

# Praise, punishment, good, and evil

Andy Wills

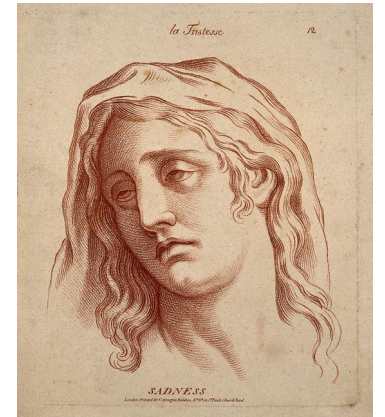


# Praise and punishment

10 min activity



- What improves performance more:
  - Praising people when they do well?
  - Criticising them when they do badly?



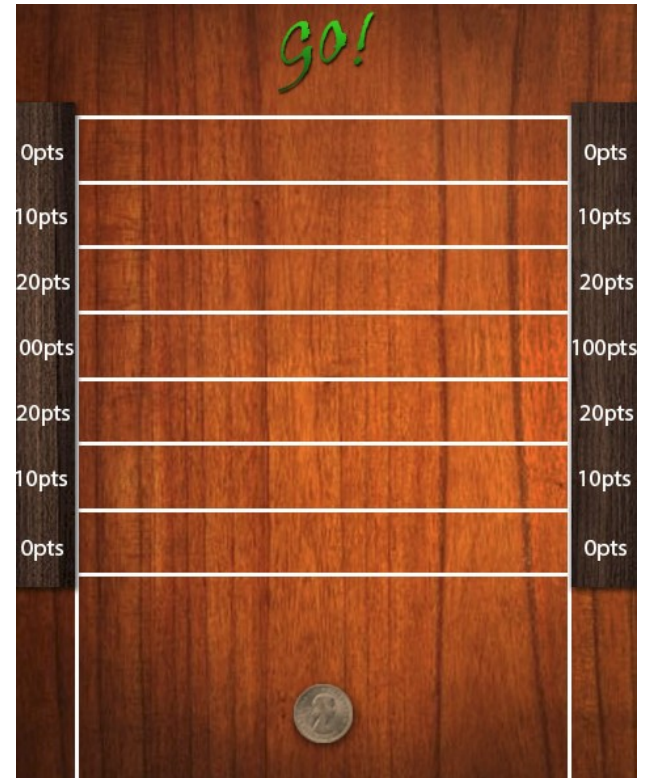
[https://upload.wikimedia.org/wikipedia/commons/9/94/A\\_woman\\_whose\\_face\\_expresses\\_sadness.\\_Etching\\_in\\_the\\_crayon\\_Wellcome\\_V0009337.jpg](https://upload.wikimedia.org/wikipedia/commons/9/94/A_woman_whose_face_expresses_sadness._Etching_in_the_crayon_Wellcome_V0009337.jpg)

[https://commons.wikimedia.org/wiki/File:Happy\\_face\\_ball\\_crop.jpg](https://commons.wikimedia.org/wiki/File:Happy_face_ball_crop.jpg)

# Shove ha'penny

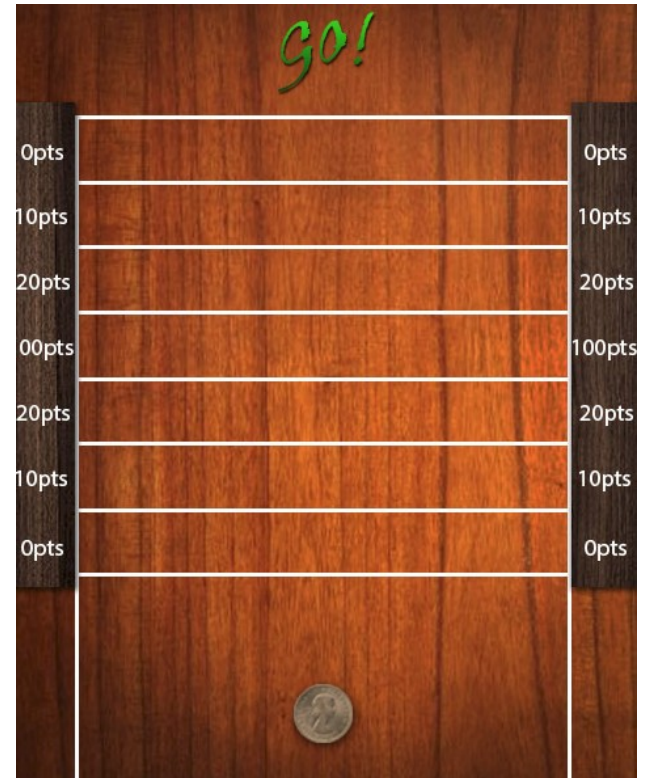
Get into pairs. Each pair needs:

