

Three Elements of SLT:
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(1) Vicarious Reinforcement:

- We learn which behaviours we want to copy (imitate) by **watching others do the behaviour and seeing if they are rewarded (reinforced) or punished for doing the behaviour**
- We learn to imitate behaviours that we see others being rewarded for. This is vicarious reinforcement as **the reinforcement has happened to someone else**
- Therefore we learn not only the behaviour but also the **consequences of the behaviour**

Example of Vicarious Reinforcement:

Bandura & Walters (1963):

Aim: To test the effect of vicarious conditioning on observational learning of aggression

Method: Children aged 2.5 - 6 years watched a film of an adult punching and shouting at a Bobo doll. There were three experimental groups:

- (Reinforcement) The model was rewarded with sweets
- (Punishment) The model was punished with "Soyuz do it again"
- (Control) The film ended after the model was aggressive

The children were left in the room with the Bobo doll.

Results: Both boys and girls produced more aggressive acts after watching the film where the model was rewarded. Boys generally performed more aggressive acts than girls but the difference was most noticeable after the punishment condition.

Conclusion: Vicarious reinforcement of a model has an effect on the production of behaviour by observers. The difference between boys and girls shows that the effect is mediated by cognitive factors.

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(2) The Role of Mediation Processes:

SLT offers an explanation of how the behaviourist approach to learning theory is inadequate and the cognitive approach is superior because it has explained why we are punished and why we are not.

This is a cognitive process that Bandura and Walters studied in their study:

- 1) Attention:** Does the observer notice the behaviour?
- 2) Retention:** Does the observer remember the behaviour?
- 3) Motor Reproduction:** Does the observer have the ability to perform the behaviour?
- 4) Motivation:** Do the rewards pay for the behaviour? (The observer must have a strong enough motivation for rewards or not to be punished)

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(3) Identification:

People are more likely to imitate the behaviour of people that they identify with.

THE IDENTIFICATION PROCESS

People who identify with the model are called 'identifiers'.

Identifiers are more likely to imitate the behaviour of people that they identify with.

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Assumptions:
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What does this advert suggest about how children learn?

Bandura agreed with Behaviourists that our **behaviour is learned from experience**. However, his Social Learning Theory (SLT) suggested a different way in which people learn - through **observation and imitation of others in a social context** (hence SOCIAL learning).

SLT suggested that learning occurs **directly** through classical and operant conditioning but also **indirectly** through observing others.

Assess at school:

Why do schools give out awards in front of everyone, for example in assemblies?
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Does this idea work for everyone?

Exam Questions:

- Outline **one** assumption of social learning theory. Illustrate your answer with an example of behaviour. (4 marks)
- Define what is meant by **modelling** in the context of social learning theory. Illustrate your answer using an example. (3 marks)
- Describe **one** study in which social learning theory was investigated. Indicate in your chosen answer why the study was conducted, the method used, results obtained and conclusion drawn. (4 marks)
- Briefly discuss **one** difference between the behaviourist approach and social learning theory. (4 marks)

Evaluation (1):

The advantages of Cognitive Psychology are that it offers a more complete understanding of why people learn. It also offers a more complete understanding of why people do not learn.

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Evaluation (2):

SLT offers a more complete understanding of why people learn. It also offers a more complete understanding of why people do not learn.

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Evaluation (3):

The advantages of Cognitive Psychology are that it offers a more complete understanding of why people learn. It also offers a more complete understanding of why people do not learn.

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Zeal: Launching Personalized and Social Learning

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- (Reinforcement) The model was rewarded with sweets
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The children were left in the room with the Bobo doll.

Results: Both boys and girls produced more aggressive acts after watching the film where the model was rewarded. Boys generally performed more aggressive acts than girls but the difference was most noticeable after the punishment condition.

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(2) The Role of Mediation Processes:

SLT offers an explanation of how the behaviourist approach to learning theory is inadequate and the cognitive approach is superior because it has explained why we are punished and why we are not punished.

This is a **highlighted passage** that Bandura and Walters included in their paper.

1) Attention: Does the observer notice the behaviour?

2) Retention: Does the observer remember the behaviour?

3) Motor Reproduction: Does the observer have the ability to perform the behaviour?

4) Motivation: Do the rewards pay for the behaviour? (The observer must be motivated to perform the behaviour for it to be learned.)

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(3) Identification:

People are more likely to imitate the behaviour of people that they **identify** with.

