



DIFFERENCE IN TEACHING AND CONDITIONING

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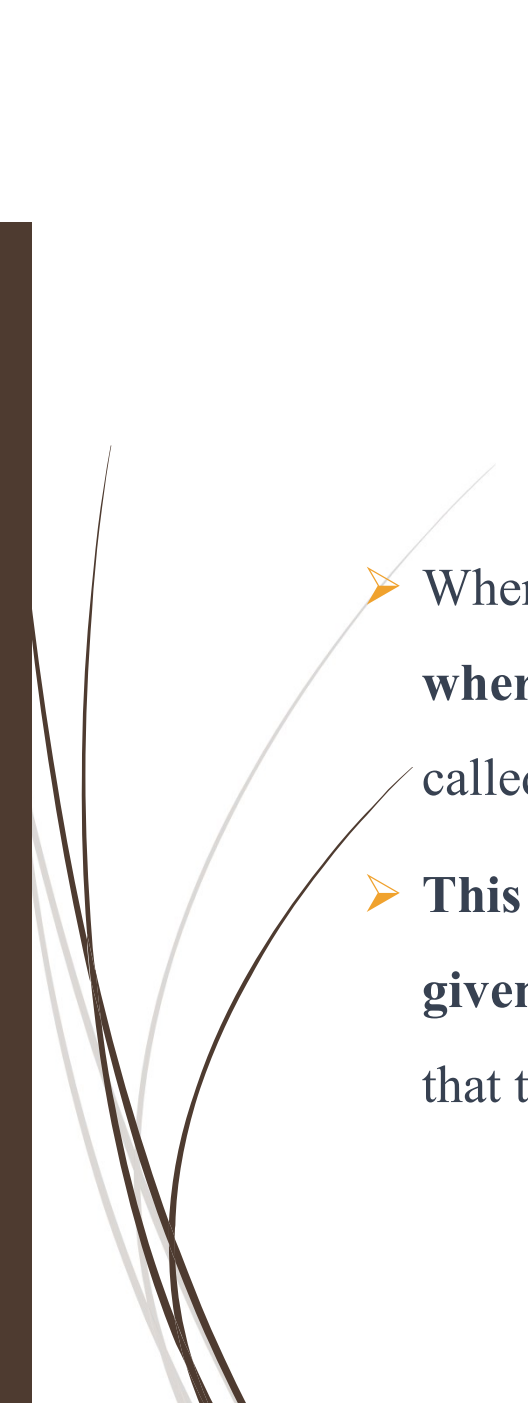
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