

Paradigm	Decade	Theory	Key concepts
(Connectionism) ¹⁾	1880 - 1900	Connectionism (Thorndike)	<ul style="list-style-type: none"> - learning is incremental strengthening of the S-R association - S-R associations are strengthened through repetition - outcome of a S-R event can strengthen or weaken the connection - potential to learn leads to frustration if not satisfied
Behaviorism	1900 - 1910	Classical conditioning (Pavlov)	<ul style="list-style-type: none"> - 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
	1910 - 1920		
	1920 - 1930	Contiguity theory (Guthrie)	<ul style="list-style-type: none"> - 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 - 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)	<ul style="list-style-type: none"> - suggests studying behavior on the molar level (whole, purposeful, goal-directed behaviors)
			<ul style="list-style-type: none"> - learning is acquisition of knowledge through meaningful behavior, not mechanical moves
	1940 - 1950	Drive reduction theory (Hull)	<ul style="list-style-type: none"> - rewards or punishments can only be used as motivators for performance, not learning
			<ul style="list-style-type: none"> - animals are not simple mechanisms, but intelligent organisms capable of cognitive processes
			<ul style="list-style-type: none"> - mathematical formulas attempting to explain behavior and the likelihood of its appearance
			<ul style="list-style-type: none"> - drive (a stimulus in form of a biological need) results in behavior in order to satisfy it
			<ul style="list-style-type: none"> - reinforced S-R learning through the reduction of a biological drive - cognitive factors need to be taken into account when explaining human learning
	1940 - 1950		
	1950 - 1960	Operant conditioning (Skinner)	<ul style="list-style-type: none"> - reinforced learning of new behaviors, not just shaping reflexes
			<ul style="list-style-type: none"> - different reinforcement intervals have different effect
		Stimulus sampling theory (Estes)	<ul style="list-style-type: none"> - complex behaviors are learned through more simple ones
			<ul style="list-style-type: none"> - a statistical learning theory; set of formulas and axioms
			<ul style="list-style-type: none"> - S-R association is learned in a single trial; learning results in accumulated S-R associations
			<ul style="list-style-type: none"> - reinforcement has to do with the performance, not with learning
			<ul style="list-style-type: none"> - later included memory as a factor in his theory

¹⁾ Connectionism is not considered a learning paradigm, but is mentioned due to its influence on behaviorist ideas

²⁾ stimulus-response

