



Albert Bandura's Social Cognitive Theory

Albert Bandura

- Born in Alberta, Canada 1925.
- Interested in behaviorist learning theories.
- During high school summer he worked in the Alaskan Yukon which he credits for his interests, psychopathology.
- Completed Masters and Ph.D. in three years.
- Professor at Stanford University since 1953.
- Author of over 300 scholarly publications.

Overview

Bandura's Social Cognitive Theory (SCT) of personality rests in several basic assumptions. First SCT, takes *agentic perspective*, that human have the capacity to exercise control over the nature and quality of their lives, that we are the producers as well as the products of social systems. People shape their social and environments through individual efforts, by proxy and by collective efforts. Second, personality is molded by an interaction of behavior, personal factors (especially cognition) and their environment. People have the capacity to think, anticipate, plan and evaluate their actions.

Overview

Third, Bandura believes in *fortuitous events*, events that are unforeseen and unplanned like what happened to his early life that makes his theory more interesting. Fourth, humans have the capacity to use language and other symbols to regulate their lives. People have the capacity for reflective, self-consciousness; ‘not only can they think, but they can think about thinking’. Without this capacity, people would merely react to sensory experiences and would lack the capacity to anticipate new events, create new ideas or use internal standards to evaluate present experiences. Finally, SCT insists that the outstanding characteristics of human is *plasticity*-their ability to learn a variety of behaviors.

Overview

Bandura agrees with Skinner that people can and do learn through direct experience, but he places much more emphasis on *vicarious learning*, that is learning by observing others. Reinforcement can be vicarious, people can be reinforced by observing others reward. In addition, Bandura differs from Skinner in his belief that reinforcement is more effective when people are aware of the connection between their actions and the outcome of their actions. Learning then is cognitively mediated and not inevitable consequence of the environment alone.

Social Cognitive Theory

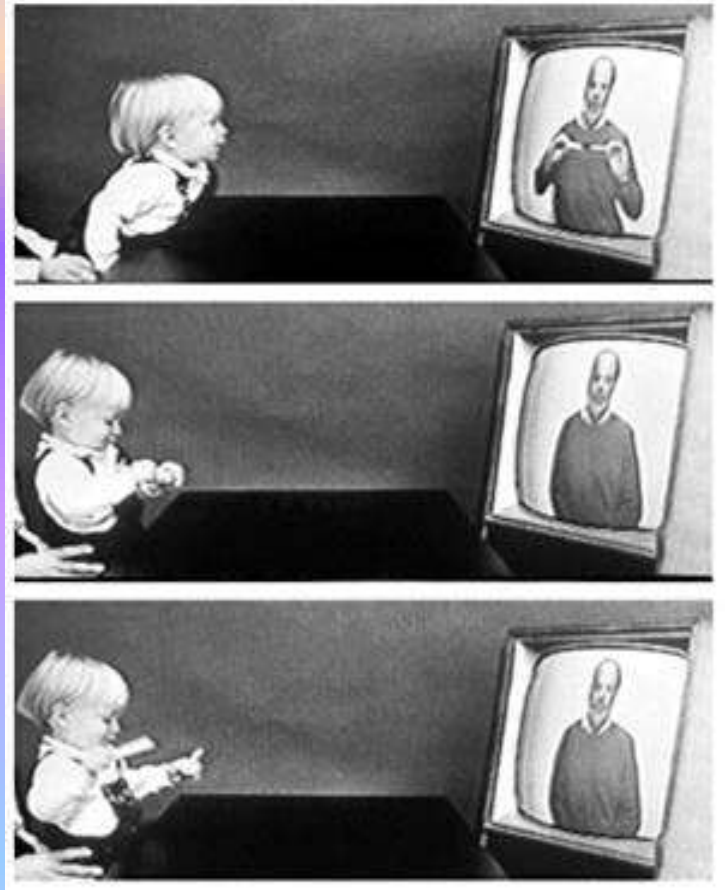
Bobo doll experiment:

- Adults were recorded being aggressive to bobo dolls.
- Children were shown the video and then allow to play in a room full of toys.
- Children were aggressive to the bobo doll just as the adults were in the video (Cherry, 2014).