THE IDENTIFICATION PROCESS

People who identify with you will be more likely to imitate your behaviour.

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Assumptions:
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SLT suggested that learning occurs **directly** through classical and operant conditioning but also **indirectly** through observing others.

Assess at school:

Why do schools give out awards in front of everyone, for example to encourage?

Does this idea work for everyone?

Exam Questions:

- Outline **one** assumption of social learning theory. Illustrate your answer with an example of behaviour. (4 marks)
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Evaluation (1):

The advantages of Cognitive Psychology are that it offers a more complete understanding of how the mind works. It also offers a more complete understanding of how the mind works.

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Evaluation (2):

SLT offers a more complete understanding of how the mind works. It also offers a more complete understanding of how the mind works.

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Evaluation (3):

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Zeal: Launching Personalized and Social Learning

Awards at School:

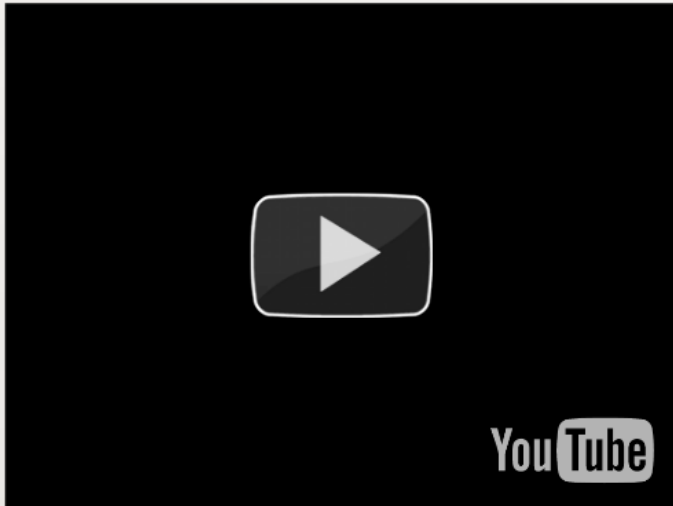


Why do schools give out awards in front of everyone, for example in an assembly?

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Does this idea work for everyone?

Assumptions:



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Bandura

Aim:

To test the effect of vicarious reinforcement on observational learning

Method:

Children aged 3-6 years were divided into three experimental groups

- (Reinforcement) The model was rewarded for punching a Bobo doll
- (Punishment) The model was punished for punching a Bobo doll
- (Control) The model did not punch a Bobo doll

The children were then observed for 10 minutes

Results:

Both boys and girls imitated the aggressive behaviour where the model was rewarded, but not where the model was punished or in the control condition.

Conclusion:

Vicarious reinforcement of behaviour by observation has a significant effect which is mediated by the consequences of the behaviour

Example of Vicarious Reinforcement:

Bandura & Walters (1963):

Aim:

To test the effect of vicarious conditioning on observational learning of aggression

Method:

Children aged 2.5 - 6 years watched a film of an adult punching and shouting at a Bobo doll. There were three experimental groups:

- (Reinforcement) The model was rewarded with sweets
- (Punishment) The model was punished with "Don't do it again"
- (Control) The film ended after the model was aggressive

The children were left in the room with the Bobo doll.

Results:

Both boys and girls produced more aggressive acts after watching the film where the model was rewarded. Boys generally performed more aggressive acts than girl; but the difference was most noticeable after the punishment condition.

Conclusion:

Vicarious reinforcement of a model has an effect on the production of behaviour by observers. The difference between boys and girls shows that the effect is mediated by cognitive factors.



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Original Footage of Bandura's Study:



You Tube

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(2) The Role of Mediational Processes:

SLT is often described as a **bridge between traditional learning theory (behaviourism) and the cognitive approach** because it focuses on how cognitive factors (thinking) are involved in learning



The **4 cognitive processes** that Bandura said are involved in learning are:

- (1) **Attention** - do we notice the behaviour?
- (2) **Retention** - do we remember the behaviour?
- (3) **Motor Reproduction** - do we have the ability to perform the behaviour?
- (4) **Motivation** - do we want to perform the behaviour? (this is usually due to if they've seen the behaviour be rewarded or not)

(3) Identification:

People are more likely to imitate the behaviour of people that they **IDENTIFY** with

People we identify with are called **ROLE MODELS**



A person becomes a role model if they are seen to have similar characteristics to the observer and/or are attractive and have high status

Role models do not have to be actually present in the environment. This is an important point as it suggests that role models we see in the media could influence our behaviour