Behaviorism-focuses on observable behavior and actual conditions that lead to behavior; deals with the relationship between stimuli and responses and among stimuli.

Learning is defined as a change in the behavior of the learner

* Stimulus response principle
* Known as associative learning
* All behavior is caused by external stimuli
* Behavior is explained without consideration of mental states
* Behavior is shaped by negative and positive reinforcements
* Punishments can be both positive (application of stimulus) and negative (withholding of stimulus) which is used to decrease the behavior

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|  | **Variables of Concern** | **Theorist** |
| **Behaviorism** | Stimuli | Pavlov (1849-1936) |
|  | Responses | Watson (1878-1958) |
|  | Reinforcement | Guthrie (1886-1959) |
|  | CS (Conditioned Stimulus) | Thorndike (1874-1949) |
|  | US (Unconditioned stimulus | Hull (1884-1952)  Skinner (1904-1990) |

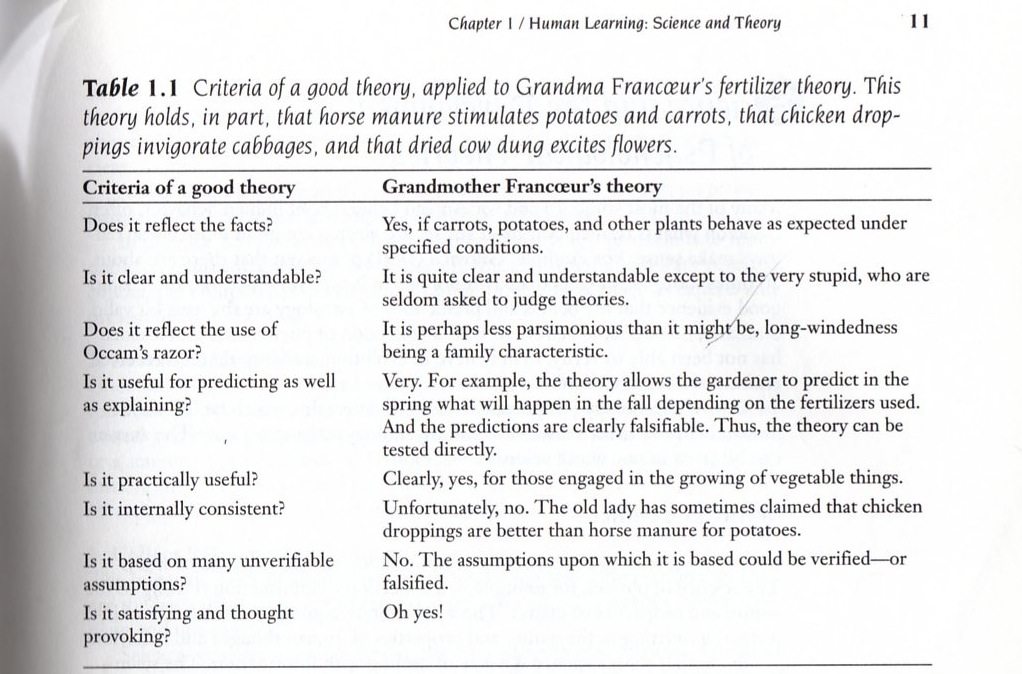
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| **Variable** | **Theorist/Theory** | **Subject (s)** |
| Unconditioned | Clark L. Hull (1884-1952) |  |
| Stimulus | Hypothetico-Deductive System  Neobehaviorist  S-O-R | A logical, scientific, and mathematical system that explains human learning and behavior. The relationship betw stimuli and responses |
| **Keyword (s)** | Habit strength   * Reaction potential   Drive  Goal reactions  Habit families  Intervening variable | * Measure of the potential that a stimulus has for eliciting a specific response   Hypothetical set of behavior variables |
| **Appraisal** | Made logical constructs of the learning process. | |

