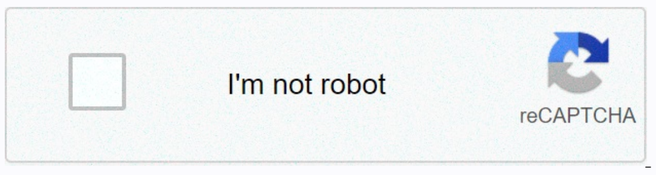

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Psychoanalytic social learning theory

Theory of learning and behavior Social learning theory is a theory of learning process and social behavior that suggests that new behaviors can acquire by observing and imitating others. [1] It says that learning is a cognitive process that takes place in a social context and can occur solely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. [2] In addition to observation of behavior, learning also occurs through observation of rewards and penalties, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely refrain. [3] The theory expands on traditional behavioral theories, where behavior is controlled solely by reinforcements, by emphasizing the important roles of various internal processes in the learning person. [1] History and theoretical background In the 1940s, B. F. Skinner gave a series of lectures on verbal behavior, and presented a more empirical approach to the subject than existed in psychology at the time. [4] In them, he suggested the use of stimulus-response theories to describe language use and development, and that all verbal behavior was supported by operant conditioning. However, he mentioned that some forms of speech derived from words and sounds that had previously been heard (echo response), and that amplification from parents allowed these echoic responses to be parsed down to understandable speech. While he denied that there was any instinct or faculty of imitation, Skinner's behavioral theories formed the basis for rebuilding into social learning theory. At about the same time, Clark Lewis Hull, an American psychologist, was a strong advocate of behavioral stimulus response theories,[5] and led a group at Yale University's Institute of Human Relations. Under him, Neil Miller and John Dollard aimed to come up with a reinterpretation of psychoanalytic theory when it comes to stimulus response. This led to their book, Social Learning Theory, published in 1941, which claimed that personality consisted of learned habits. They used Hull's drive theory, where a driving force is a need that stimulates a behavioral response, crucial to thinking about a driving force for imitation, which was positively enhanced by social interaction and widespread as a result. Julian B. Rotter, a professor at Ohio State University, published his book, Social Learning and Clinical Psychology in 1954. In his theory, the social environment and individual personality created a probability of behaviour, and the amplification of this behavior led to He emphasized the subjective nature of the answers and effectiveness of reinforcement types. [7] While his theory used vocabulary common to the behavioral remarks, the focus on internal function and characteristics differentiated his theories, and can be seen as a precursor to more cognitive approaches to learning. [6] In 1959, Noam Chomsky published his critique of Skinner's book Verbal Behavior, an extension of Skinner's first lectures. [9] In his review, Chomsky stated that pure stimulus response theories about behavior could not account for the process of language acquisition, an argument that contributed significantly to psychology's cognitive revolution. Hanteoretized that humans are somehow specifically designed to understand and acquire language, and wrote a specific but unknown cognitive mechanism to it. [8] In this context, Albert Bandura studied learning processes that occurred in interpersonal contexts and were not adequately explained by theories of operatic conditioning or existing models of social learning. [2] In particular, Bandura argued that the weaknesses of learning approaches that discount the influence of social variables are no more clearly revealed than in their treatment of the acquisition of new answers. [2] Skinner's explanation for the acquisition of new answers depended on the process of subsequent approach, which required more trials, reinforcement for behavioral components and gradual change. [10] Rats' theory suggested that the probability of a behavior occurrating was a function of the subjective expectation and value of amplification. [11] This model assumed a hierarchy of existing answers and thus did not (according to Bandura[2]) account for an answer that had not yet been learned. Bandura began conducting studies of the rapid acquisition of new behavior via social observation, the most famous of which were Bobo puppet experiments. Theory Social Learning Theory integrated behavioral and cognitive theories of learning to provide a comprehensive model that can account for the wide range of learning experiences that occur in the real world. As originally outlined by Bandura and Walters in 1963[2] and further described in 1977,[12] important tendencies for social learning theory are as follows:[13] Learning is not purely behavioral; Rather, it is a cognitive process that takes place in a social context. Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcement). Learning involves observation, recovery of information from these observations, and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can happen without an observable change in behavior. Reinforcement plays a role in learning, but is not entirely responsible for learning. Whoever learns is not a passive recipient of Cognition, environment and behavior affect each other mutually (mutual determinism). Observation and direct experience Typical stimulus-response theories rely entirely on direct experience (of stimulus) to inform behavior. Bandura opens up the scope of learning mechanisms by introducing observation as an opportunity. [1] He adds this ability to model — a means by which humans represent actual results symbolically. [1] These models, cognitively mediated, allow future consequences to have as much impact as actual consequences would in a typical S-R theory. An important factor in social learning theory is the concept of mutual determinism. This notion states that just as a person's behavior is influenced by the environment, the environment is also affected by the individual's behavior. [12] In other words, a person's behavior, environment, and personal characteristics mutually affect each other. For example, a child playing violent video games is likely to influence their peers to play too, which then encourages the child to play more often. [quote required] Modeling and underlying cognitive processes Social learning theory draws heavily on the concept of modeling as described above. Bandura outlined three types of modeling stimuli: Live models, in which a person demonstrates the desired behavior Verbal instruction, in which a person describes the desired behavior in detail and instructs the participant in how to engage in the behavior Symbolic, where modeling occurs using media, including movies, TV, internet, literature and radio. Stimuli can be either real or fictional characters. Exactly what information obtained from observation is influenced by the type of model, as well as a number of cognitive and behavioral processes, including:[14] Attention – to learn, observers must attend to the modeled behavior. Experimental studies[15] have found that awareness of what is being learned and the mechanisms of reinforcement greatly increase learning outcomes. Attention is influenced by the observer's characteristics (e.g. perceptual abilities, cognitive abilities, arousal, past performance) and the characteristics of behavior or event (e.g. relevance, novelty, affective valens and functional value). In this way, social factors contribute to attention – the prestige of different models affects the relevance and functional value of observation and therefore modulates attention. Retention – To reproduce an observed behavior, observers must be able to remember the functions of the behavior. Again, this process is affected by observer characteristics (cognitive abilities, cognitive exercise) and event characteristics (complexity). The underlying cognitive processes are described by Bandura as visual and verbal, where oral descriptions of used in more complex scenarios. Reproduction – In reproduction, Bandura refers not to the propagation of the model, but its implementation. This requires a degree of cognitive skills, and may in some cases require sensory abilities. [6] Reproduction can be difficult because in the case of behaviors amplified through self-observation (he cites improvement in sports), it can be difficult to observe behavior well. This may require input from others to provide even corrective feedback. Recent studies on feedback[16] support this idea by proposing effective feedback, which will help with observation and correction improves the performance of participants on tasks. Motivation – The decision to reproduce (or refrain from reproducing) an observed behavior depends on the observer's motivations and expectations, including expected consequences and internal standards. Bandura's description of motivation is also fundamentally based on environmental and thus social factors, since motivating factors are driven by the functional value of different behaviors in a given environment. Evolution and cultural intelligence Social learning theory has recently been used together and been used to justify the theory of cultural intelligence. [17] The cultural intelligence hypothesis claims that humans have a set of specific behaviors and skills that allow them to exchange information culturally. [18] This depends on a model of human learning where social learning is key, and that humans have chosen for characteristics that maximize the opportunities for social learning. The theory builds on existing social theory by suggesting that social learning abilities, such as Bandura's cognitive processes required for modeling, correlate with other forms of intelligence and learning. [17] Experimental evidence has shown that humans oversimplile behavior compared to chimpanzees, giving credence to the idea that we have chosen for methods of social learning. [19] Some academics have suggested that our ability to learn socially and culturally has led to our success as a species. [20] Social learning in neuroscience Recent research in neuroscience has implicated mirror neurons as a neurophysiology basis for social learning, observational learning, motor cognition and social cognition. [21] Mirror neurons have been strongly linked to social learning in humans. Mirror neurons were first discovered in primates in studies involving teaching monkey motor activity tasks. Such a study, focused on teaching primates to crack nuts with a hammer. When the primate witnessed another person crack nuts with a hammer, the mirror neuron systems were activated when the primate learned to use the hammer to crack nuts. However, when the primate was not presented with a social learning opportunity, the mirror neuron systems did not activate and learning did Occur. [22] Similar studies with humans also show similar evidence to the human mirror neuron system that activates when observing another person performs a physical task. The activation of the mirror neuron system is believed to be crucial to the