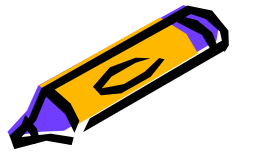


# Behaviourism

EPSE 501

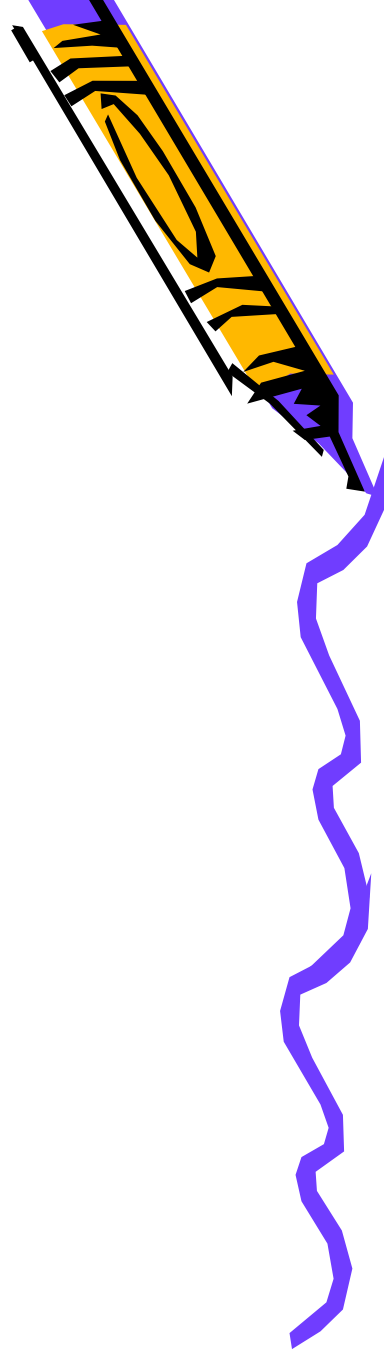
Dr. Shawna Faber



# Today's Agenda

## Behaviourism

- Quick Review of the theory
  - Classical Conditioning
  - Operant Conditioning
  - Social Learning
- Classroom and "real" world applications
- Your quotes throughout



# Behavioural Views of Learning

Many of you agreed with the article:

- Belinda: I would concur that the behaviourist perspective is not adequately taught in teacher education courses. Much of my learning and reading throughout university focused on cognitive theory.
- Robyn: I know very little about behaviourism. Aside from taking psychology 100 many, many years ago, I would agree with Abramson that my understanding of behaviourism is limited to Skinner, and Pavlov's work around conditioned responses.

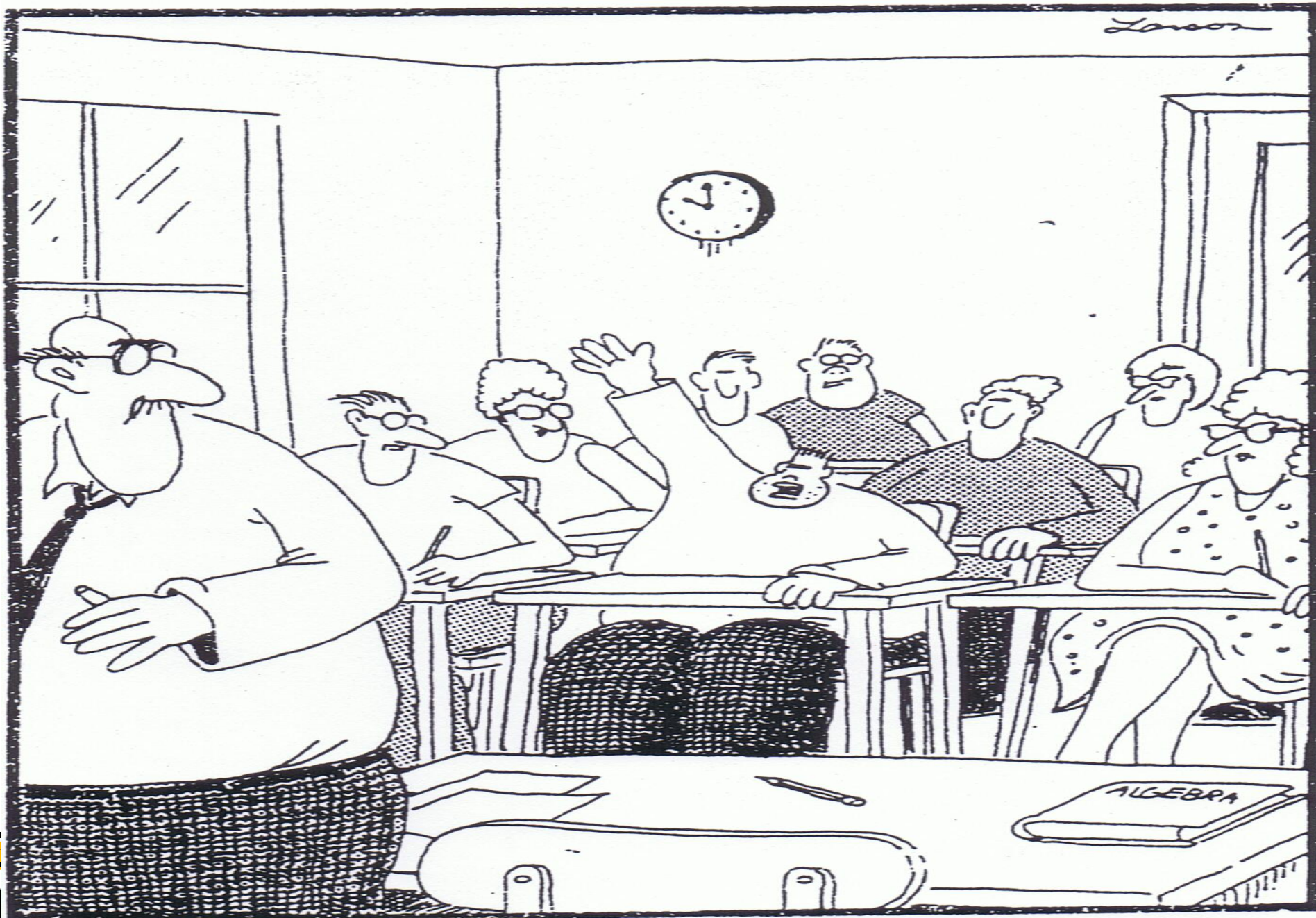


# "Traditional" Behavioural Views of Learning

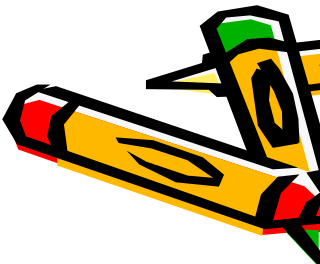
What is learning from a behaviourist point of view?

- The process through which experience causes a change in behaviour (i.e. learning is observable)
- Emphasis is placed in the effects of external events on the individual



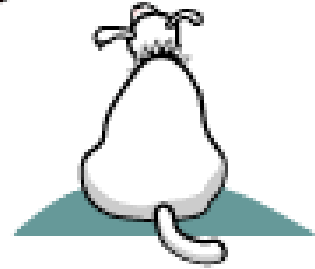


"Mr. Osborne, may I be excused? My brain is full!"