- One computer.
- **A piece of paper and a pen/pencil.**



# Shove ha'penny

- Hold the space bar down to shove the coin.
- The longer you hold it down, the further it goes.
- Try to score the highest number of points!



# How to play... part 1.

- 1) Split into pairs.
- 2) Decide who plays first.
- 3) If you're the **player**, press the key, try to get 100pts!
- 4) If you're not the player, you're the **games teacher**:
  - 1) If your pupil gets 100pts, yell "Woo, yeah, well done!"
  - 2) Otherwise, say nothing.
- 5) **Player**: take your next go.
- 6) **Games teacher**: If you praised last time, note down whether they did just as well this time (100 pts), or did worse this time (less than 100 pts).
- 7) Repeat until the **player** has had 30 goes.



# Recording behaviour...

Go	Score	After 100pts...
1	100	-
2	20	WORSE
3	100	-
4	100	SAME
...		
29	100	-
30	100	SAME

# WORSE = 1

# SAME = 2

**SAME > WORSE**

SAME = WORSE

WORSE > SAME

# How to play... part 2.

**WAIT! Do not start this part of the activity until asked to do so!**

- 1) Swap over, so the player is now the games teacher, and vice versa.
- 2) If you're the **player**, press the key, try to get 100pts!
- 3) If you're not the player, you're the **games teacher**:
  - 1) If your pupil gets 0 pts, yell "That was bad! Do better next time!"
  - 2) Otherwise, say nothing.
- 4) **Player**: take your next go.
- 5) **Games teacher**: If you criticised last time, note down whether they did just as badly this time (0 pts), or did better this time (more than 0 pts).
- 6) Repeat until the **player** has had 30 goes.