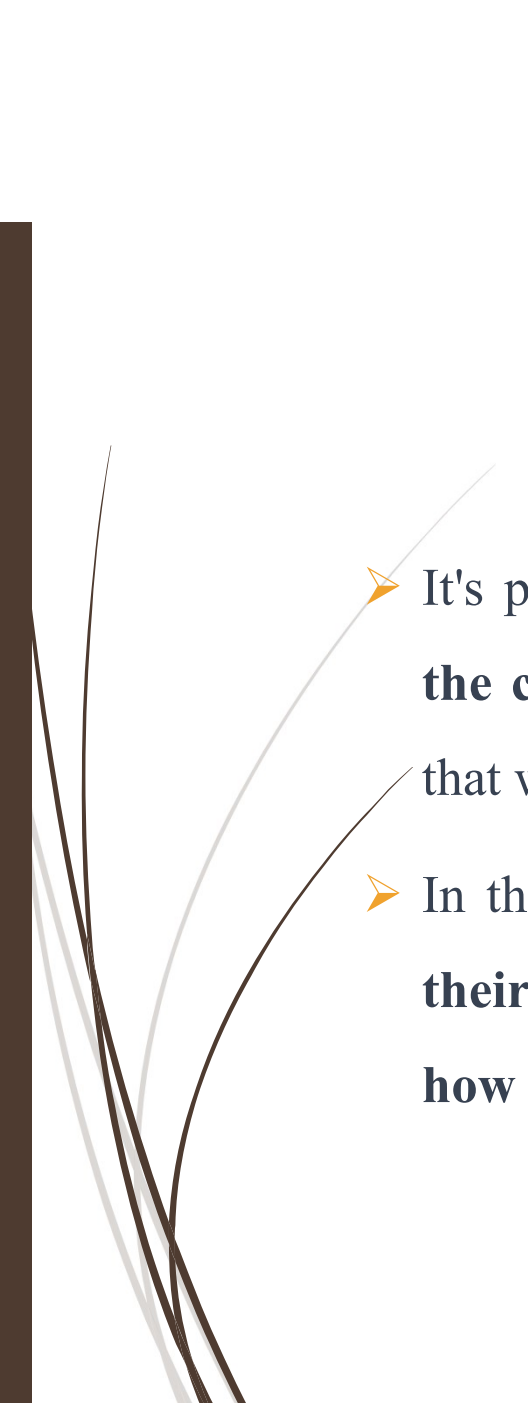
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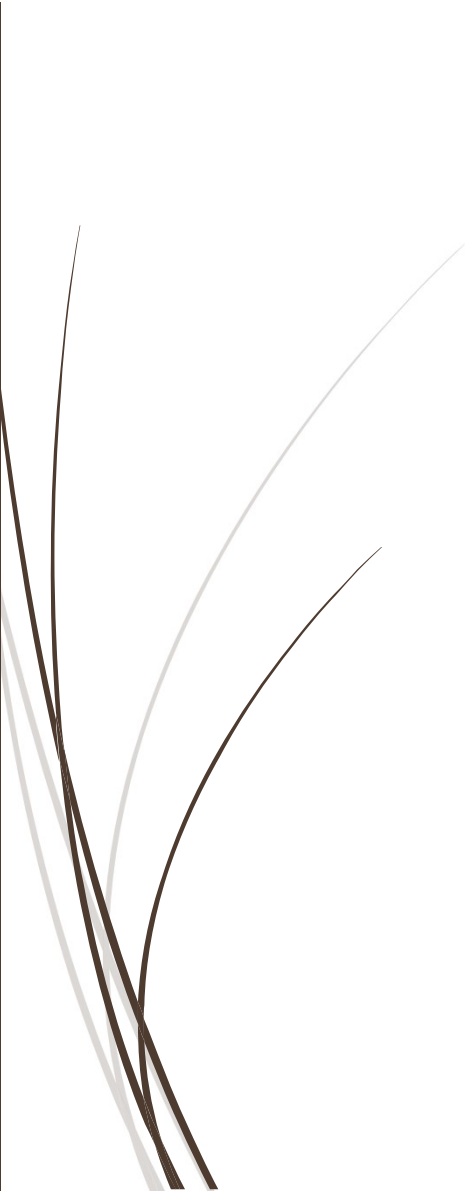
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CONDITIONING