# Classical Conditioning

- Pavlov and his dogs



ANIMAL  
LABORATORY

DR. I. PAVLOV

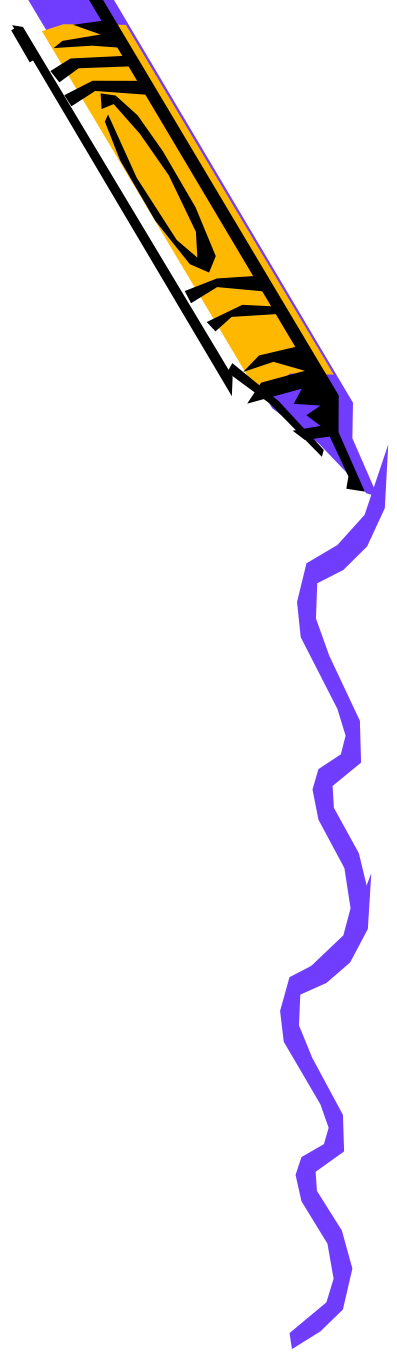
please don't  
ring bell

don't  
touch  
← this!

please  
knock

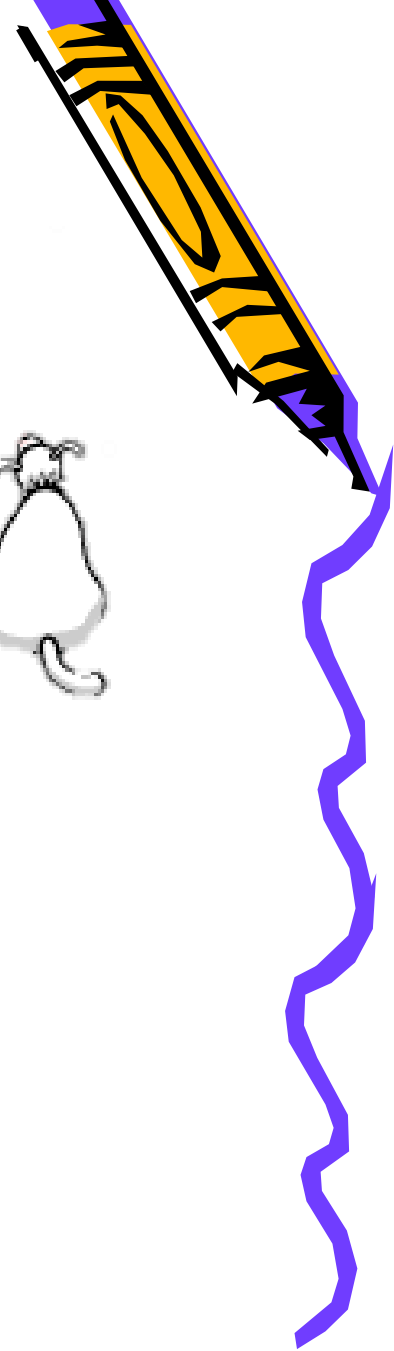
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Paul  
Smith



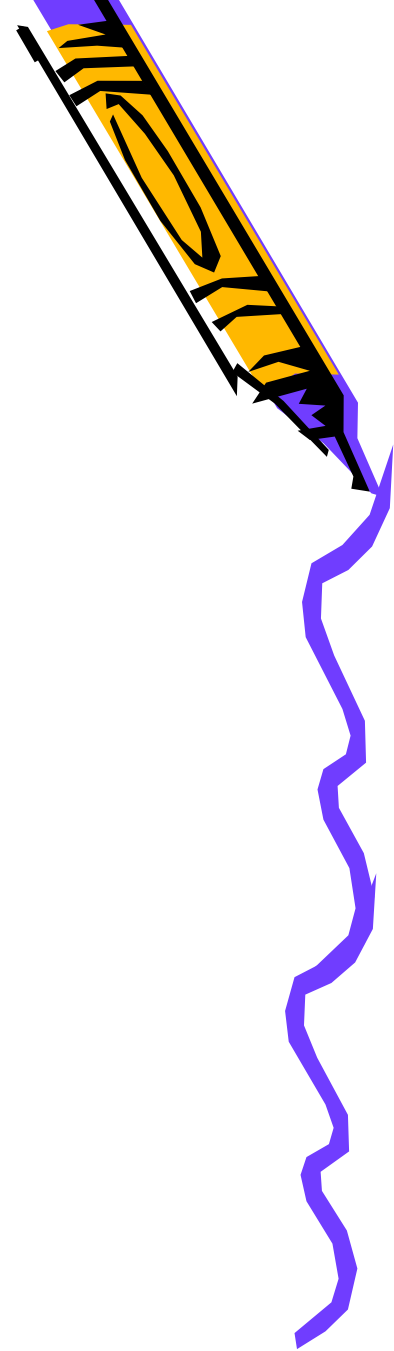
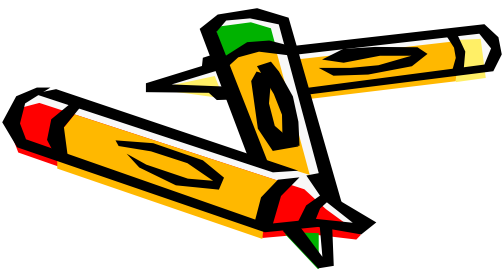
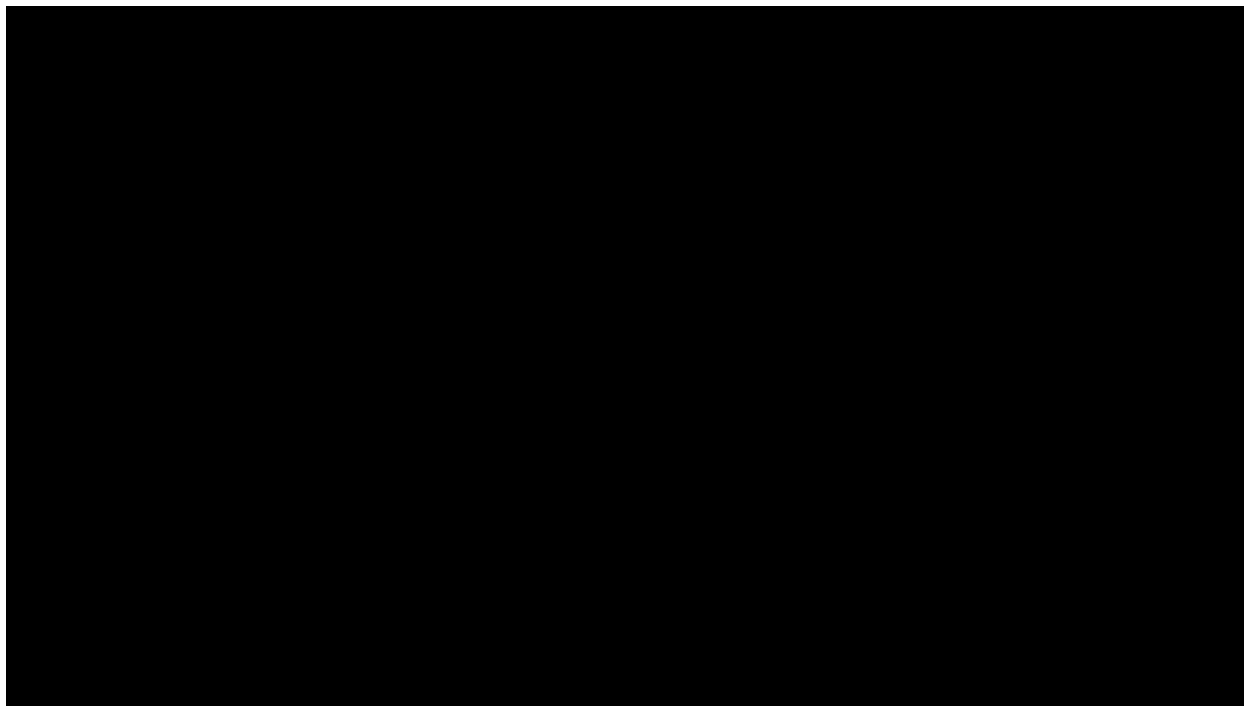
# Classical Conditioning