# Recording behaviour...

Go	Score	After 100pts...
1	0	-
2	20	BETTER
3	0	-
4	0	SAME
...		
29	0	-
30	0	SAME

# BETTER = 1

# SAME = 2

**SAME > BETTER**

SAME = BETTER

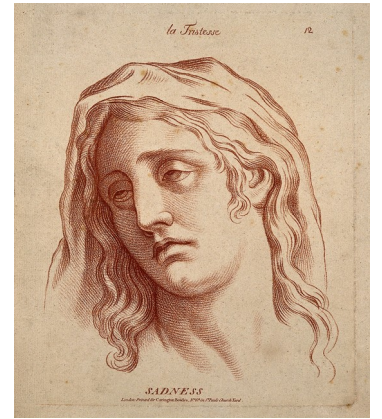
BETTER > SAME



# Praise and criticism



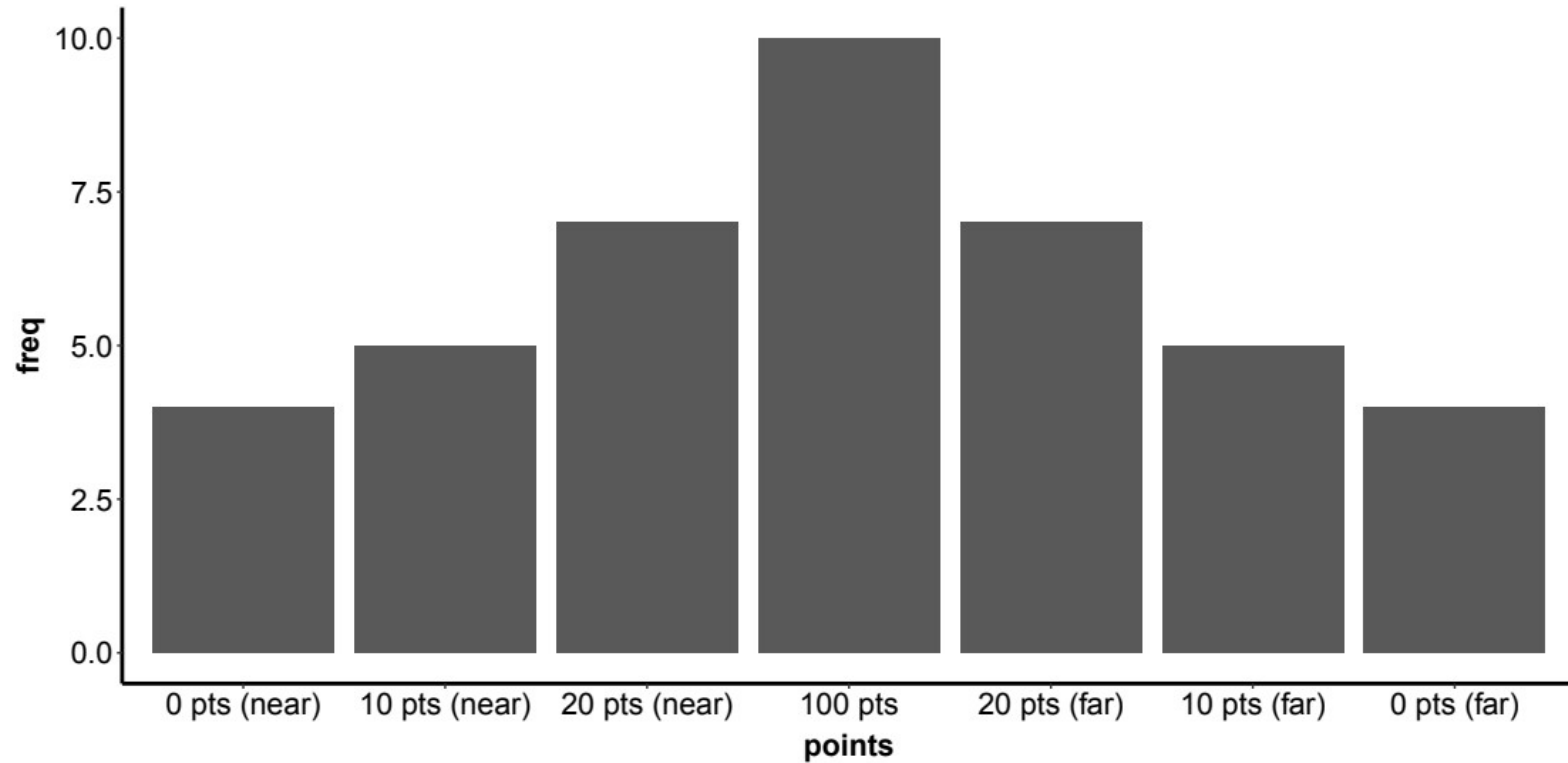
- When you praised your partner, what tended to happen?
- When you criticised your partner, what tended to happen?
- What does this tell us about praise versus criticism?



