

Paradigm	Decade ¹⁾	Theory	Key concepts
(Connectionism) ²⁾	1880 - 1900	Connectionism (Thorndike)	- učenje je inkrementalno jačanje S-R ³⁾ asocijacije
- S-R associations are strengthened through repetition			- S-R asocijacije se jačaju kroz ponavljanje
- outcome of a S-R event can strengthen or weaken the connection			- ishod S-R događaja može ojačati ili oslabiti asocijaciju
- potential to learn leads to frustration if not satisfied			- potencijal za učenje vodi u frustraciju ako nije zadovoljen
Behaviorism	1900 - 1910	Classical conditioning (Pavlov)	- learning is a visible change in one's behavior
- learning is manifested in a natural reflex reaction on an associated environmental stimulus			
- emotional response can also be learned or conditioned			
1920 - 1930			- behavior is formed by a series of movements which are learned through S-R associations
- a close temporal relationship between S and R is necessary for learning to occur	Contiguity theory (Guthrie)		
- learning occurs on first experienced instance of the stimulus			
- reinforcements (reward or punishment) do not influence the strength of this connection			

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Neo-behaviorism	1930 - 1940	Sign learning (Tolman)	- suggests studying behavior on the molar level (whole, purposeful, goal-directed behaviors)
- learning is acquisition of knowledge through meaningful behavior , not mechanical moves			
- rewards or punishments can only be used as motivators for performance, not learning			
- animals are not simple mechanisms, but intelligent organisms capable of cognitive processes			
Drive reduction theory (Hull)		- mathematical formulas attempting to explain behavior and the likelihood of its appearance	
- drive (a stimulus in form of a biological need) results in behavior in order to satisfy it			
- reinforced S-R learning through the reduction of a biological drive			
- cognitive factors need to be taken into account when explaining human learning			
1950 - 1960	Operant conditioning (Skinner)	- reinforced learning of new behaviors , not just shaping reflexes	
- different reinforcement intervals have different effect			
- complex behaviors are learned through more simple ones			

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Stimulus sampling theory (Estes)	- a statistical learning theory ; set of formulas and axioms		
- S-R association is learned in a single trial ; learning results in accumulated S-R associations			
- reinforcement has to do with the performance, not with learning			
- later included memory as a factor in his theory			

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