- Pavlov and his dogs
- Watson and little Albert
- Unconditioned Stimulus (UCS)—loud bang
- Conditioned Stimulus (CS)—white rat
- CS along with UCS leads to a Conditioned Response (CR)
- An association is formed between UCS and CS (so that  $UCS=CS$ )
- Therefore CS along leads to a response
- This is learning



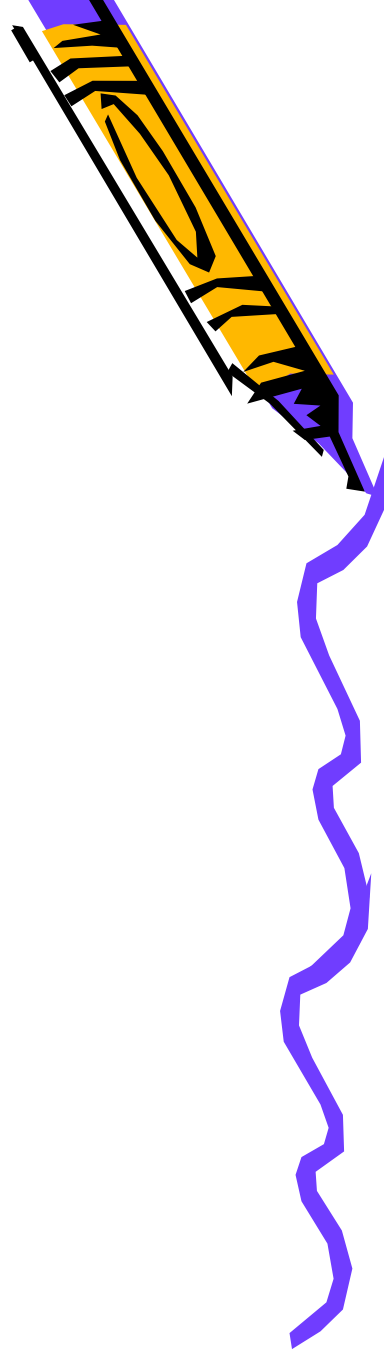


# The Office Example

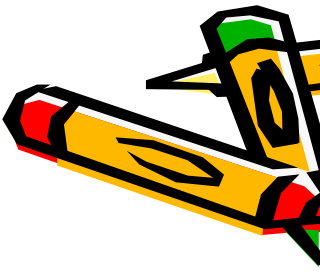
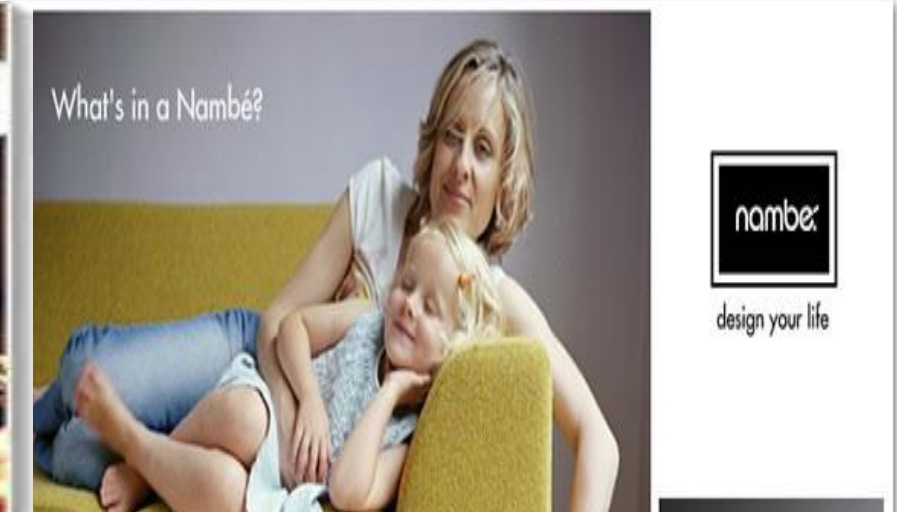


# Do we use classical conditioning in the classroom?

- When?
- How?
- Classical Conditioning in the "real world"....

