

1 Classical Conditioning is used to get a conditioned response. So if you are using Classical
2 conditioning the use of a conditioned stimulus is used to achieve the conditioned response.
3 Operant Conditioning is using something to enforce or reinforce the desired/undesired
4 behavior. Operant conditioning can be used to add or take away a stimulus to get
5 reinforcement or punishment.

6 In my study I am looking to see if texting in a classroom is embarrassing or appropriate
7 behavior. When looking at eight classrooms two freshman high school, two senior high school,
8 two freshman college, and two senior college. I would like to see if students receiving text
9 messages during class are embarrassed or if students find the behavior appropriate. I believe
10 that students have been operant conditioned by overuse of technology and teaching styles.

11 It is my belief that students have become operant conditioned to use cell phones in
12 class. Generally because they are more and more common as technology advances and they
13 teachers cannot regulate use and conduct class at the same time. I would conduct my
14 experiment and see which students answer or check their messages in class vs. the students
15 that silence their phones and don't check them during class time.

16 The independent variable would be if the student receives text messages during class.
17 And my dependent variable would be the student's reaction to text messages in class. Whether
18 or not the student acts upon receiving a text message and how the student acts when they
19 receive a text.

20 My groups would consist of a control class room and an experimental classroom for
21 each level of education. I would not assign people but have the classrooms randomly selected.

1 Confounds and extraneous variables could be age, ringtone, phone type, group location, cell
2 phone service, and teaching style.

3 I read the study on Pavlov's salivating dogs. In this study Pavlov uses a bell when he
4 feeds the dogs to see if he can get the dogs to salivate at the sound of the bell and not the food.
5 My study differs from Pavlov's study in numerous ways I am not controlling the sound that the
6 phones make and I am not rewarding subjects for a reaction Pavlov's study used food as a
7 reward. He is conditioning the dogs to react a certain way during his study while my study is
8 observing the natural behaviors of the students and their cell phone while in class.

9 My study could be changed to a correlational study by using the cell phone records of
10 students in high school and college and determining whether or not they are using their phones
11 in class or not.

12 Works cited

13 Hock, R. R. (2013). It's not just about salivating dogs. In *Forty Studies that changed Psychology*
14 (pp. 65-72) Pearson Education: United States of America.

Work Sample Evaluation

Subject Area: Introduction to Psychology

Task Title: Dogs, Pigeons, and Texts

Student Work Sample Title: Untitled

The document was scored using the *CCR Task Bank Rubric*. The final scores are indicated in the following chart.

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation		X			
Ideas and Content		X			
Reading and Analysis		X			
Communication		X			
Organization		X			
Accuracy		X			

Annotations: The following evidence from the work sample and the reviewer’s comments support the scores above. Page and line numbers refer to the original work sample.

Scoring Criteria	Page #	Line #	Commentary about the work sample
Research and Investigation: <i>Locating resources independently and/or identifying information within provided texts</i>	2	3	The work sample refers to the provided text but does not provide the appropriate in-text citation.
			There is no evidence that the student read more than one of the three assigned readings.
Ideas and Content: <i>Presenting a thesis and understanding concepts</i>	1	9-12	The thesis statement is not clear and only loosely related to the provided scenario.
	1	1-5	The descriptions of classical conditioning and operant conditioning show the student’s limited understanding of the concepts.
	2	1-2	The discussion of confounding variables was limited and did not demonstrate a clear understanding of the concept.
Reading and Analysis: <i>Evaluating sources and selecting evidence to support the central idea</i>	2	3	The selected reading from the provided text was not appropriate for the proposed experiment.
	2	3-8	The description of the reading from the provided text does not support operant conditioning explanation for the scenario.
	2	3-8	The student did not clearly connect the outside source to the proposed experiment.
Communication: <i>Using subject-appropriate language and considering audience</i>	1	16-19	The work sample does not define/describe the terms appropriately for a general audience.
	2	3-8	The student did not use discipline-appropriate language when discussing Pavlov’s research.
Organization: <i>Structuring main ideas and supporting information</i>	2	3-8	The supporting information from the provided text is not used appropriately.
	2	9-11	The discussion of the correlational study seemed out of place given the focus of the paper.
	2	11	The paper lacks a strong conclusion paragraph.
Accuracy: <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>	1	12-13	The grammar and punctuation distract from the content of the essay.