understanding of targeted behavior and understanding their intention. Although still controversial, this provides a direct neurological link to understanding social cognition. [23] Applications Criminology Social Learning Theory has been used to explain the emergence and maintenance of deviant behaviors, especially aggression. Criminologists Ronald Akers and Robert Burgess integrated the principles of social learning theory and operatic conditioning with Edwin Sutherland's differential association theory to create a comprehensive theory of criminal behavior. [24] Burgess and Akers emphasized that criminal behavior is learned in both social and non-social situations through combinations of direct reinforcement, vicarious reinforcement, explicit instruction and observation. Both the probability of being exposed to certain behaviors and the nature of reinforcement depend on group norms. Developmental psychology In her book Theories of Developmental Psychology, Patricia H. Miller lists both moral development and gender role development as important areas of research in social learning theory. [26] Social learning theorists emphasize observable behavior regarding the acquisition of these two skills. For gender role development, same-sex parents provide only one of many models from which each teacher learns gender roles. Social learning theory also emphasizes the variable nature of moral development due to the changed social conditions in each decision: The special factors the child believes are important vary from situation to situation, depending on variables such as which situational factors operate, which causes are most prominent, and what the child processes cognitively. Moral assessments involve a complex process of assessing and weighing different criteria in a given social situation. [26] For social learning theory, gender development has to do with the interaction of many social factors, involving all the interactions the individual encounters. For social learning theory, biological factors are important, but take a back seat to the importance of learned, observable behavior. Because of the highly gendered society in which a person can develop, individuals begin to distinguish people by sex even as infants. Bandura's account of gender allows for more than cognitive factors in predicting gender behavior: for Bandura, motivating factors and a broad network of social influences determine whether, when and where gender knowledge is expressed. [26] The management of social learning suggests that rewards are not the only power behind creating motivation. Thoughts morale and feedback all help motivate us. Three other ways we learn are vicarious experience, verbal persuasion and physiological conditions. Modeling, or the scenario where we see someone's behavior and adopt them as our own, aide learning process as well as mental states and cognitive process. [27] Media violence Main article: Media violence research Principles for social learning theory have been widely used in the study of media violence. Akers and Burgess hypothetically observed or experienced positive rewards and lack of punishment for aggressive behavior reinforces aggression. Many research studies and meta-analyses have discovered significant links between watching violent television and aggression later in life, and many have not, as well as playing violent video games and aggressive behavior. [28] The role of observational learning has also been cited as an important factor in the emergence of rating systems for TV, movies and video games. Creating social change with media Entertainment education in the form of a telenovela or soap opera can help viewers learn socially desired behavior in a positive way from models portrayed in these programs. [30] The Telenovela format allows creators to incorporate elements that can provide a desired answer. [31] These elements may include music, actors, melodrama, props or costumes. [31] Entertainment education is symbolic modeling and has a formula with three sets of characters with the cultural value to be examined in advance: Characters that support a value (positive role models) Characters that reject the value (negative role models) Characters that are in doubt about the value (indefinite)[31] Within this formula there are at least three doubters representing the demographic group in the target group. [31] One of these doubters will accept the value less than halfway through, the other will accept the value two-thirds of the way through and the third doubter does not accept the value and will be severely punished. This doubter is usually killed. [31] Positive social behaviour is amplified with rewards and negative social behavior amplified with punishment. At the end of the episode a brief epilogue made by a recognizable figure summarizes educational content and in the program viewers get resources in the community. [30] Applications for social change through observational learning can produce new ways of thinking and behaving. [32] With a modeled emotional experience, the observer shows an affinity for people, places and objects. [30] They dislike what models don't like and like what models care about. [32] TV contributes to how viewers see their social reality. [30] Media representations gain influence because people's social constructs of reality depend heavily on what see, hear, and read instead of what they experience directly. [30] Any attempt to change faith must be directed to the sociocultural norms and practices at the social system level. Before developing a drama, we conduct extensive research through