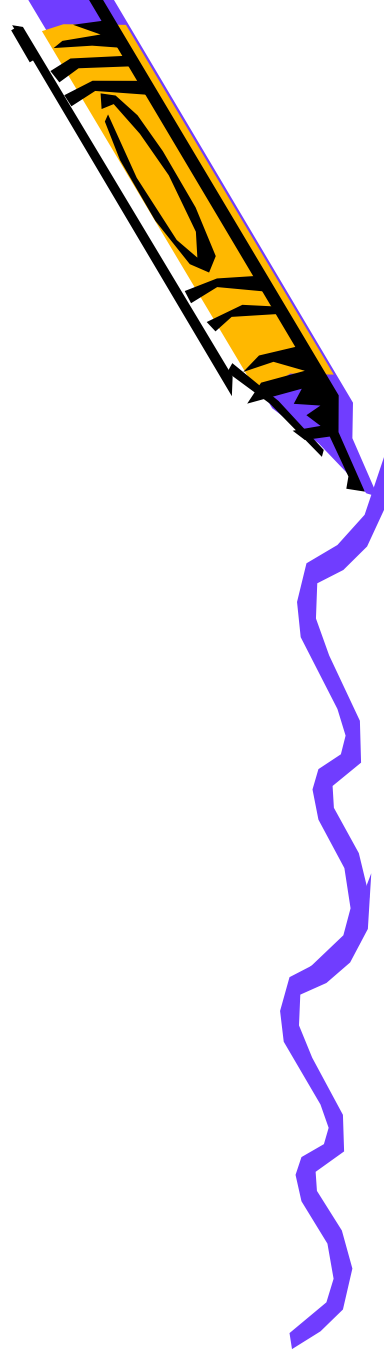


# Marketing by Paired Association



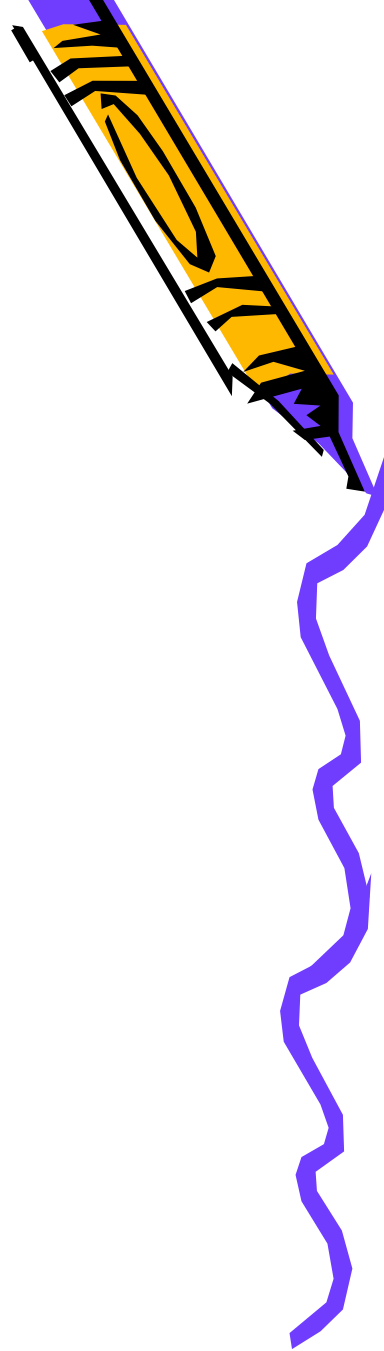
# Classical Conditioning Con't

- Stimulus generalization—other items similar to the conditioned stimulus leads to the conditioned response
  - In the classroom?
- Extinction occurs when a CS (white rat) is repeatedly presented but it not followed by the USC (loud bang). The CR (crying) gradually decreases until it is "extinguished".



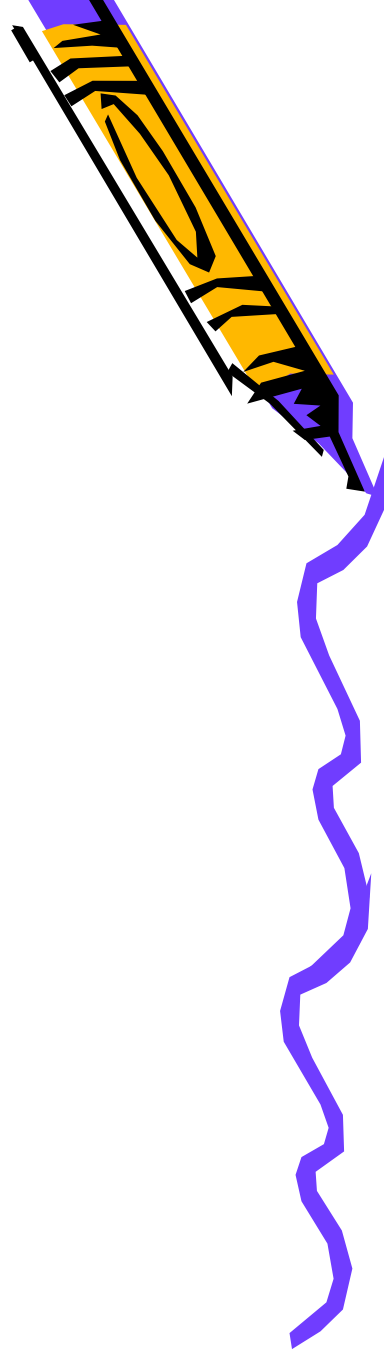
# Skinner's Behaviourism

- *Operant Conditioning*—consequences of behaviour influence probability of reoccurrence
- This is the theory of behaviour modification where you target behaviours that you want to change (i.e. train students how to behave)



# Operant Condition Con't

- Punishment
- Reinforcement (reward)

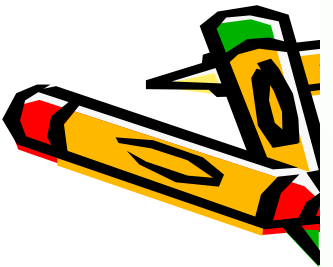
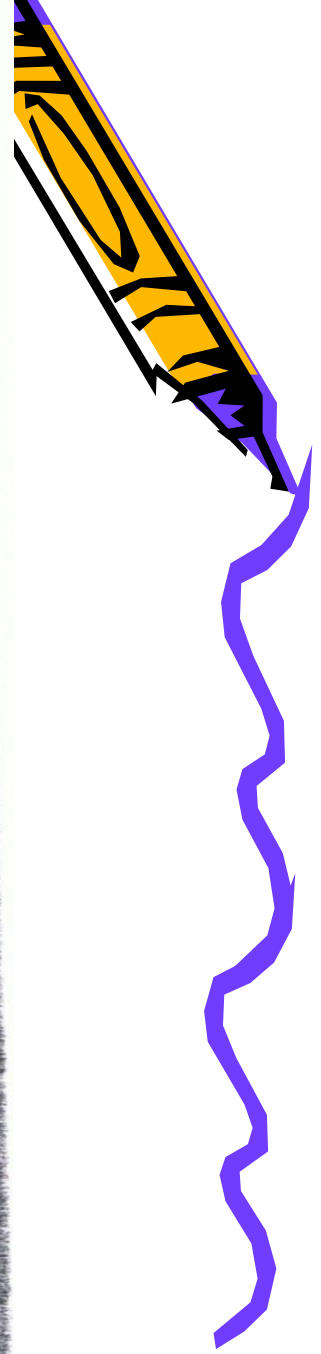


