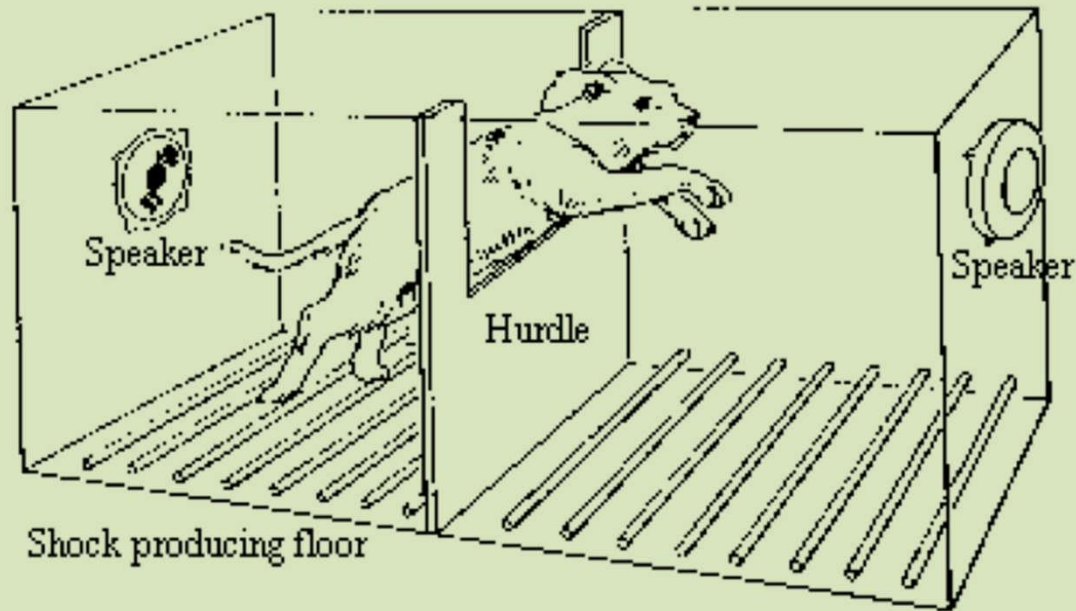




## Other Types of Learning

### Seligman's Learned Helplessness



## Learned helplessness

the tendency to fail to act to escape from a situation because of a history of repeated failures in the past

## Insight

- **Insight** - the sudden perception of relationships among various parts of a problem, allowing the solution to the problem to come quickly
  - Cannot be gained through trial- and-error learning alone.
  - “Aha” moment



# Observational Learning

- **Observational learning** - learning new behavior by watching a model perform that behavior



- **Learning/performance distinction** - referring to the observation that learning can take place without actual performance of the learned behavior



# Observational Learning

- **Observational learning** , also known as social learning theory, occur when an observer's behavior changes after viewing the behavior of a model.



An observer's behavior can be affected by the positive or negative consequences-called **vicarious reinforcement or vicarious punishment**



## Overview



- The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others.
- Most behavior is learned through observation of other individuals when an idea is formed and new behaviors are demonstrated.

## Guiding Principles



- There are several principles behind observational learning:
  - The observer will imitate the model's behavior if the model possesses characteristics that the observer finds attractive or desirable.
  - When the model is rewarded the observer will mimic. When the model is punished the observer is less likely to display the behavior.
  - The observer may learn a behavior without performing it immediately. The behavior may be recalled later and then displayed.

## Bandura's classic Bobo doll study

Albert Bandura's famous Bobo doll experiment. This doll was used to demonstrate the impact of observing an adult model performing aggressive behavior on the later aggressive behavior of children. The children in these photos are imitating the adult model's behavior even though they believe they are alone and are not being watched.





# 5. Observational Learning

## Bandura's Experiments

- Experiments were conducted in 1965 by Albert Bandura.
- Subjects required to sit and watch a 'model' performing some action on TV, and then they were given the opportunity to imitate the model.
- 3 groups of children.
- Each group shown one of three films. Each film showed an adult punching, kicking and verbally abusing a large rubber doll - named Bo-Bo the clown.

# 5. Observational Learning

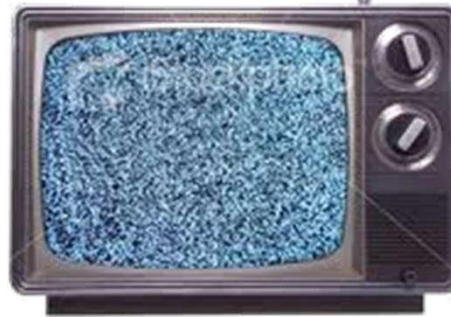
## **Film #1:**

Aggressive model rewarded with lollies, soft drink and praised by another adult.



## **Film #2:**

Aggressive model punished by spankings and verbal criticism



## **Film #3:**

Aggressive model received no consequences whatsoever.



