Final Essay

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**Question 1**

**Part 1 & 2**

 Bandura’s Cognitive Theory is a theory that deals with concerns with factors such as beliefs, self-perceptions, and expectations to social learning (Woolfolk, 2013). Because of this, I believe that Annie’s comment about her not being able to write because she honestly believes she is incapable of writing. She perceives herself as being a poor writer, therefore has no faith in herself when it comes to the writing portion of class. She simply gives up. This brings us into part 2, which is dealing with the sources of Annie’s low self-efficacy.

Self-efficacy is broken down into four sources of expectations: mastery experiences, psychological and emotional arousal, vicarious experiences, and social persuasion (Woolfolk, 2013). Annie’s low self-efficacy could be coming from a few different sources. The first source could be that she has tried writing before and has failed in her past experiences. She may have received a poor grade and because of that she thinks she is a terrible writer. Another reason she may feel that she is a poor writer is because she may have seen someone who is a lot like her fail at writing. When a person sees another person who is a lot like them fail at something, it makes them think that they to will fail. This is known as a vicarious experience (Woolfolk, 2013). The last source could be through expectations. Children tend to meet the expectations that are given for them. In Annie’s case, her parents and teachers might have assumed that she was going to be a poor writer; therefore, because these people thought that about her, it caused her to think the same way about herself.

**Part 3**

 If I were Annie’s teacher, I would try to do the exact opposite of what was happening to cause her to not be confident and successful in her writing. Social cognitive theory is like a system known as triarchic reciprocal causality (Woolfolk, 2013). This is saying that social influences, self-influences, and achievement outcomes all work together. Therefore, if I were Annie’s teacher, I would try to incorporate all of these things while teaching her. I would show her models, give her feedback, and instruction on how to be a good writer. Next, I would give her goals to meet over a period of time, as well as let her know what my expectations are, and I will try to raise her self-efficacy. Lastly, I will check up with her and see how she is progressing in her writing. I believe that if a teacher does these things, then students who are not confident in themselves will learn to be confident because someone cares enough to take time to help them and have high expectations for them.

**Part 4**

Self-regulated learning is applied to analyzing learning tasks, setting goals, and planning how to do a task, and making adjustments about how learning is carried out (Woolfolk, 2013). I think the way to help Annie become a better writer is to get her on a specific learning plan and set specific goals throughout the process. This way Annie will not feel the pressure to improve her writing skills drastically, very soon. If goals are set then she can gradually work her way up, improving a specific skill of writing one step at a time. This will make learning these skills more enjoyable for Annie. Likewise, as she meets each goal, her confidence in herself will rise and she will realize that she can become a good writer.

**Question 3**

**Part 1**

Performance goals are when people strive to perform well in front of others (Woolfolk, 2013). After examining Bill and Elliot, it would appear that Elliot has many more performance goals than Bill. Elliot usually only gets C’s on his tests but once the tests are given back or he does do something well, he is very quick to talk about his grades and try to get the approval from his peers. Bill is the opposite, he does well on many of his assignments, but he is unconcerned about scores and does not need approval from his peers.

 When it comes to learning goals, Bill and Elliot are very different as well. Learning goals are goals and objectives that people set for themselves while they are learning (Woolfolk, 2013). Elliot does not care how he does on his work. He does not seem to set goals for himself. Elliot makes excuses about why he does poorly on tests and constantly talks about how he does not study. He is even content about being a “C” student. On the other hand, Bill loves challenges and works his hardest on projects. When he finds something he enjoys, he sets his mind on it and wants to learn as much as he can about that subject.

**Part 2**

When it comes to setting goals for candy selling, I believe that Elliot will set a low goal for himself. He does not seem to have high learning goals, which in my opinion, means he will more than likely not have a high goal when it comes to other situations as well. On the other hand, even though his goals might not be high, I believe that he will make some sort of excuse as to why he did not raise a lot of money because he has high performance goals. He wants to impress others and have their approval, so he will try to make himself look good (Willfolk, 2013). In my opinion, it is hard to determine what type of goal Bill will set. I lean toward thinking that he will set a high goal. I believe this because in classes, he seems to set high goals for himself and that makes me think he will want to set high goals in other parts of his life as well. However, he does seem unconcerned with his test scores and he also does not have high performance goals, so he is not looking to impress anyone and he is not looking for approval of others, so maybe he will set lower goals (Willfolk, 2013).

**Part 3**

I think one technique would be to encourage Elliot or help him develop more would be to help promote mastery goals. This is where the teacher makes the student feel smarter and helps the student to enjoy the activity more (Woolfolk, 2013). I think it would be a good idea to put together some sort of activity or lesson plan that would help encourage Elliot to care about his school work and to put forth the effort. It has been predicted that mastery goals encourages enjoyment in learning, hope, and pride (Woolfolk, 2013). I believe if students have all of these things then they are more likely to care about school and the schoolwork that they do.

**Question 5**

**Part 1**

 My next step in this situation would be to figure out who owns this specific problem (Woolfolk, 2013). I would then like to figure out why Ellen is upset with the situation. If I figure out that it is Ellen who “owns” the problem, then it is my job as her teacher to figure out what is going on, and be available to listen to her and offer my support. I would also need to do empathetic listening. This is where the teacher listens to the problem and reflects them back by paraphrasing (Woolfolk, 2013). However, if the teacher “owns” the problem, then it is his duty to find a solution through discussions with the student (Woolfolk, 2013).

**Part 2**

I firmly believe that Mr. Fournier’s initial response was an assertive response. An assertive response is one in which the teacher makes it known that he cares too much about the student and the learning process to allow that type of behavior in the classroom (Willfolk, 2013). Mr. Fournier does not raise his voice to Ellen, he calmly tells her to return to her seat. It appears that Mr. Fournier is looking for changes in her behavior, not for excuses or apologies (Willfolk, 2013). Another reason I believe that this was an assertive response is because Mr. Fournier looked at Ellen and used her name when talking to her. Name using is a sign of assertive responses (Willfolk, 2013).