# THE FAR SIDE / Gary Larson

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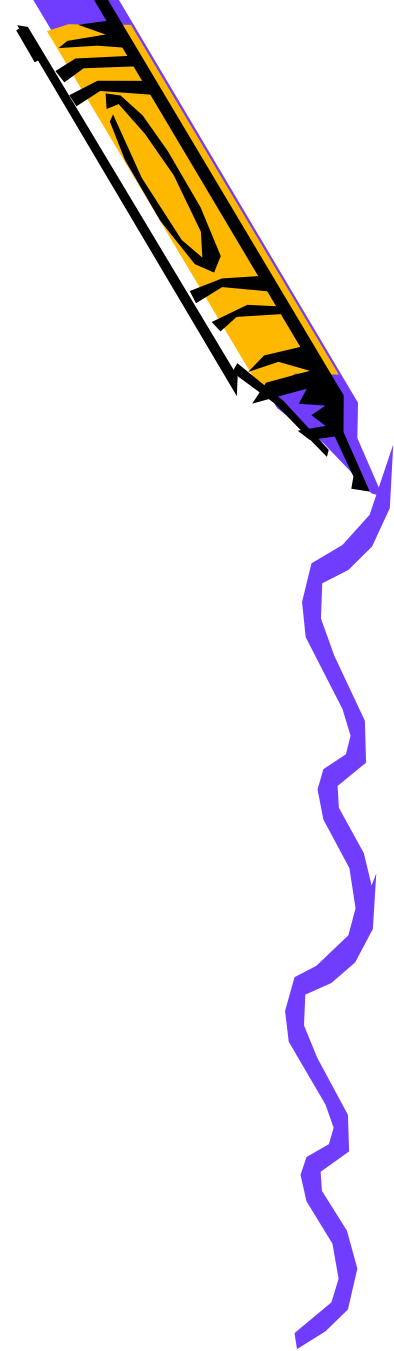
Larson

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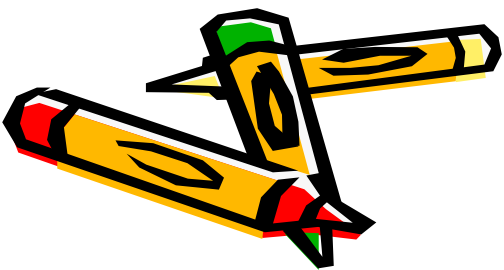
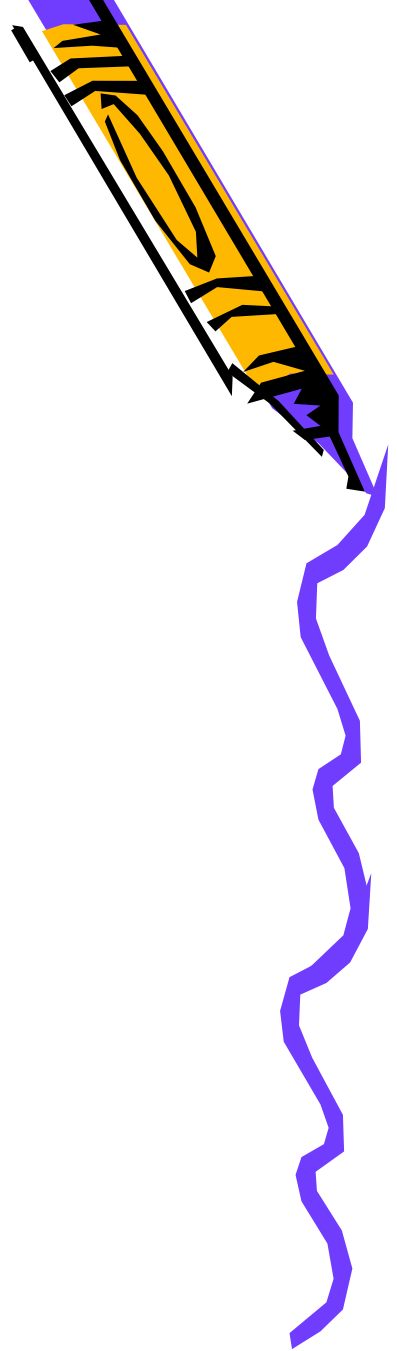


# Operant Conditioning

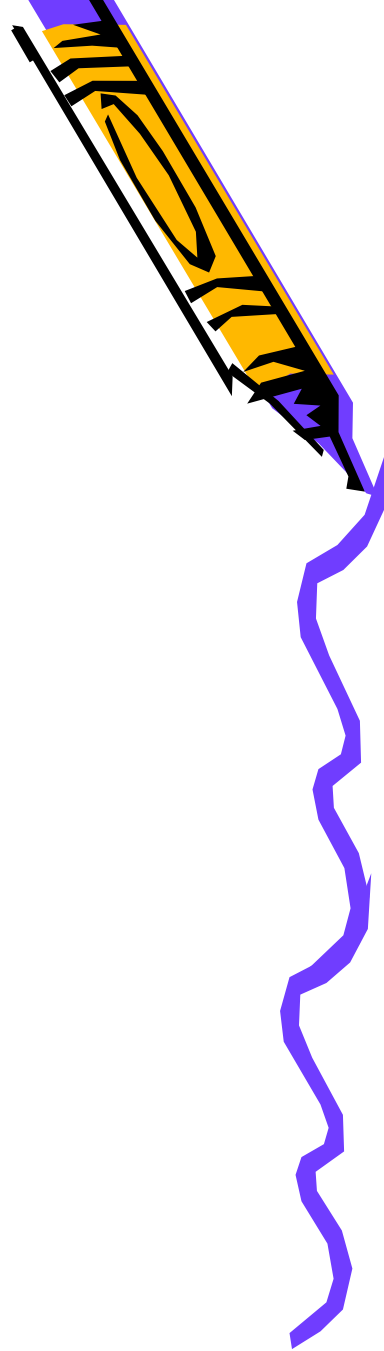
	Increases Behaviour	Decreases Behaviour
Additive	Positive Reinforcement	Positive Punishment
Subtractive	Negative Reinforcement	Negative Punishment





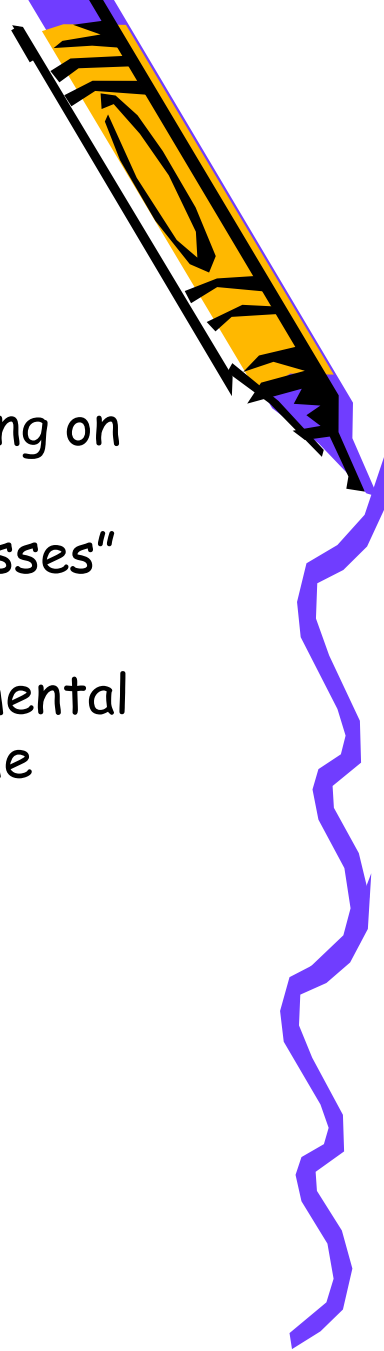


- When we try to extinguish a behaviour by ignoring it, why does the behaviour often increase in frequency for a short time before it decreases?
- This is called an extinction burst (satiation)