# 5. Observational Learning

Following film, each child was placed individually in a room with one-way mirror and observed.

Some children were offered rewards for imitating the aggressive behaviour; others were not.

# 5. Observational Learning

## RESULTS:

The results indicated that children who watched the aggressive model either being reinforced or experiencing no consequences, imitated aggressive behaviour more than the children who watched the aggressive model being punished did.

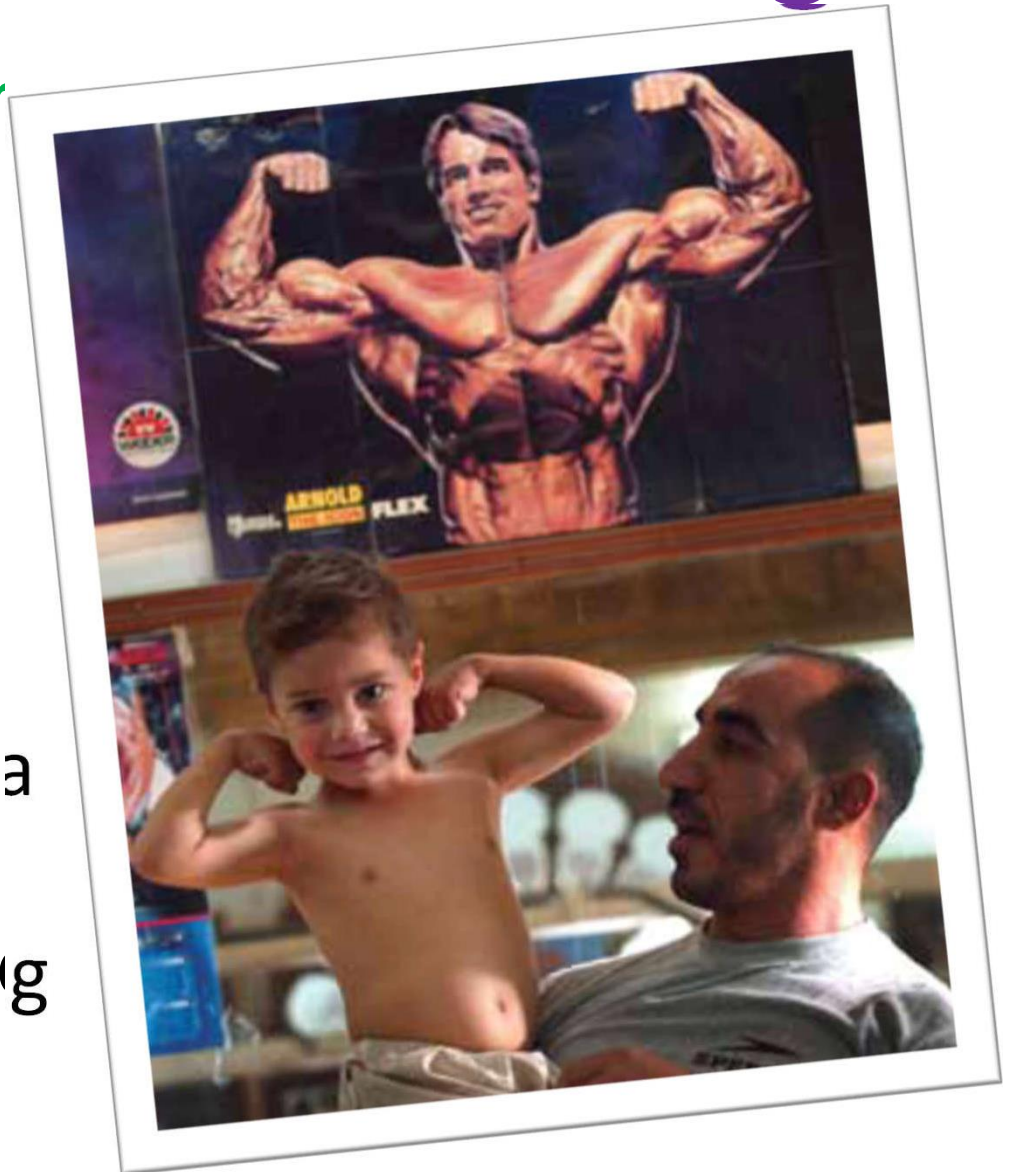
However, when a reward was offered, even those who saw the model punished, tended to imitate the model's behaviour.

# 5. Observational Learning

## Role of the Learner

- The learner plays an active role in the learning process.
- There are four criteria that must be met for observational learning to occur.

a



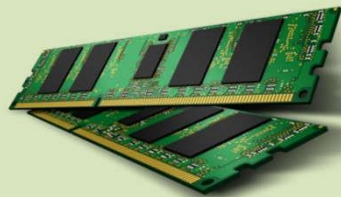
# ELEMENTS OF OBSERVATIONAL LEARNING

- According to Bandura, there are 4 elements that account for observational learning.
  - 1) ATTENTION
  - 2) RETENTION (memory)
  - 3) MOTOR REPRODUCTION (control)
  - 4) MOTIVATION

# 4 Elements of Observational Learning

## 1. ATTENTION

To learn anything through observation, the learner must first pay attention to the model.