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| **Variable** | **Theorist/Theory** | **Subject (s)** |
| Stimuli | Ivan Petrovich Pavlov (1849-1936) | dogs |
|  | Classical Conditioning | **Definition** |
|  | * Learn through stimulus substitution * Making new association(s) between event(s) in the environment | Reflexive automatic type of learning in which a stimulus requires the capacity to evolve a response that was originally evoked by another stimulus. |
| **Keyword (s)** | Tabla rosa  Reflex  Stimulus-response  Conditioned response  Unconditioned stimulus  Respondent conditioning | Learner as an empty vessel that can be filled  Unlearned stimulus-response unit; simple, non-intentional, unlearned behavior |
| **Learning** | Contiguity  Reinforcement | Simultaneous or nearly simultaneous occurrence of events   * Simultaneous * Delayed * Trace * Backward pairing   Positive negative effects stimulus |
| **Phenomena** | Acquisition  Extinction and recovery  Generalization and discrimination  Higher ordering conditioning | * Formation of stimulus-response association * Conditioned response elimination * Similar/distinct response to related stimuli * Pairing of CS with another stimulus but not to the new stimulus with the US |
| **Implications** | Teachers should maximize the frequency & potency of pleasant US in classroom while minimizing the negative US. | |
| **Appraisal** | Laid foundation for clinical conditioning and principles of cc still applied today. | |

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| **Variable** | **Theorist/Theory** | **Subject (s)** |
| Responses | John B. Watson (1878-1958) | infants |
|  | Classical Conditioning/Behaviorism |  |
| **Keyword (s)** | Classical conditioning   * Environmentalism   Contiguity  reflexes | * Darwinian influence, tabla rosa; impact of environment on humans |
| **Learning** | Habits  Explains Pavlov’s model  Classical conditioning involving the reflexes | Complex learning requires the conditioning of stimulus-response sequences. |
| **Phenomena** | Emotional learning is also classical conditioning  Transfer | Phobias can be caused by CC  Stimulus generalization (Pavlov) |
| **Implications** | Rigid child rearing practices Behavior modification | |
| **Appraisal** | Profound impact on American psychology. **Pro** | Oversimplification theory of emotional development. **Con** |

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| **Variable** | **Theorist/Theory** | **Subject (s)** |
| Unconditioned | B.F.Skinner (1904-1990) |  |
| Stimulus | Operant Conditioning | Human behavior follows certain laws; explanation of behavior rely exclusively on observable phenomenon by using an experimental analysis of behavior. |
|  | Radical Behaviorist |  |
| **Keyword (s)** | * Operant * Respondent   Schedules  Extinction  Shaping  Superstition  Programmed instruction  Behavior modification | * Responses emitted from the organism * Responses elicited by a stimulus   Continuous, intermittent, superstitious, random |
| **Learning** |  |  |
| **Implications** | Classroom-large Skinner Box  Behavior management |  |
| **Appraisal** | Description of the effects reinforcement on responding |  |

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| **Variable** | **Theorist/Theory** | **Subject (s)** |
|  | Edward L. Thorndike (1874-1949) | Cats, chickens, and humans |
| Conditioned Stimulus | Connectionism  Did not consider himself a behaviorist and preferred experimentation of introspection | The formation of bonds between stimulus and responses-bond that take the form of neural connections |
|  | Established educational psychology  Operant learning | Was able to change his theories over time |
| **Keyword (s)** | Effect  Satisfiers  Annoyers  Trial and Error | How the organism learns |
| **Learning** | Stamping In  Stamping out | Forgetting |
| **Phenomena** | Law of Exercise  Law of Effect  Law of Readiness |  |
| **Implications** | Practical applications of psych. Principles in teaching. | |
| **Appraisal** | Introduced controlled investigations of animals and human  Consequences of behavior as determiners of what is learned and what is not. **Pro**  Popularized the use of test and statistical methods in education. | Based on informal observations  Talks about vague and ill-defined internal states of satisfiers/annoyers. **Con** |



From

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