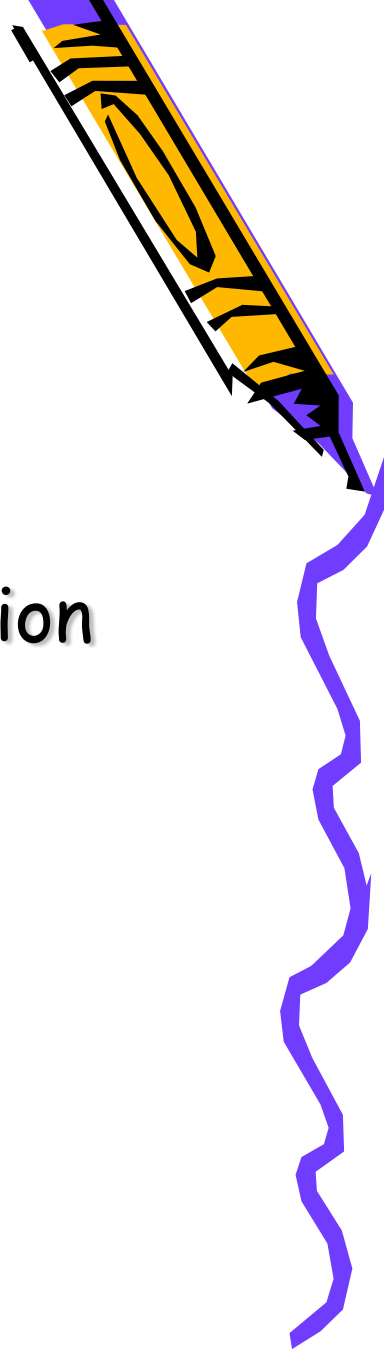
# NeoBehaviourism

- Sheela: He makes the case that it has been misrepresented by only focusing on the most extreme positions of Watson and Skinner with no discussion of neobehaviourism which considers "intervening variables" or cognitive processes" (p. 59).
- Robyn : How do you separate behaviours from what is observable and the mental process? Isn't what is observable the result of mental process (whether the behaviour is unconscious or intentional)?
- E.g. Bandura's Social learning



# Social Learning Theory

- Bandura focused on observational learning
- Cognition bridges the environment/behaviour connection
- E.g. violence and the Bobo doll
  
- So experience or observation can influence learning/knowledge. But does knowledge influence action/behaviour?



Hear More at  
<http://freakonomics.com/radio/>

# FREAK ONOMICS RADIO

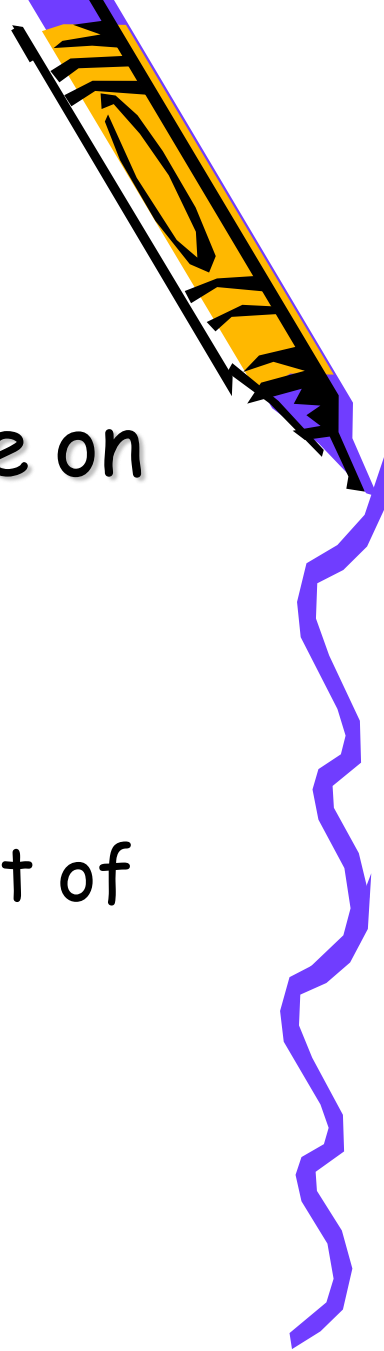
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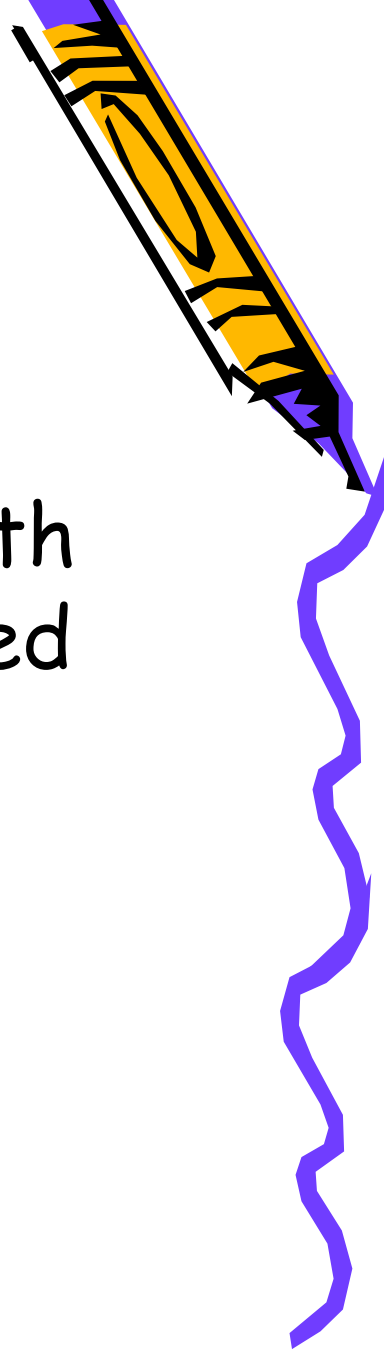
# Behaviourism:

- This theory has had a very significant influence on schools.
- Do you think this influence is still significant?
  - Sheela: I see many times when I use behaviourist strategies to teach - not exclusively, but it is a part of what happens in my classroom, from classroom procedures to teaching strategies.

