cognition because they rely too much on the assessment given by the teacher, which is a very uncontrollable factor for their later learning. The latter is an assessment that can help students realize their self-worth and allow students to make their learning plans based on the assessment at any time. The earlier students learn to self-assess, the more effective they will be in their learning.

2. Theories

Regulatory models are broadly divided into groups and individuals. First, analyze group patterns. In a program of long-term learning goals, teacher-created contingencies are the key to motivating students to learn. These incidents require the teacher's usual interaction with the students in class and some enhanced incidents created by the teacher to enhance the student's interest in learning. For example, pigeon experiments concluded that with only three pigeons, the pigeons gradually began to imitate the effects of those who received behavioural changes [1]. This conclusion is generally standard for teachers to apply to classrooms; however, there are more than three students in an entire classroom. Students who cannot be influenced may not get the best positive influence.

Moreover, the degree of image behaviour is uncontrollable. Under the influence of behaviourism, students will start to imitate one another. However, teachers usually do not have so much time to wait for students to complete these reinforced behaviours.

Compared with students passively waiting for teachers to reinforce their behaviours and knowledge, if they master their learning progress, they will have more independent thinking and have a clear and real-time understanding of their cognition. Unlike the collective learning process, when teachers lead the entire class in units of study, students' thinking is guided in a clear direction, and teachers can assist students in triggering an understanding of new concepts. However, their learning direction may be confused when students break away from the teacher's perception as the main body. To avoid confusion after leaving the safe zone, students should learn to distinguish themselves from others by recognizing intra-individual differences, inter-individual differences, and beliefs about commonalities [2]. When students realize their uniqueness, they can gradually form the thinking of constructing their learning mode independently. The formation of this kind of thinking can make them stand out in inefficient group learning. For example, they are not influenced by their friends in the group's dynamic learning behaviour. At this time, if they have not formed their subjective self-assessment awareness, they can only be passively influenced by waiting for a long time. Instead, they know their weaknesses and strengths and can flexibly adjust their learning pace based on their strengths and weaknesses. This independent regulatory behaviour allows them to thrive in multi-person classrooms.

3. Problematising the Learning Theory Embedded in Your Chosen Policy, Practice, or Resource

Teachers' reward systems sometimes do better for students than pure self-regulation. Students can intuitively know their learning progress. However, the reward system can only exist in contingencies [3]. Compared with teachers' step-by-step classes, the reward system can promote students' competitiveness and bring them a more positive learning attitude. However, many teaching environments can only encourage students with external rewards. The period of this reward system is limited, and the lasting effect is not long. It is like an experiment between birds and food - when birds know that they can get food every time they turn to the right, then they will not turn their heads to the left [3], but they do not think about the meaning of this. Where, they are purely for this external reward, which is more food.

The same is true for the students in the classroom. After the students find that they can get the reward, they will blindly perform well for the reward. However, the teachers do not know whether the students can maintain the reward after some time. They have to act. Just as the principle of learning is the students' active process, if they are passive most of the time in this process, they cannot construct their own constructed meaning [4]. The ultimate goal of learning is to enable students to master a set of learning patterns. When students have constructed their model, they will know whether they effectively participate in the classroom. As the two sets of memory experiments conducted at the

beginning of the article, students sometimes cannot know whether they have mastered the knowledge, but they will subconsciously think that they have mastered it. However, sometimes the truth is not what they thought [5]. Such instability cannot be said to strengthen the students' inner self, autonomy, competence, and social relationships [5]. Although students' self-worth assessment is more critical, these inherent factors cannot be achieved through a short-term reward system.

4. Discussion

Realizing self-worth is a more challenging goal early than in the future. In Keller et al. study, it is shown that teachers had a comparably low rate of praising students in general education and unique education systems [6]. Once teachers give students verbal praise, students' motivation, task engagement, and practical learning can significantly improve. Therefore, the values external influences bring to students will become very important. Moreover, Hancock found that when students are not exposed to external stimuli, including criticism, their task persistence will decrease, and the accuracy of academic responses is not very high [7]. The teacher's oral evaluation of the students in the classroom can impact the students. How correctly understand this teaching method is an integral part of the learning process of classroom management. The central question of this paper is, how can teachers motivate students by praising them in the classroom? The teacher's praise in this article is mainly reflected in non-targeted praise, targeted praise, and negative evaluation.