Social Cognitive Theory

- Through his research, Bandura observed that components of learning occur through observation and modeling behaviors.
- This concept led to the theoretical framework of the social cognitive learning theory (Famous People Info, 2011).



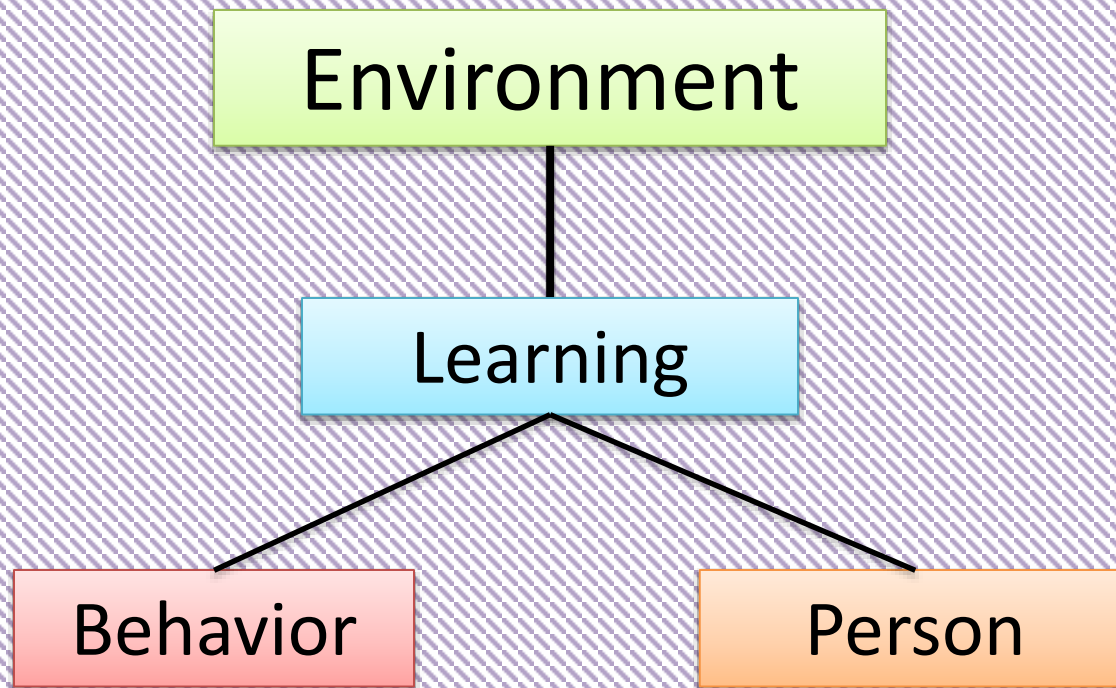
Assumptions Of Social Cognitive Theory

- Learning occurs by observing others and modeling.
- Internal processes and cognition of observed behavior may or may not lead to a learned behavior (learning performance distinction).
- Behavior is goal directed- goals are set and behavior is directed to accomplishing the goal (motivation driven) .
- Behavior is eventually self-regulated.
- Punishment and reinforcement have indirect effects on the learning process (Hurst, 2014).



Reciprocal Causation Model

Environment Learning Behavior Person



Environmental factors:

Social models Instruction
Feedback

Personal factors:

(cognitive) Goals Sense of
efficacy Attributions

Behaviors: Process of
self-regulation Goal
progress Motivations
Learning (Zimmerman,
1989).

Types of Learning

- **Enactive Learning-** learning by doing and is reinforced by the consequences of actions/outcomes.
- **Vicarious Learning-** learning through observation not performance (Hurst, 2014).



The Learning Process Requires:

- **Attention-** Learning by being attentive. Anything that distracts the attention will going to have a negative effect on learning. If the situation is far likely to the interest, the more the learner dedicate his full attention to learn.
- **Retention-** The ability to store information is also important part of the learning process. This can be affected by a number of factors, but he ability to pull up information later and act on its vital observation.
- **Reproduction-**Once person pays attention and able to retain the information, it is time to actually perform the behavior you observed. Further practice of the learned behavior leads to improvement and skill advancement.
- **Motivation-**In order to be successful, you have to be motivated to learn being aware of it outcome. Reinforcement and punishment play an important role in motivation.