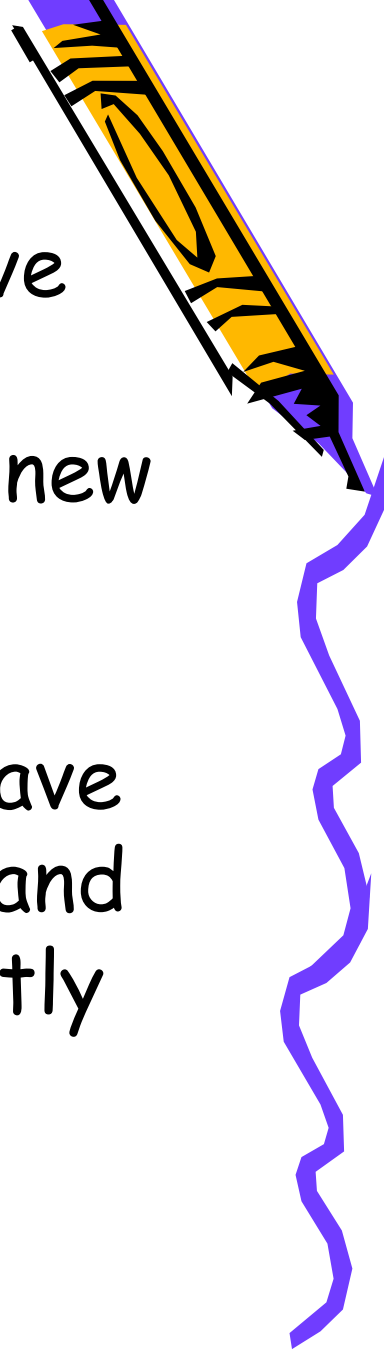


# Behaviourism in the Classroom

- Simon: Montessori philosophy: Is it really learner-centered? I've explored this in detail in my other assignment, but it's worth noting that a lot of the things I've observed (and even done myself as a Montessori teacher) falls into the behaviourist approach, namely the use of pre/post-assessments and a strict adherence to a sequential learning order (especially in Math/LA).



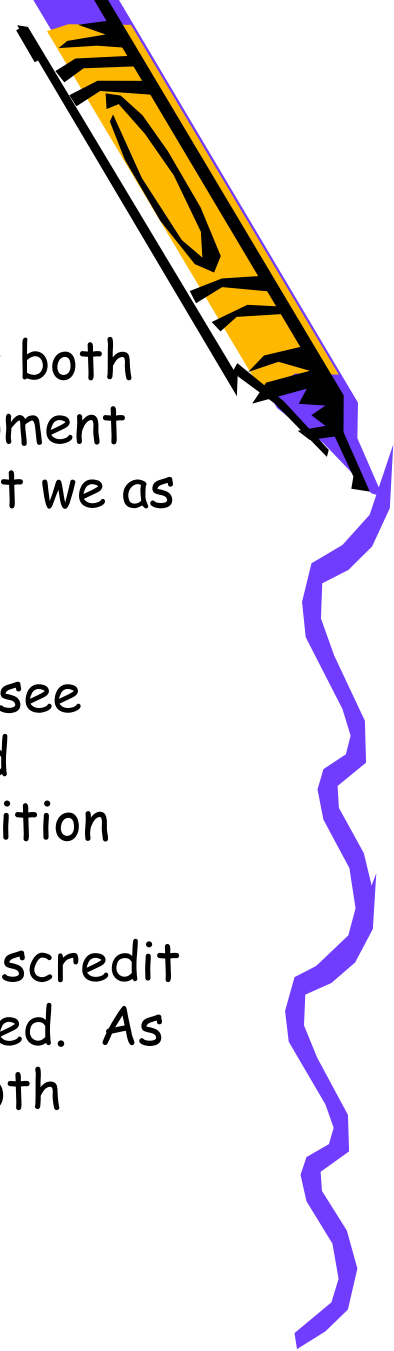
- Davinder: Throughout my teaching career, I have implemented activities, tested and changed my classroom organization, planned and reinforced new rules in the classroom, and tried a variety of techniques to identify which work best. After reading the articles assigned for this week, I have realized that my approach to these techniques and ways of assessing their effectiveness have mostly had a behaviouristic approach.





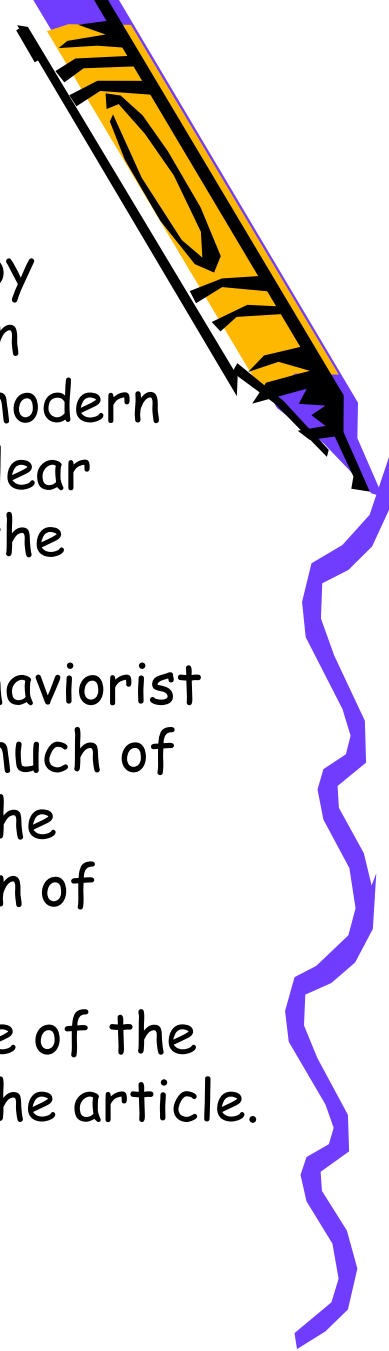
# Is it ever just one theory?

