

Errorless learning and the self perspective of 3rd graders

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Introduction

- For my project I worked with a third grade student to help improve her self perception by using the errorless learning theory. This relates to my concentration in psychology by allowing her to understand her attitude and behaviours. This was completed in the individuals home.

materials and methods

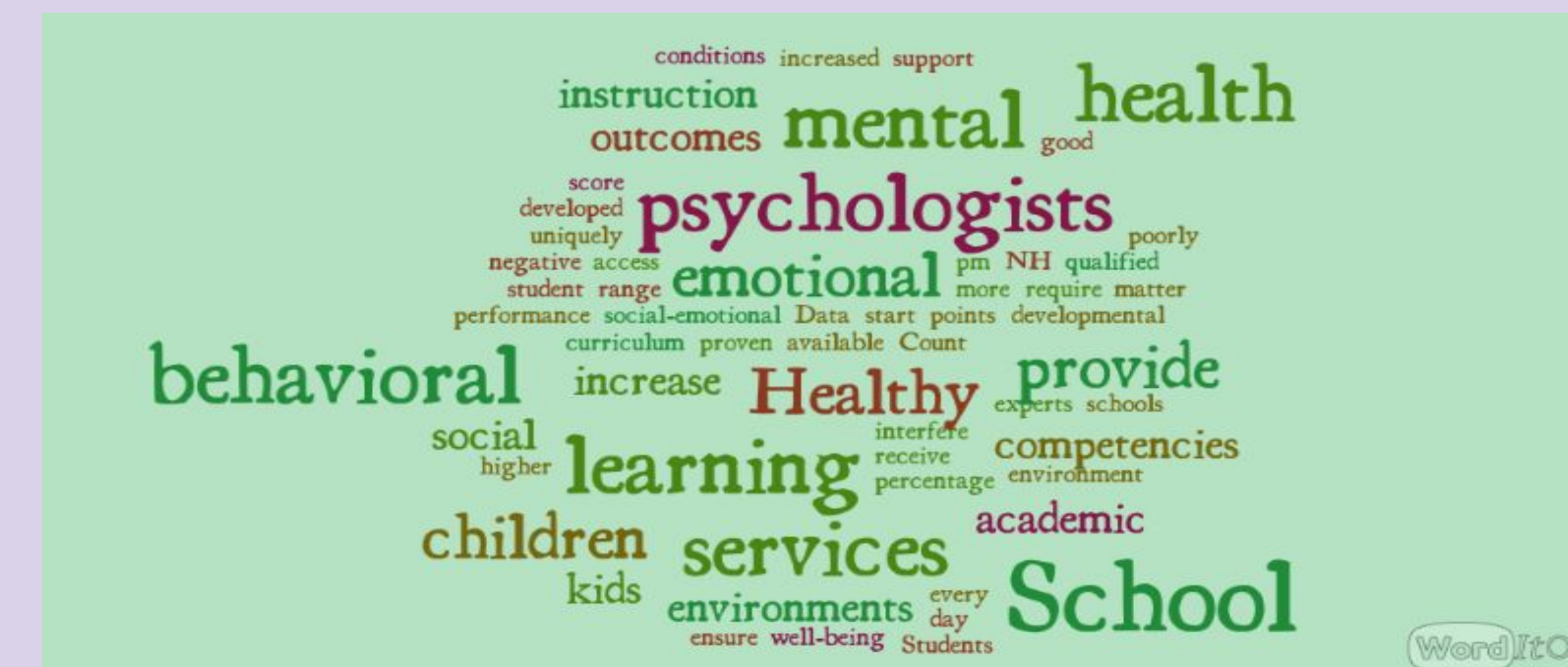
- The first two sessions the student and I communicated back and forth about what we think the correct answers are and why we believe that is the right answer.
- The next two sessions were done with errorless learning theory. I would read the questions out loud, give the student time to think about her answer write it down and then I would give her the correct answer. We would then compare her answer to the "correct" one.
- The final day she though through the questions on her own and answered to the best of her knowledge.

results

- Student felt a sense of self confidence when she continuously got the answers correct.
- Learned how to think through questions and find the best possible answer.

conclusion

- Throughout this project I overcame a few obstacles. One of the main challenges included lack of attention from the student. This was something I found challenging at first but then I realized this is something I will most likely face everyday in my future classroom. Overall I found this very insightful and such a good learning opportunity.
- I feel like I was successfully able to utilize my learning throughout my liberal studies major.



objectives

Essential Question

- What effect does errorless learning have on students?

Supplemental Questions

- Does errorless learning provide students with a sense of self confidence?

Objectives

- Student will show positive progression in daily assignments.
- Student will participate more frequently in a classroom setting.

resources

- Bray, M., Hartley, E., & Kehle, T., (1999). Self modeling as an intervention to increase student classroom participation. *Psychology in the schools*, 35(4).
- Benassi, A., & Goldstein, G. (1994). The relationship between teacher self-disclosure and student classroom participation. *Teaching of Psychology*, 21 (4), 212-217.
- Hitch, G., Gathercole, S., & Warmington, M. (2012). Improving word learning in children using an errorless technique. *Journal of Experimental Child Psychology*, 114(3). 456-465.
- Jordan, A., Stanovich, P. (2010). Patterns of teacher - student interactions in inclusive elementary classroom and correlates with student self - concept. *International Journal of Disability, Development and Education*, 28(1), 33-52.
- Kovalainen, M., & Kumpulainen K. (2007). The social construction of participation in an elementary classroom community. *International Journal of Educational Research*, 46(3-4), 141-158.