focus groups representing the different sectors of a culture. Participants are asked what problems in society concern them the most and what obstacles they face, giving the creators of the drama culturally relevant information to incorporate into the show. [30] The pioneer of entertainment education is Miguel Sabido, a creative writer/producer/director in the 1970s at the Mexican national television system Televisa. Sabido spent 8 years working on a method that would create social change and is known as the Sabido Method. [30] He credits Albert Bandura's theory of social learning, the drama theory of Eric Bentley, Carl Jung's theory of archetypes, MacLean's triune brain theory and Sabido's own soap opera theory for affecting his method. [33] Sabido's method has been used around the world to address social issues such as national literacy, population growth and health problems such as HIV. [30] Psychotherapy Another important application of social learning theory has been in the treatment and conceptualization of anxiety disorders. The classic conditioning method of anxiety disorders, which spurred the development of behavioral therapy and is considered by some to be the first modern theory of anxiety,[34] began to lose steam in the late 1970s when researchers began to question their underlying assumptions. For example, the classic conditioning approach keeps pathological fear and anxiety develop through direct learning; However, many people with anxiety disorders can not remember a traumatic conditioning event, in which the dreaded stimulus was experienced in near temporal and spatial continuity with an inherent aversive stimulus. [35] Social learning theory helped save learning approaches to anxiety disorders by providing additional mechanisms beyond classical conditioning that could account for the acquisition of fear. For example, social learning theory suggests that a child can acquire a fear of snakes by observing a family member express fear in response to snakes. Alternatively, the child can learn the connections between snakes and unpleasant bites through direct experience, without developing excessive fear, but could later learn from others that snakes may have deadly poison, leading to a reassessment of the danger of snake bites, and a more exaggerated fear response to snakes. [37] School psychology Many classroom and teaching strategies draw on principles of social learning to improve students' knowledge and retention. Using the technique of guided participation, a teacher says, for example, a sentence and asks the class to repeat the sentence. Thus both mimic and reproduce the teacher's action, help retention. An extension of guided participation is mutual learning, in which both pupil and teacher share responsibility in leading discussions. [38] In addition, teachers can shape students' classroom behavior by modeling appropriate behavior and visibly rewarding students for good behavior. By emphasizing the teacher's role as a model and encouraging students to adopt the position of observer, the teacher can make knowledge and practice explicit to students, improving learning outcomes. [39] Social learning algorithm for data optimization Within modern in computational intelligence, the social learning theory has been adopted to develop a new computing optimization algorithm, the social learning algorithm. [40] A virtual community deployed in the algorithm seeks the strongest patterns of behavior with the best result. This is equivalent to searching for the best solution to solve optimization problems. Compared to other bio-inspired global optimization algorithms that mimic natural evolution or animal behavior, the social learning algorithm has its prominent advantages. First, since self-improvement through learning is more direct and faster than the evolution process, the social learning algorithm can improve the effectiveness of the algorithms that mimic natural evolution. Second, compared to interaction and learning behavior in animal groups, the social learning process of humans shows a higher level of intelligence. By emulating human learning behavior, it is possible to arrive at more effective optimizations than existing swarm intelligence algorithms. Experimental results have demonstrated the effectiveness and effectiveness of the social learning algorithm, which in turn has also confirmed through computer simulations the results of the social learning behavior in human society. [40] Another example is the social cognitive optimization, which is a population-based metaheuristic optimization algorithm. This algorithm is based on the social cognitive theory, simulating the process of individual learning of a set of agents with their own memory and their social learning with knowledge in the social sharing library. It has been used to solve continuous optimization, integer programming, and combinatorial optimization issues. There are also several mathematical models of social learning that try to model this phenomenon using probabilistic tools. In 1971 he joined Albert Bandura. Social Learning Theory (PDF). General Learning Corporation. Archived from the original (PDF) on 24 February 2010. December 2013. ^ a b c d e Bandura, Albert (1963). Social learning and personality development. New York: Holt, Rinehart and Winston. ^ Renzetti, Claire; Curran, Daniel; Maier (2012). Women, men and society. Pearson. In 1999, 100,000 people were booked in 1999. In 1999, 100,000 people were released. ^ A b Skinner, B. F. (1947). Verbal behavior (PDF). ^ Hull, C. L. (1930). 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