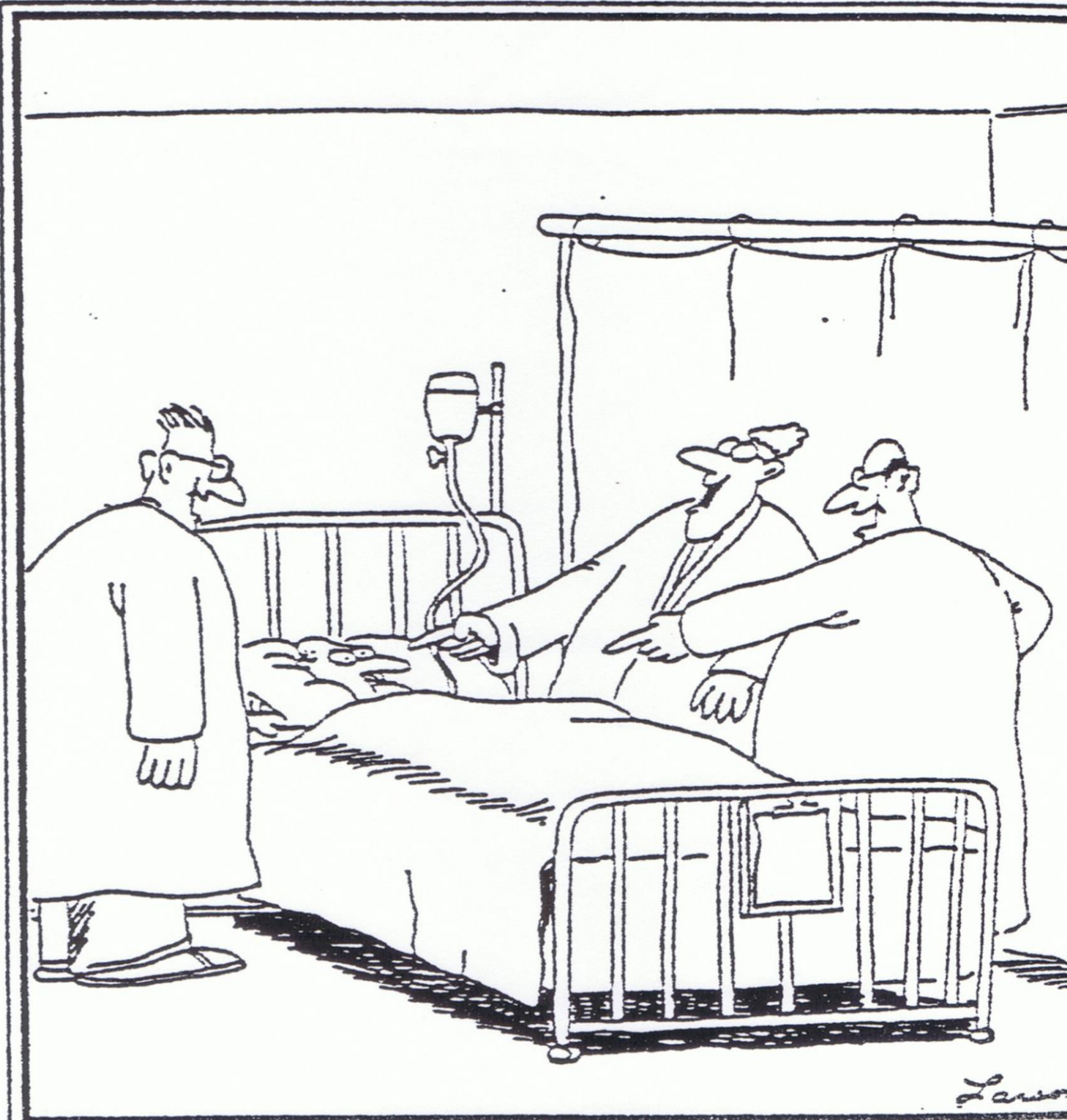
- Carrie: Being a classroom teacher for twelve years I feel I understand Abramson's arguments. Much of what we do as classroom teachers includes both cognition and behaviourism. I do not feel that we can simply define development and learning using the cognitivist theory. Behaviour plays a vital role in what we as teachers do to help our students learn. Modelling is perhaps the most used instructional strategy in the classroom.
- Peter: In my experience, one theory doesn't replace another but instead I see both as co-existing when I think about how students learn. The Ertmer and Newby article addresses this concern in that they do not advocate one position over another.
- Joti: Throughout this article, it is clear that Abramson does not want to discredit the cognitive perspective and would rather the two approaches be reconciled. As an educator, I believe that it is important to teach and observe through both behavioral and cognitivist perspectives.



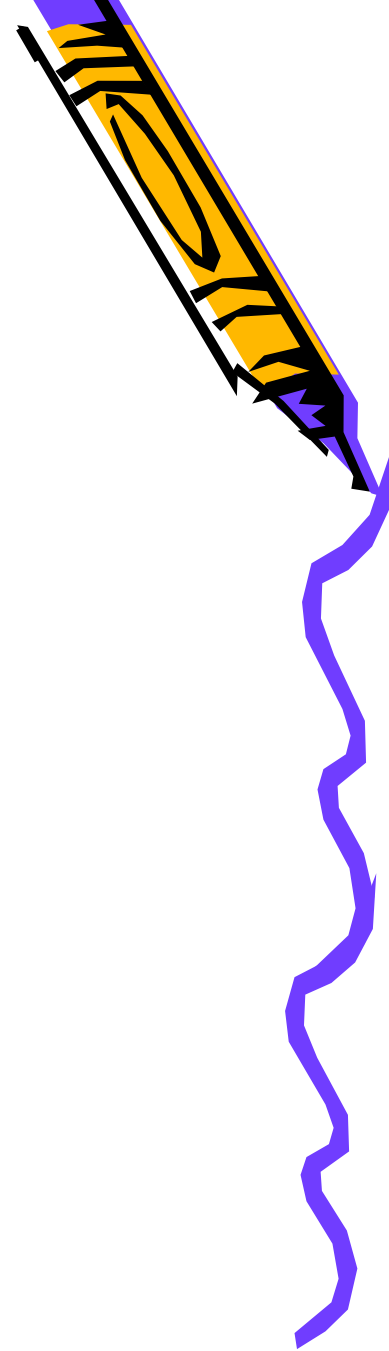
# Article Critiques...

- Jen: Weegar and Pacis demonstrate to a degree the critique put forward by Abramson. However, they (Weegar and Pacis) also are more successful than Abramson in illustrating a number of ways that behaviorism is relevant in modern approaches to psychology and education. I finished the article without a clear understanding of how these approaches demonstrated increased depth in the behaviorist approach.
- Todd: The term neobehaviorist seems to be a term that tries to bring behaviorist theory into the realm of cognitivists. Was this category created because much of the cognitive theory is based on the early behaviorist model, or is it that the behaviorists are trying to remain current by moving toward a new definition of behaviorism for current psychology?
- Another aspect of this article that steered me away from adopting his side of the Behaviourist vs Cognitivist argument was the distractingly poor editing of the article.



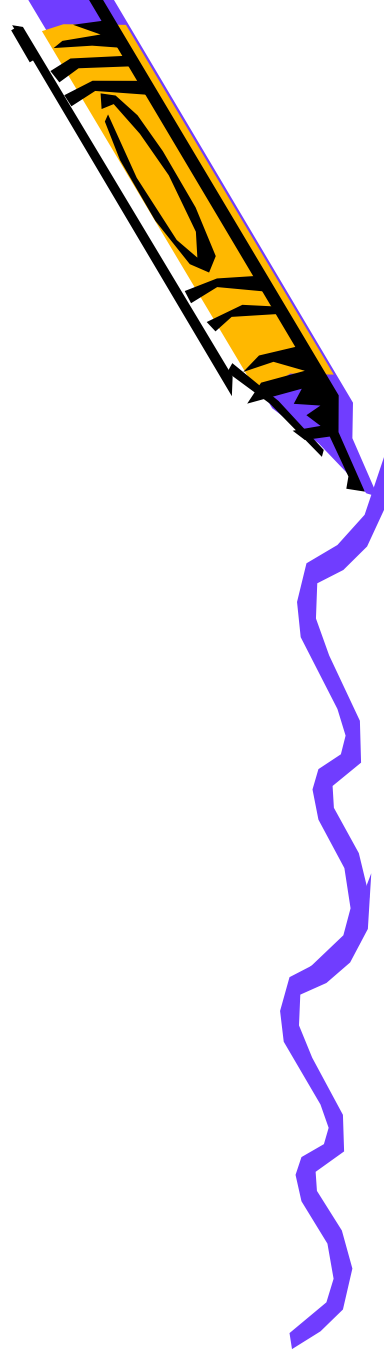


Testing whether laughter IS the best medicine



# A look at research:

- Research is influenced by the zeitgeist of the time in which it takes place
- It is also influenced by research methodology
- Our ideas about learning and good educational practices change as research changes—which in turn influences new research



# Wrap-up

- Take one minute and tell the person beside you what you might include on behaviourism in your Cmap
- Next class is a focus on cognitivism.
- Submit reflections by Saturday midnight