Social Cognitive Theory

- Models can be real people (teachers, coaches etc.)
- Models can also come from media: books, TV, Magazines (symbolic)
- Models can influence behavior: positively or negatively (Schunk, 2012).



Characteristic of Models

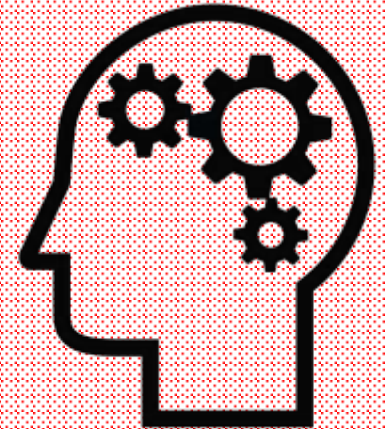
Both real and symbolic, have:

- Have prestige and power
- Models are competent
- Perform tasks well that others would like to be able to do (Hurst, 2014).



Evaluation of Learning and Behavior

- Perceived self-efficacy
- Outcome expectations
- Goal Setting
- Self-evaluation
- Goal Progress
- Cognitive modeling
- Self-instruction (Schunk, 2012).



Weaknesses of Theory

- The theory is loosely structured.
- Doesn't take emotional responses into account.
- Ignores biological differences between individuals –genetic factors
- Assumes that all behavior is a result of modeling, not genetics, illness, or other influences (Flamand, 2014).

Applications Of The Theory Think-Pare-Share:

- By modeling the process prior to the exercise, expectations and the goal of the exercise can be set by the instructor. By interacting with peers, students can model behavior of those they feel are self-assured and this in turn increases self-efficacy
- The process goes something like this: a professor gives a lecture and then asks questions about the material. Students are pared off in sets and allowed to discuss the material. Later the students voice a conclusion/answer following the collaborative discussions (Karge, Phillips, Dodson, & McCabe, 2011).
- Benefits: Allows for students to participate in collaborative learning and peer interaction allows for discussion. Students are more likely to model those who they feel are like them and competent in the area of studies (McLeod, 2011).

Application Of The Theory Scenario-based learning:

- This is the process of dividing students into small groups and then providing a situational learning environment (example CPR).
- The instructor demonstrates the procedure of providing CPR and then students emulate the behavior. Feedback is provided and students are able to self-correct. Students gain increased self-efficacy as they progress in the activity (Johnson, Dana, Jordan, Draeger, Schmitt-Olabisi, Reich, 2012)

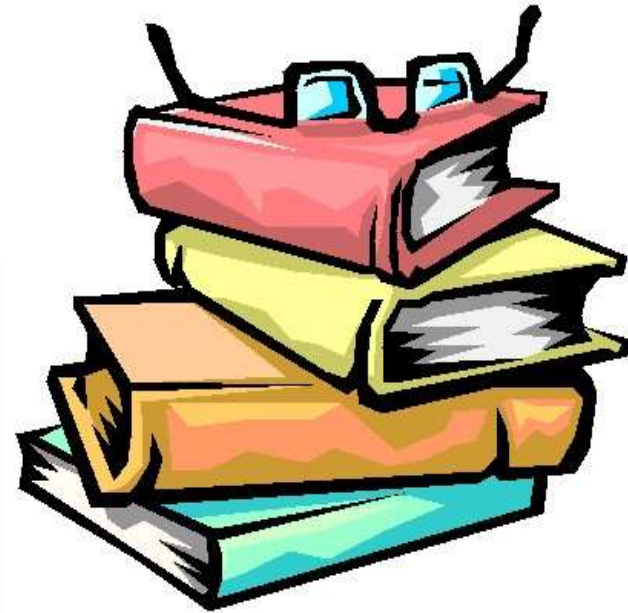
Application Of The Theory

The use of discussion boards in distance learning programs:

- Peers have active discussions about various topics.
- Students are engaged and encouraged by other's posts and topics.
- Self-efficacy increases, leading to better discussion.
- The use of video clips, pod casts, and audio clips enhance the learning process by demonstrating concepts or tasks and allowing for modeling and better understanding (Hill, Song, West, 2009).

References

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- **Hand out in Psychology of Learning and Motivation**



The end.