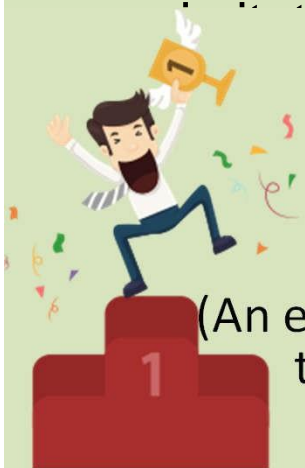
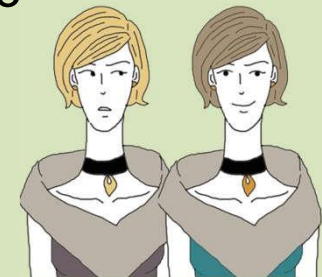
## 2.

## MEMORY/RETENTION

The learner must also be able to retain the memory of what was done, such as remembering the steps in preparing a dish that was first seen on a c

## 3. IMITATION/REPRODUCTION

The learner must be capable of reproducing, or imitating, the actions of the model.



Finally, t

(An easy way to remember

the letters AMIM

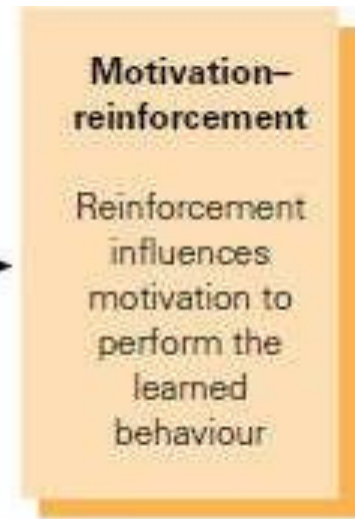
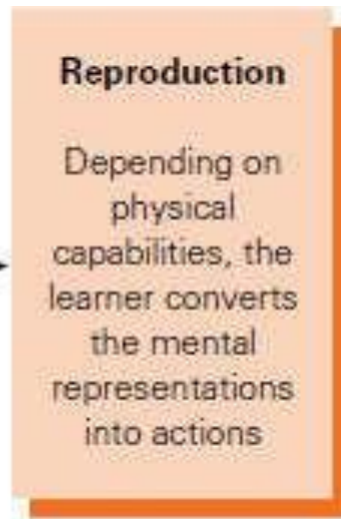
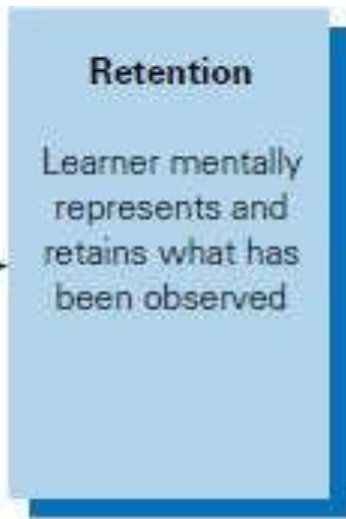
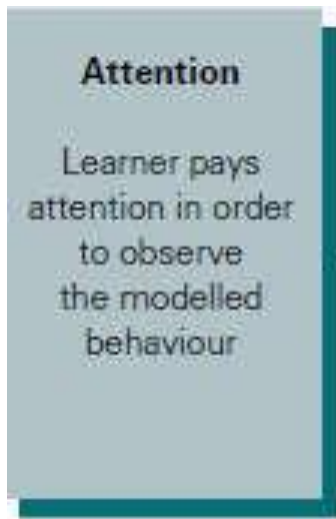
earner must have the desire to perform the action.

One way to remember the four elements of modeling is to use the letters AMIM, which stands for the first letters of

## 4. MOTIVATION

each of the four elements).

**Model**



**Matched Performance to Model**



## How the environment reinforces and punishes modeling:

People are often reinforced for **modeling** the behavior of **others**. Bandura distinguished between the different types of reinforcement that influence motivation and therefore, the likelihood of modelling to occur.

### **External Reinforcement:**

For example, someone who changes dress to fit in with a certain group of students has a strong likelihood of being accepted and thus reinforced by that group and is likely to continue to dress this way.

Praise and money work in the same way.

### **Vicarious Reinforcement:**

When we watch the modelled behaviour being reinforced for other people (the model). Eg. A young student who observes her older sibling receiving praise for hard work is likely to model the studious behaviour in the hope for praise.

### **Self-Reinforcement:**

When we meet certain standards of performance that we have set for ourselves. For example, the sense of pride you might feel when you finish your VCE and get the results you wanted.