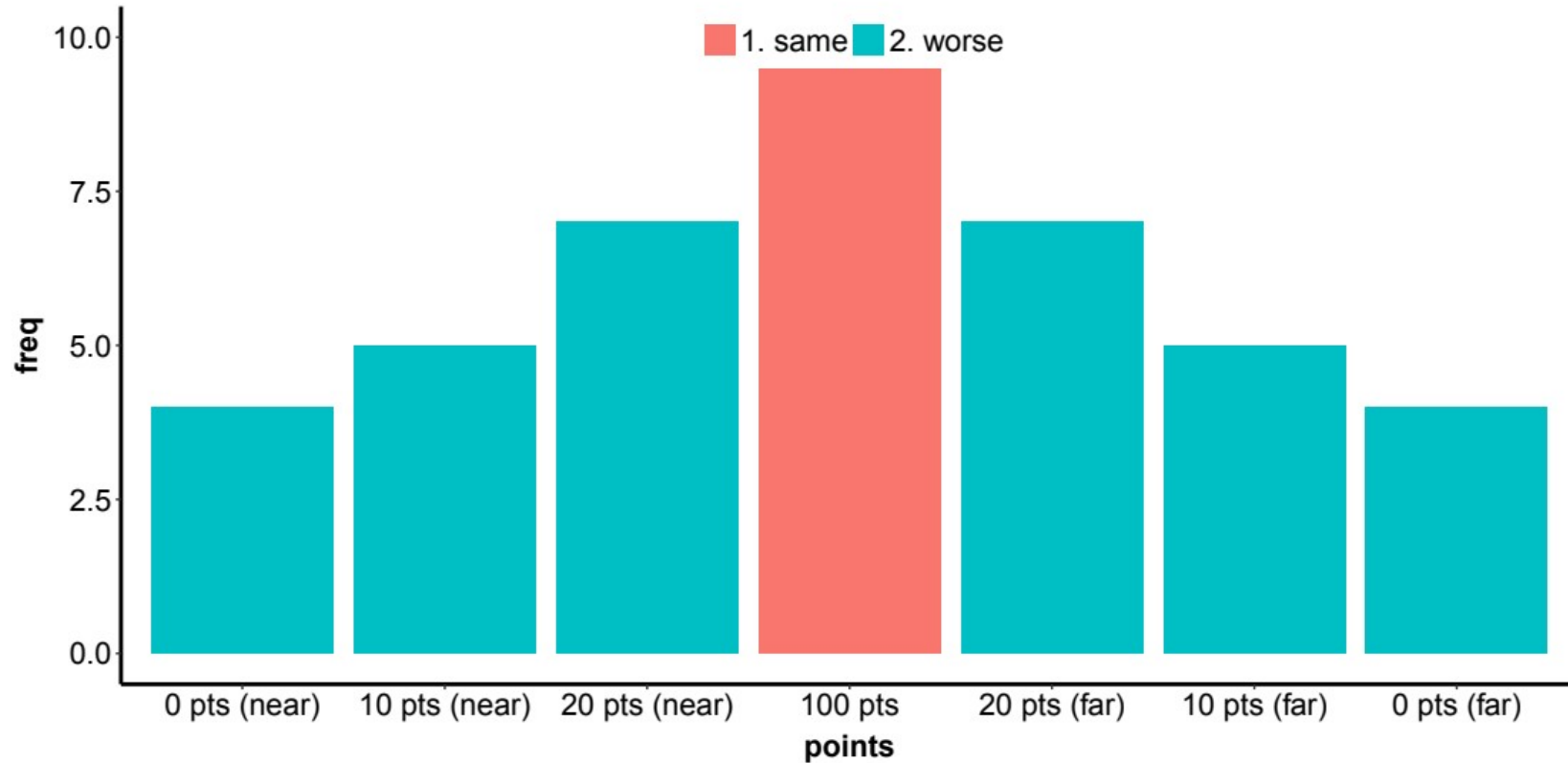
A secret is revealed...

...come to class to find out what it is!