- Conditioning is of two types– **Classical and Operant**.
- In **Classical Conditioning**, the **reinforcer determines the kind of behavior**,
- while in **Operant Conditioning** the occurrence of a **response determines the kind of reinforcement an organism will get**.
- **Classical Conditioning is not compared with Teaching** because in this type of conditioning an organism comes to **elicit a response** and is not taught to do that!
- Normally, it is **Operant Conditioning** which is compared with Teaching because it simply seems to be a **systematic form of training and hence teaching**.

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- When teachers give students prizes or treats for being good, **it's like a game where the students get something good if they do something good.** This is called Operant Conditioning.
 - **This explanation doesn't say why a student starts behaving well when given a reward or how the reward makes them behave better.** It just says that the reward is given and the behavior improves.

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- It's possible for a child's behavior to change through conditioning **without the child realizing it or understanding why they're supposed to behave** that way in certain situations.
 - In the situation we've been discussing, the child's behavior **isn't based on their own beliefs or values**. They're **behaving a certain way because of how they've been trained (conditioned)**.

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- **Practice makes perfect.**
 - **Put things together.**
 - **Learn from your mistakes.**
 - **Avoid interference.**
 - **Spread it about.**
 - **Mix it up.**
 - **Keep things similar.**

Difference in Teaching and Conditioning

S. No.	Teaching	Conditioning
1	Teaching aims at the development of potential and intellect.	It aims at modification of behavior and learning habits.
2	It has broader scope	Scope of conditioning is relatively narrow.
3	Reinforcement is not necessary for teaching.	Reinforcement plays a vital role here.

S. No.	Teaching	Conditioning
4	In teaching repetition of the taught subject matter is not necessary .	Conditioning is done by the repetition of behavior to be acquired.
5	In teaching, there is a curriculum that is very comprehensive	In conditioning, curriculum is fixed.
6	In teaching qualitative and quantitative techniques are used for evaluation.	Evaluation in conditioning is done on the basis of the acquisition of a behavior or a habit.
7	Teaching is a broader process with various levels.	Conditioning is considered as the lowest level of the entire process of teaching.
8	Something taught by a religious or philosophical authority.	The process of modifying a person or animal's behavior.
9	Teaching has seen continual changes over the past decades.	Any preparation or training, especially athletic training of the body.



There are two main types of conditioning:

1. Classical conditioning: Ivan Pavlov, In classical **conditioning**, a **neutral stimulus** (such as the sound of a bell) is repeatedly paired with an unconditioned stimulus (such as the presentation of food), until the neutral stimulus alone can elicit a conditioned response (such as salivation).

2. Operant conditioning: B.F. Skinner, who observed that behavior could be modified through the use **of reinforcement or punishment**.

In operant conditioning, **behaviors are strengthened or weakened based on their reinforcement**.

Reinforcement involves providing a reward or positive reinforcement for a desired behavior,

while punishment involves providing a negative reinforcement for an undesired behavior.

➤ **Emitted Response उत्सर्जित प्रतिक्रिया**

- Emitted responses are actions or behaviors that someone exhibits without any specific prompting or direction. For example, if someone smiles when they see a cute animal, that's an emitted response. The sight of the animal triggered the response without any deliberate effort or request.

➤ **Elicited responses प्रतिक्रियाएं प्राप्त**

- Elicited responses are answers or reactions that someone gives because they were asked a question or given a specific stimulus. For example, if you ask someone how they're feeling and they respond with "I'm feeling good," that's an elicited response. The question or prompt elicited the response.



- ▶ **Emitted Response**

- ▶ In Behaviorism, an emitted response is a behavior or action that, when performed, acts on the organism's environment and produces different kinds of consequences that affect the organism (like reinforcement or punishment).

