

Applied learning theories exam i



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Edward Thorndike comprehensive theory of learning Edward

Thorndike Connectionism: learning involves the formation of "neural bonds"

or "connections" ON APPLIED LEARNING THEORIES/ EXAM I SPECIFICALLY

FOR YOU FOR ONLY \$13.90/PAGE Order Now Edward Thorndike Puzzle

box Edward Thorndike operant conditioning - learning from consequences of

behavior Edward Thorndike Law of effect - behavior that is followed by

pleasant consequences will be repeated/ unpleasant consequences will be

stopped Edward Thorndike Assumptions:

trial and error learning

automatic

incremental

not mediated by ideas

human and animal learning similar Edward Thorndike Major Laws of Learning

Law of Readiness

Law of Exercise

Law of Effect Edward Thorndike Contributions:

Empirical approach to study of learning

reward principle

comprehensive theory Edward Thorndike classroom - praising and ignoring

behaviors Edward Thorndike emphasis on consequences as the foundation for

what is learned and what is not learned Environmental Determinism Believe

the environment, climate and other geological factors are responsible for

human culture and individual decisions.

For example climate has an impact on the psychological outlook of its people.

Used by Plato and Aristotle to explain why the Greeks were early ages of

society. classical conditioning a neutral stimulus (CS) comes to "elicit" a

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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 response
 classical conditioning Reflexes and " gut" reactions become unconscious

fears and phobias

counterconditioning - gradual replacement of undesirable CR

Stimulus control - cuing desirable responses
 classical conditioning CS comes to " elicit" CR

Any neutral stimulus can become a CS

Classical conditioning is a explanation for many unconscious responses
 Learning All definitions include:

CHANGE

EXPERINECE

TIME Learning Nature vs. Nuture Early physiological approaches to learning
 reaction time, faculty psychology, phrenology
 behaviorism reaction of introspective methods, focus on stimulus and response, american phenomenon for 50 years
 behaviorism Assumptions:

environmental determinism

influences by Pavlov

all human behavior explained via conditioned responses

inherited emotions: rage, fear, love
 behaviorism Little Albert and the white

rat
 behaviorism small human behavior can be explained by the association of

one more of the 3 inherited emotions (CR) to environmental stimuli (CS)
 neo

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behaviorism Skinner and Operant Conditioning Operant Conditioning based on law of effect, behavior is modified by consequences, behavior is emitted rather than elicited Operant Conditioning reinforcement and punishment Operant Conditioning Types of Reinforcers

Primary - meets basic needs

Secondary - Previous neutral stimulus association with primary

Generalized - secondary reinforcer which is effective in many situations Operant Conditioning Affected Factors:

Contingency, timing, magnitude and appeal, consistency Operant

Conditioning In the classroom -

add positive reinforcement and positive punishment

subtract negative reinforcement and negative punishment Operant

conditioning in 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 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 conditioning example

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 conditioning don't overuse rewards

use symbols Behavior modification increasing frequency of desirable

behaviors/ decrease frequency of undesirable behaviors behavior

modification positive, consistent and patient behavior modification increase

desirable behaviors -

stimulus control

positive reinforcement

successive approximations

contingency contracting

token reinforcement behavior modification make sure reinforcer is actually reinforcing, use smallest reinforcer that works

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quickly move to variable schedule behavior modification/ shaping establish
sequence of terminal behavior, gradual but continuous, reinforce each
approximation behavior modification contingency 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 reinforcement Token reinforcement menu of goods and
activities
monitor rate of exchange
start with frequent reinforcers
pair with social reinforcers
move from goods to activities Elimination of undesired behavior extinction/
time out
satiation
reinforce incompatible behaviors
response cost
punishment Skinner on punishment emotional by products
indicates what person should not do
justifies inflicting pain
may elicit aggression
symptom substitution Skinner's guidelines on punishment must 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

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provide occasions for modeling

teach self-regulation of behavior

(goal setting, self evaluation, and self reward)