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CEP800 Final Project – Facebook Parodies of Learning Theorists

Status Update #1



Plato
You can't teach an old dog new tricks.
2 hours ago · Like · Comment

John Locke You can old friend, but it will take much new experience.
2 hours ago · Like

Jean Piaget Every old dog has the ability to do all tricks.
2 hours ago · Like

John Dewey Given the right environment, I agree with Jean. If he hasn't learned it on his own, get him around friends who have.
about an hour ago · Like · ♻️ 1 person

Jean Piaget It isn't about where you ask the dog the question so much as how you ask it.
about an hour ago · Like

Plato If we say it is a matter of phrasing, are you really "teaching," then?
55 minutes ago · Like · ♻️ 1 person

BF Skinner Most definitely. After all, dogs are the most excellent examples of the right question, over and over, producing very specific results.
26 minutes ago · Like

Write a comment...

As we consider the ways in which humans learn and grow as a fundamental belief about education, we see various ramifications for our future as human beings based on what we believe about early learning. It isn't only children who need to learn or who do learn. In this status update, Plato makes a statement about his beliefs using a well-known saying about the more experienced and older population. According to his theories, we learn from that which is already inside us and thus, new information is not actually acquired but, rather, it is discovered from that which we have the power to know. This is a bold belief because many see it as somewhat limiting to the ability of human beings. And, as you can see from the responses to the statement, many view our learning much differently.

Mostly more contemporary theorists have commented on his post, which shows the alternate viewpoint of most people today. It is far more often the belief that we can do anything as human beings and that any amount of learning can be had by all. No longer is it enough to say that one person's cap is at a different level than another's—hence the increased standards and expectations that every student attain mastery in a greater width and breadth of subject matter. As we've discussed on the surface where learning actually comes from, we've spent a lot of time on where we go from the discussion and how all of this applies to learning through technology. This discussion shows a more comic and bantering side of how the different theorists might respond to one another's viewpoints.

Status Update #2



Jean Piaget

My youngest is growing up! Same question again this morning: more milk in the gallon or in the four quart glasses? She confidently says they're the same!

2 hours ago · Like · Comment



BF Skinner Well, of course! You've only asked her that question enough-- she's bound to learn the answer!

2 hours ago · Like · 🔄 1 person



John Locke I agree with Skinner: she has learned to think like you and by your questions. This isn't a discovery so much as wanting to please her pa.

2 hours ago · Like



John Dewey Give the guy a break. Maybe Jean's just helping her see the situation in a new light.

about an hour ago · Like



Plato Or maybe she's finally accessing more of that perspective she's had stored up.

about an hour ago · Like



BF Skinner Not to be rude, but I have taught many an animal to perform quite similar tasks.

55 minutes ago · Like



Jean Piaget Actually, I think it's a matter of her learning to add up all the pieces!

26 minutes ago · Like

Write a comment...

Since I first began my study of education in my undergraduate program, I've been intrigued by Piaget's learning theory. What I appreciate about him and the presence of his beliefs in the more modern day world is how evident what he believes is in the world around us. In the video clips we watched during unit four, each state of learning was clearly visible and fit right in with our own experience with different ages of children. From the parent perspective, it is completely logical that Piaget would be watching his own children, waiting expectantly for a realization that they were progress from one stage to another—learning!

Not everyone would view these triumphs the same, however, as is evident in the responses to his post. It is important as we go from this course that we continue to consider these other responses in addition to what we know of the more contemporary theorists. What is most important is that we acknowledge the learning taking place as result of our teaching, not necessarily how it is taking place. Across the various ages that we teach, we all fit in somewhere with Piaget's stages. And what I think is most important is that we acknowledge the fact that learning is taking place, rather than take the view towards our students like that of Skinner's response: if animals can do it, who cares if a young child can. This is not to imply that he was belittling learning, but rather that he views the learning process as something anyone can attain with the right positive consequences.

Status Update #3



BF Skinner
If at first you don't succeed, try, try again.
2 hours ago · Like · Comment

Plato As long as what you're trying for does indeed exist for you.
2 hours ago · Like · 1 person

BF Skinner Anything can be for anyone, my friend. As I've said before, "Give me a child, and I'll shape him into anything."
2 hours ago · Like

John Locke An old argument, gentlemen. It's a well-known fact that we can all eventually do anything, if given the right circumstances.
about an hour ago · Like

John Dewey Try doing whatever you want to do backwards. Sometimes it helps to try standing on your head.
about an hour ago · Like

Jean Piaget Sometimes it just takes time before you are ready to do certain things.
55 minutes ago · Like

Plato And sometimes it takes a lot of time, and still isn't meant to work out for you.
26 minutes ago · Like

Write a comment...

Regardless of which theorist you ask about the various facets of learning, what not one of them would deny is that learning is a process and takes time. Skinner's process of learning through rewards and consequences points to self-discovery of that which is important. Plato believed great things can be learned by remembering that which is inside you, whereas Locke believed we need to find the right experiences to jog that knowledge out from within. Dewey recognized the need for building experiences on experiences to find knowledge and truly understand that which is learned. We have talked about each of these theories for the most part as disconnected ideas and approaches to the world of education, but what we need to do with them from here is begin to connect them.

Although the different voices believe differently about where learning comes from or to what extent it can go, all leave room for the element of time. It is important that we apply this principle as we consider learning and teaching in light of today's world and the technology in it. Technology is not intended to be a quick fix or a fix-all, but instead it is only for us to use as a means to the greatest end we can seek. We want all children to accomplish great things and reach the greatest potential, regardless of which theorist resonates the closest to our hearts.