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Observational learning bandura

Citation: Huitt, W. (2004). Observational (social) learning: An overview. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved [date], from Return to: | Social Cognition | EdPsyc Interactive: Courses | Observational or social learning is based primarily on the work of Albert Bandura (1977). He and his colleagues were able to demonstrate through a variety of experiments that the application of consequences was not necessary for learning to take place. Rather learning could occur through the simple processes of observing someone else's activity. This work provided the foundation for Bandura's (986) later work in social cognition. Bandura formulated his findings in a four-step pattern which combines a cognitive view and an operant view of learning. 1. Attention -- the individual notices something in the environment. 2. Retention -- the individual remembers what was noticed. 3. Reproduction -- the individual produces an action that is a copy of what was noticed. 4. Motivation -- the environment delivers a consequence that changes the probability the behavior will be emitted again (reinforcement and punishment) Bandura's work draws from both behavioral and cognitive views of learning. He believes that mind, behavior and the environment all play an important role in the learning process. In a set of well known experiments, called the "Bobo doll" studies, Bandura showed that children (ages 3 to 6) would change their behavior by simply watching others. Three groups of children watched a film in which a child in a playroom behaved aggressively (e.g., hit, kick, yell) towards a "bobo doll." The film had three different endings. One group of children saw the child praised for his behavior; a second group saw the child told to go sit down in a corner and was not allowed to play with the toys; a third group (the control) group saw a film with the child simply walking out of the room. Children were then allowed into the playroom and actions of aggression were noted. The results are shown below. What do we learn from these data in terms of the differences and similarities between boys and girls? Among different experimental conditions? Was the "model rewarded" really an example of the use of positive reinforcement? Bandura and his colleagues also demonstrated that viewing aggression by cartoon characters produces more aggressive behavior than viewing live or filmed aggressive behavior by adults. Additionally, they demonstrated that having children view prosocial behavior can reduce displays of aggressive behavior. In more recent years, Bandura turned his attention to self-efficacy and self-regulation. He now classifies his theoretical orientation as social cognition. References Bandura, A. (1965) Influence of models' reinforcement contingencies on the acquisition of imitative response. Journal of Personality and Social Psychology, 1, 589-595. Bandura, A. (1977). Social learning theory. New York: General Learning Press. Bandura, A. (1986). Social foundations of thought and action: A social-cognitive theory. Upper Saddle River, NJ: Prentice-Hall. Return to: EdPsyc Interactive: Courses Home Page All materials on this website [] are, unless otherwise stated, the property of William G. Huitt. Copyright and other intellectual property laws protect these materials. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law. Bandura A. (1986). Observational learning. In A. Bandura (1986), Social foundations of thought and action: A social cognitive theory. 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Observational learning is a form of social learning. It takes place by watching the behavior of others. It can occur in a number of different ways and does not require reinforcement in order to be successful. How did observational learning come to be such an important part of the field of psychology? It was Bandura who championed the idea that learning through observation was one of the critical ways that people acquire new knowledge. Privacy Overview. This website uses cookies so that we can provide you with the best user experience possible. Cookie information is stored in your browser and performs functions such as recognising you when you return to our website and helping our team to understand which sections of the website you find most interesting and useful. Observational learning occurs when the observer learns of a relationship between a behavior and its outcome (response-reinforcer learning). From: International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 2015. Related terms 6.08.4.3 Common Learning Principles. Both the motor skills and problem solving models employ a common set of learning principles, based mainly on instrumental (or operant) and observational (or social) learning theories (Bandura, 1969; Skinner, 1938), to train new social skills. Modeling (demonstrating a skill in a role-play) is frequently employed to familiarize clients with the basic steps of targeted skills. Observational learning is classified as a form of social learning. Instead of other forms of learning like Classical Conditioning and Operant Conditioning, no reinforcement is required. Instead, social models such as a parent, teacher, sibling or a friend are required for observational learning. It is an important part of socialization, and can take place at any point in life. But, it's mostly common during childhood as children learn variety of behaviors and activities through observation of their peers, family members and other authority figures in their life. Observational learning is also referred to as vicarious reinforcement, modeling, and shaping. For example: A child learns to interact with other people by observing their parents. The parents are not teaching these behaviors directly.