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 SystemNeobehavioristS-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

DriveGoal reactionsHabit familiesIntervening 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 rosaReflexStimulus-responseConditioned responseUnconditioned stimulusRespondent conditioning | Learner as an empty vessel that can be filledUnlearned stimulus-response unit; simple, non-intentional, unlearned behavior |
| **Learning** | ContiguityReinforcement | Simultaneous or nearly simultaneous occurrence of events* Simultaneous
* Delayed
* Trace
* Backward pairing

Positive negative effects stimulus |
| **Phenomena** | AcquisitionExtinction and recoveryGeneralization and discriminationHigher 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

Contiguityreflexes | * Darwinian influence, tabla rosa; impact of environment on humans
 |
| **Learning** | HabitsExplains Pavlov’s modelClassical conditioning involving the reflexes | Complex learning requires the conditioning of stimulus-response sequences. |
| **Phenomena** | Emotional learning is also classical conditioningTransfer | Phobias can be caused by CCStimulus 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

SchedulesExtinctionShapingSuperstitionProgrammed instructionBehavior modification | * Responses emitted from the organism
* Responses elicited by a stimulus

Continuous, intermittent, superstitious, random |
| **Learning** |  |  |
| **Implications** | Classroom-large Skinner BoxBehavior 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 | ConnectionismDid 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 psychologyOperant learning | Was able to change his theories over time |
| **Keyword (s)** | EffectSatisfiersAnnoyersTrial and Error  | How the organism learns |
| **Learning** | Stamping InStamping out  | Forgetting |
| **Phenomena** | Law of ExerciseLaw of EffectLaw of Readiness |  |
| **Implications** | Practical applications of psych. Principles in teaching. |
| **Appraisal** | Introduced controlled investigations of animals and humanConsequences 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 observationsTalks about vague and ill-defined internal states of satisfiers/annoyers. **Con** |



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