

# [Applied learning theories exam i](https://assignbuster.com/applied-learning-theories-exam-i/)

Edward Thorndikecomprehensive theory of learningEdward ThorndikeConnectionism: learning involves the formation of " neural bonds" or " connections" ONAPPLIED LEARNING THEORIES/ EXAM I SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowEdward ThorndikePuzzle boxEdward Thorndikeoperant conditioning - learning from consequences of behaviorEdward ThorndikeLaw of effect - behavior that is followed by pleasant consequences will be repeated/ unpleasant consequences will be stoppedEdward ThorndikeAssumptions:   
trial and error learning   
automatic   
incremental   
not mediated by ideas   
human and animal learning similarEdward ThorndikeMajor Laws of Learning   
Law of Readiness   
Law of Exercise   
Law of EffectEdward ThorndikeContributions:   
Empirical approach to study of learning   
reward principal   
comprehensive theoryEdward Thorndikeclassroom - praising and ignoring behaviorsEdward Thorndikeemphasis on consequences as the foundation for what is learned and what is not learnedEnvironmental DeterminismBelieve the environment, climate and other geological factors are responsible for human culture and individual decisions.   
For example climate has a impact on the psychological outlook of its people.   
Used by Plato and Aristotle to explain why the Greeks where early ages of society. classical conditioninga neutral stimulus (CS) comes to " elicit" a response (CR) through the close association with a stimulus (UCS) which naturally " elicits" that same response (UCR).   
Elimination of CR through repeated presentation of CS without UCS   
CR occurs in presences of original CS and other similar stimuli   
Generalization gradient - the more the similar the stimulus, the great the responseclassical conditioningReflexes and " gut" reactions become unconscious   
fears and phobias   
counterconditioning - gradual replacement of undesirable CR   
Stimulus control - cuing desirable responsesclassical conditioningCS comes to " elicit" CR   
Any neutral stimulus can become a CS   
Classical conditioning is a explanation for many unconscious responsesLearningAll definitions include:   
CHANGE   
EXPERINECE   
TIMELearningNature vs. NutureEarly physiological approaches to learningreaction time, faculty psychology, phrenologybehaviorismreaction of introspective methods, focus on stimulus and response, american phenomenon for 50 yearsbehaviorismAssumptions:   
environmental determinism   
influences by Pavlov   
all human behavior explained via conditioned responses   
inherited emotions: rage, fear, lovebehaviorismLittle Albert and the white ratbehaviorismall human behavior can be explained by the association of one more of the 3 inherited emotions (CR) to environmental stimuli (CS)neo behaviorismSkinner and Operant ConditioningOperant Conditioningbased on law of effect, behavior is modified by consequences, behavior is emitted rather than elicitedOperant Conditioningreinforcement and punishmentOperant ConditioningTypes of Reinforcers   
Primary - meets basic needs   
Secondary - Previous neutral stimulus association with primary   
Generalized - secondary reinforcer which is effective in many situationsOperant ConditioningAffected Factors:   
Contingency, timing, magnitude and appeal, consistencyOperant ConditioningIn the classroom -   
add positive reinforcement and positive punishment   
subtract negative reinforcement and negative punishmentOperant conditioningin the classroom -Discipline is important for a child's success and development - most teaching staff would vouch for that. It's easy to think that discipline is always a form of punishment, but in truth, this doesn't have to be the case. Operant conditioning encourages positive reinforcement, which can be applied in the classroom environment to get the good behavior you want - and need - from your pupils.

Skinner's theory of operant conditioning uses both positive and negative reinforcements to encourage good and wanted behavior whilst deterring bad and unwanted behavior. Psychologists have observed that we every action has a consequence, and if this is good, the person is more likely to do it again in the future. However, if the consequence isn't so great, it is likely the individual will avoid doing it in a similar situation next time round. It is through this process that we develop our behaviors and begin to understand what is appropriate and useful, and what isn't.

Used in a variety of situations, operant conditioning has been found to be particularly effective in the classroom environment. One of the main ways of reinforcing a behavior is through praise, as the following example illustrates.

Operant conditioningexample   
During 'listening time' on the carpet, pupils are required to remain quiet and put their hand up when they want to make a vocal contribution to the class. When a child manages to sit and behave in the exemplary way, the teacher may say, 'Great effort, Jamie' or, 'Well done, Louise - just like I asked'. Undoubtedly, the student will feel pleased with themselves after getting such a positive response. The feeling of pride and self-satisfaction is one they are going to want to emulate in the future, and so they are likely to behave well during 'listening time' from here onwards. Operant conditioningdon't overuse rewards   
use symbolsBehavior modificationincreasing frequency of desirable behaviors/ decrease frequency of undesirable behaviorsbehavior modificationpositive, consistent and patientbehavior modificationincrease desirable behaviors -   
stimulus control   
positive reinforcement   
successive approximations   
contingency contracting   
toke reinforcementbehavior modificationmake sure reinforcer is actually reinforcing, use smallest reinforcer that works   
quickly move to variable schedulebehavior modification/ shapingestablish sequence of terminal behavior, gradual but continuous, reinforce each approximationbehavior modificationcontingency contracts   
start with frequent payoff   
start with small behavior change   
specific and task oriented   
make sure reward is reinforcing   
pair with social reinforcers   
positive rather than aversive   
work toward intrinsic reinforcementToken reinforcementmenu of goods and activities   
monitor rate of exchange   
start with frequent reinforcers   
pair with social reinforcers   
move from goods to activitiesElimination of undesired behaviorsextinction/ time out   
satiation   
reinforce incompatible behaviors   
response cost   
punishmentSkinner on punishmentemotional by products   
indicates what person should not do   
justifies inflicting pain   
may elicit aggression   
symptom substitutionSkinners guidelines on punishmentmust be perceived as severe   
must be immediate   
must be perceived as being inescapable   
must point out correct alternative   
must be consistent   
Use as last resort, only when exhausted all other positive alternatives, only use when behavior must be stopped immediately. Social cognitive theoryAlbert Bandura   
learning takes place within a social context - we learn from observing and interacting with othersSocial cognitive theoryreciprocal determination, vicarious reinforcement/ punishment, modeling and imitation, self regulation of behavior and self efficacy beliefsSocial cognitive theorylearning process:   
modeling stimulus   
attention   
motor productions/ retention   
reinforcement/ punishmentsocial regulation of behaviorgoal setting   
self evaluation   
self reinforcement   
involves social comparisonsocial cognitive theoryin general, réponse X will produce outcome Y   
I can make responses necessary to produce desired outcomessocial cognitive theoryefficacy expectations:   
performance accomplishments   
vicarious experience   
verbal persuasion   
emotional arousalSocial cognitive theory in the classroomclear logical consequences   
work toward healthy self-efficacy beliefs   
provide occasions for modeling   
teach self-regulation of behavior   
(goal setting, self evaluation, and self reward)