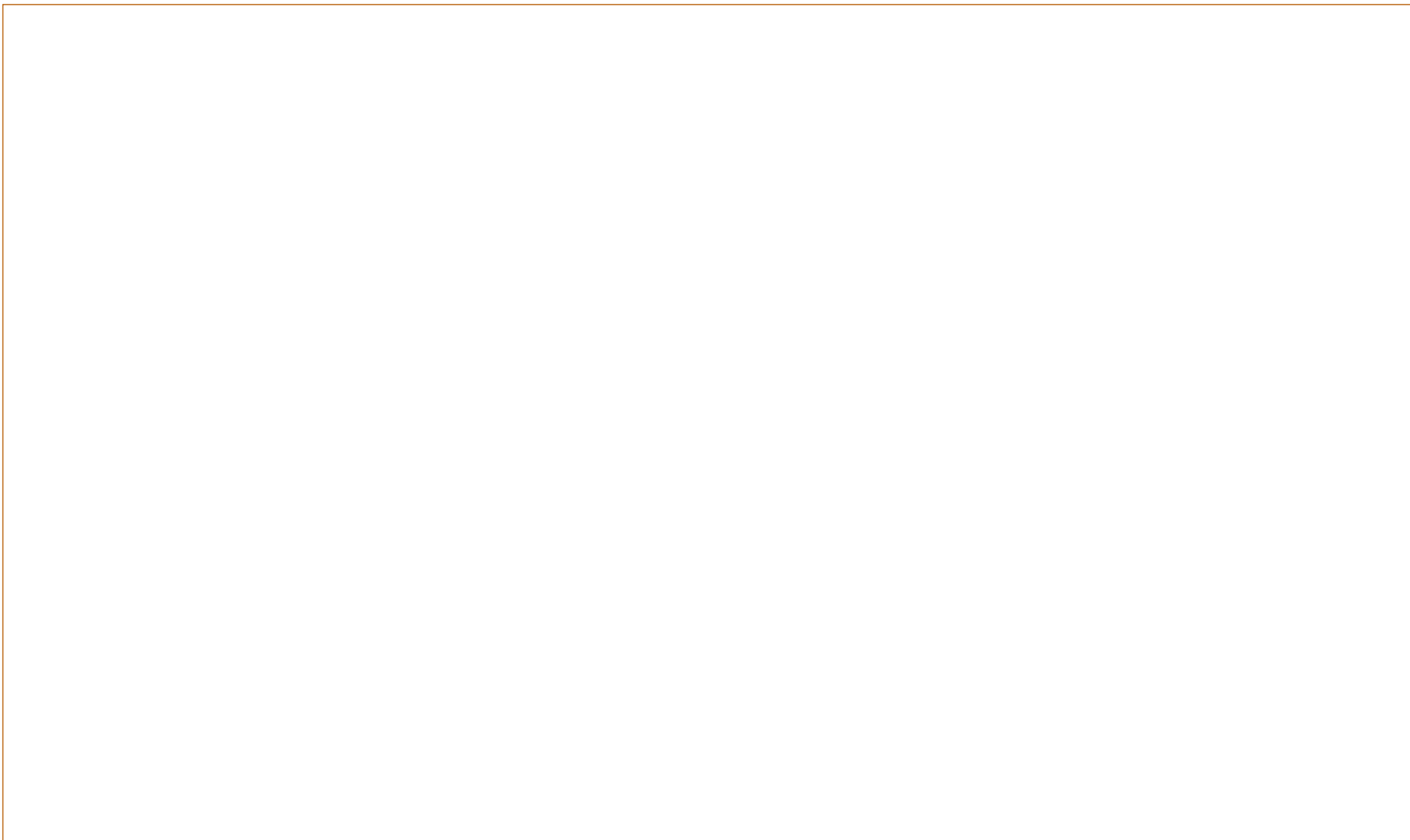
In his research, B.F. Skinner distinguished the difference between "emitted" responses and Pavlovian "elicited" responses that are reflexive and involuntary. An emitted response is voluntary and can be consciously stopped by an organism. An example of an emitted response would be a mouse hitting a lever in order to receive a food pellet. The mouse has done this in the past and received a food pellet, which is a positive reinforcement because it is performing an action and receiving food as consequence. The pushing of the lever is an emitted response because it is voluntary and results in a consequence of the mouse's action that affects its environment.



▶ Elicited Responses

- ▶ In classical conditioning an emitted response is a behavior or action that is a result of a stimulus that is not voluntary.
- ▶ Essentially a reflex, organisms cannot consciously stop these elicited responses from occurring.
- ▶ A Pavlovian example of this would be a dog's salivation at the sight of food. This is an involuntary response that the dogs have no control over.
- ▶ B.F. Skinner distinguished between reflexive elicited responses and emitted responses which are behaviors that, when performed, acts on the organism's environment and produces consequences that affect the organism such as reinforcement or punishment.

An **example of an emitted response** would be a mouse hitting a lever in order to receive a food pellet. This is an emitted response because it is voluntary and results in a consequence of the mouse's action that affects its environment.



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Thank you...