About Social Cognitive Theory

• An outgrowth of behaviorism

• Retained focus on learning but broadened the notion by including social context and observational learning

• Albert Bandura as primary spokesperson

About Social Learning Theory

• Took some of the emphasis off of reinforcement as a requirement for learning

• Cognition mediates behavior

• Major terms: Observational learning, modeling, vicarious learning, self-efficacy, & reciprocal determinism
ALBERT BANDURA

SOCIAL COGNITIVE THEORY

HUMAN CONDUCT RESULTS FROM THE INTERPLAY BETWEEN SELF-BELIEFS AND ENVIRONMENT

RECIPROCAL DETERMINISM

BEHAVIOR

BELIEFS

PERSONAL FACTORS

ENVIRONMENTAL FACTORS

Mediating mechanisms

RECIPROCAL DETERMINISM
Social Cognitive Theory

Observational Learning

Vicarious Learning
Learning from other successes or failures/observing other being reinforced or punished

Modeling/Imitation
Watching someone else perform a skill/copying someone’s behavior
3 Explanations for Modeling

Perceived similarity

♦ A girl is more likely to imitate the behavior of a female chemistry teacher than the behaviors of a male chemistry teacher.

♦ Children who observed peers successfully solve problems solved more problems than children who observed adults successfully solve problems.

Perceived competence

♦ A person imitates the behavior of a successful instead of a less successful peer.
3 Explanations for Modeling

**Perceived status**

♦ Young people wear Reeboks because professional athletes endorse them.

♦ A student imitates the behavior of a popular peer.

The potential effects on children of viewing T.V. violence has been a long-standing controversy. In an attempt to resolve the controversy Bandura (1963) assigned nursery school children to one of five treatments.

1st - children watched a human adult model verbally and physically attack a life-sized inflated doll.
2nd - children saw a film of the same behavior.
3rd - they saw cartoon characters carry out the same aggressive actions.
4th - which was the control group, saw no behavior displayed.
5th - the children saw a live model who displayed subdued and inhibited behavior.
The children were then placed in situations similar to those observed. The researchers watched the children through one-way mirrors and counted the children’s aggressive acts. The children who observed aggressive behavior — live, on film, and in cartoons — all displayed significantly more aggressive behaviors than did the control group, and the children who observed the subdued model displayed significantly fewer aggressive behaviors than did the control group.