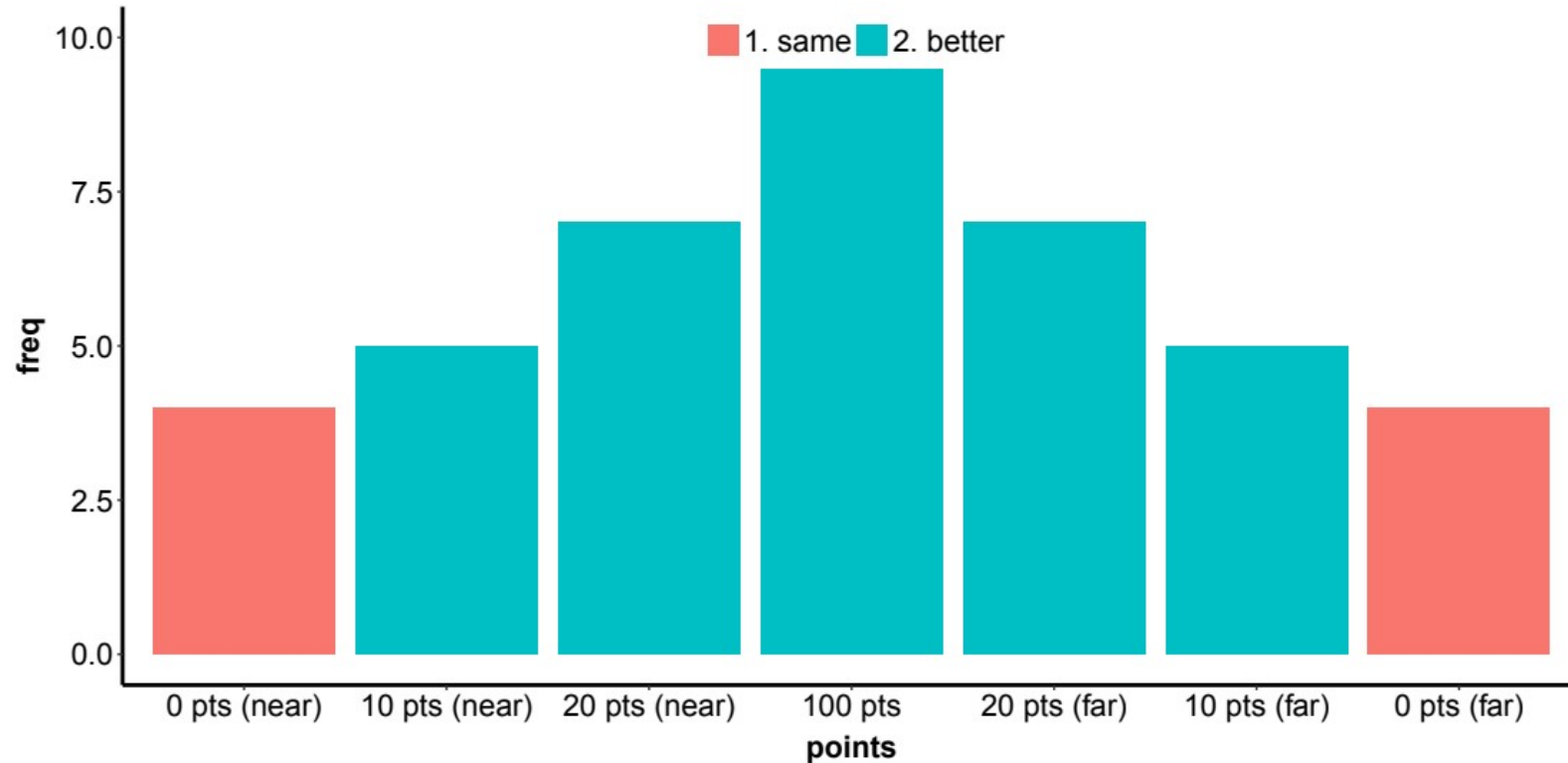
# Distribution of scores



# When you praise...



# When you criticise...



# Regression to the mean

Other areas it (may) apply to:

- OFSTED school inspections
- “Difficult” second film / second novel.

# Good and evil

- Each *person* needs:
  - To be able to see one of the classroom screens



# How to play

- 1) Watch the slides closely.
- 2) After all slides have been shown, complete the Mentimeter poll.



Spoiler alert!

**DON'T LOOK AT THE LAST  
SLIDE UNTIL AFTER YOU  
HAVE ANSWERED THE  
QUESTIONNAIRE !!!**

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# The same information in a table...

	Group A	Group B
Desirable	18	9
Undesirable	8	4

$$18 : 8 = 9 : 4$$