5. Analysis

5.1. Non-target Praise

The main content of non-targeted praise is to praise students' behaviour during class. Most of this type of praise comes after students have made their comments or after students have shown their courage. It can also be reflected in the students after completing an excellent classroom task. This praise occurs more frequently because teachers do not assess students' specific academic behaviour, and sometimes teachers use this method to complete a simple closed loop of interaction with students. In Burnett et al. research experiment, the chance of general praise was 71% in the classroom [8]. The experiment period is four weeks, and two days a week are taken to observe the classroom. The age range of these children was controlled between the K-12 range. Teachers were told before the experiment that they were about to be recorded with their probability of praising the children. Even if some teachers have a low probability of praise in class, they will subconsciously praise students more. It is concluded that the younger students are more likely to be praised by their teachers for their "behaviour," and the older students are more likely to be praised by their teachers for their academic performance [8]. The mental state of the students after receiving the general praise causes them to work harder on the praised items. However, these praises must be ongoing because students do not have a clear memory point for general praise. The feedback of general praise can be applied to various behavioural interactions of the students so that they do not have any memory points for the items they are good at, and they will make all-out efforts to increase the number of times they are praised. Such untargated praise is not very helpful to students' academics, but it can mobilize students' usual enthusiasm for learning. This type of praise is suitable for the beginning stages of classroom management, which can lead to a greater sense of trust among students in the teacher.

5.2. Target-praise

Targeted praise is also called academic praise. This praise focuses on the student's performance in a specific subject. For example, suppose a student demonstrates exemplary performance in arithmetic. In that case, teachers will continue to track the student's math skills and continue to praise the student's

improvement in math skills in increments based on general praise. This type of praise usually requires the teacher to have a good understanding of the student's ability level and to compare the student's academic performance from the previous class so that the academic praise is more memorable to the student. It is interesting to note that students are more encouraged by teachers of different disciplines when they praise the academic achievements of students who are not in their discipline [9].

In an article by cognitive scientist Willingham, he argued that praising students for specific abilities requires skill and that teachers should avoid ineffective praise [10]. For example, when a student masters a simple arithmetic skill, teachers can give the student appropriate encouragement by praising them with something like, "You may be talented in arithmetic," while an ineffective compliment would be, "You are the fastest student ever. Such targeted praise emphasizes the students' learning process rather than their abilities. Students' subjective perceptions of themselves are currently confused, and if teachers give them too much praise, they may misunderstand their abilities. Therefore, teachers should not rate students' initial abilities in the process of targeted praise. For example, "You are one of the brighter in your age group. Such ratings can cause students to misunderstand their abilities, leading to further disappointment even if they do not reach their goals. Teachers can use instead: "You have improved your arithmetic skills a lot; you are doing great; keep it up." Students' mobility comes from the expectations they are given. As mentioned in Burnett et al. research discussion, students feel guilty after being praised, which allows them to do more to feel entitled to their praise [11]. Targeted praise requires more skill than general praise and is more effective in enhancing students' academic performance.

5.3. Negative Statement

Negative statements are classified as direct negative and harmful statements. The interpretation of this category is similar to the distinction between positive and negative punishment. Direct negative statements are usually those that directly tell students that their behaviour is wrong. In contrast, positive negative statements do not deny the student's behaviour but indirectly guide the student to do the right thing. A study by Mrachko et al. showed that three out of four teachers used direct negative statements in a long-term test with different classes, observing the positive and negative statements they gave separately [12]. The implication is that in most classrooms, few teachers use positive statements to change students' mistakes. When students made behavioural mistakes, all three teachers pointed out that the students were using the classroom rules "incorrectly. Only one teacher guided students to discover their own mistakes. The direct use of negativity allows students to correct their mistakes visually, but it is not a good tool for motivating students. Students love to hear praise, even when they do something incorrectly. For example, in one of the teachers' classrooms, a student drew in his book with coloured pencils instead of listening to the lesson in math class. The teacher visually named the student and told him to listen. This was a direct negative statement. The student's psychological change in this classroom would begin to change from inattentive to resistant. As mentioned earlier by Keller et al., students have a stronger memory when teachers of different subjects praise students for non-subject skills [13]. Here, however, the teacher could praise the students' drawings and bring their attention back to the class. This gentle approach is not only more acceptable to the student, but it also creates a sense of guilt. Guilt is the kind of resistance most students feel after being praised, and students will try harder to get through the lesson to calm them down [14]. The correct use of positive and negative statements can sometimes be more effective than the first two types of praise. The prerequisite is that the teacher does not use exaggerated rhetoric or shade and that they carefully consider whether to approve of the student's behaviour when the student has indeed made a severe mistake.

6. Conclusion

The influence of external factors on students is much more significant than the influence of students' self-control. It is as if people's memory is not subconsciously exercised by themselves when they are young; they do not actively memorize formulas and recite poems repeatedly. These external factors must be influenced before people's memory level rises. In the early stages, when self-awareness is more challenging to develop, instead of letting the ideas of students of the same age interact, it is better to let the teacher guide the students. A step-by-step learning process at the beginning of a student's career can be the right way to give students a promising future. Instead of students finding their living patterns, let them try the benefits of collective behaviour first. The three types of impact teachers can have in the classroom are not limited to general praise, targeted praise, and negative statements. Teachers can help students build their relationships on campus, and by receiving praise from teachers, students will feel more at home. Enjoying praise on campus makes students' lives more positive and happier than those who prefer to immerse themselves in personal reflection.

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