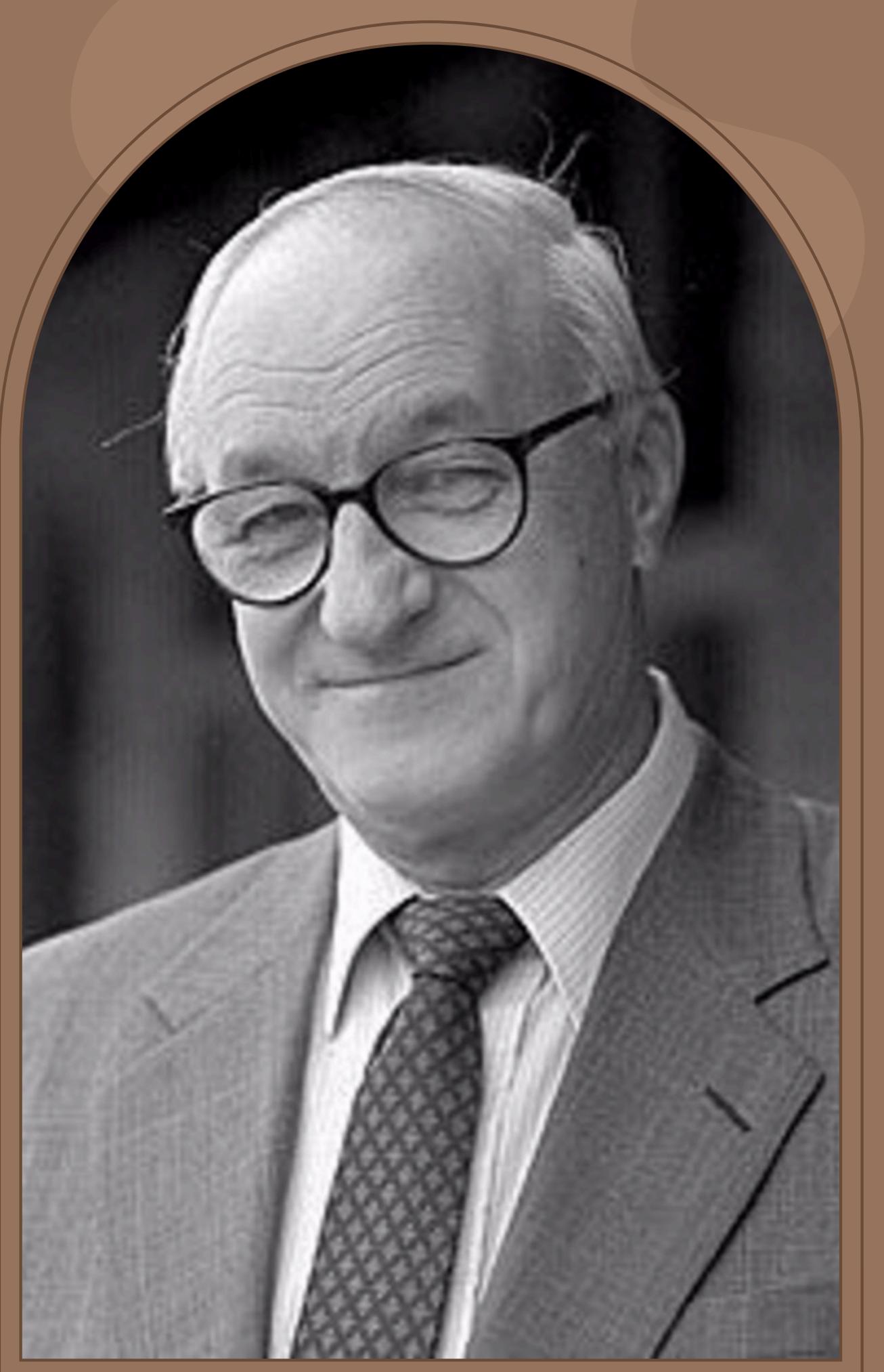


ALBERT BANDURA:

SOCIAL COGNITIVE THEORY

Presented By:

Ivory Kate B. Dumale





The Life of Albert Bandura

(1925-2021)

- Born in 1925 in Mundare, Alberta, Canada, to Polish immigrant parents.
- Grew up in a small rural town with limited access to educational resources.
- Parents encouraged education as a means of advancement.
- His mother presented him with two choices: "work in the field and get drunk" or "get an education."
- After high school, he worked on the Alaska Highway in the Yukon Territory, an experience that piqued his interest in human behavior.
- Graduated with a degree in psychology in 1949.
- Earned a Ph.D. in Clinical Psychology from the University of Iowa in 1952
- Joined Stanford University faculty in 1953 after a brief period at the Wichita Guidance Center.



SOCIAL COGNITIVE THEORY

OBSERVATIONAL LEARNING

he believe that observation allows people to learn without performing any behavior.

MODELING

the process of learning through observing and imitating the behavior of others.

CHARACTERISTICS OF THE MODELING SITUATION

➤ Characteristics of the models

- Models Who Are Like Us
- Age and Sex of Models
- Status of Models
- Type of Behavior Displayed by Models

➤ Characteristics of the observers

- Age of Observers
- Attributes of the Observers

➤ The reward consequences associated with the behaviors

BOBO INFLATABLE DOLL EXPIREMENT

He divided children into two groups:

- one group observed an adult behaving aggressively toward to Bobo Doll like punching, kicking and shouting it.
- other group watched the adult interacting calmly with the doll



The Process of Observational Learning

TABLE 13.1 Observational learning processes

<i>Attentional processes</i>	Developing our cognitive processes and perceptual skills so that we can pay sufficient attention to a model, and perceiving the model accurately enough, to imitate displayed behavior. Example: Staying awake during driver's education class.
<i>Retention processes</i>	Retaining or remembering the model's behavior so that we can imitate or repeat it at a later time; for this, we use our cognitive processes to form mental images and verbal descriptions of the model's behavior. Example: Taking notes on the lecture material or the video of a person driving a car.
<i>Production processes</i>	Translating the mental images or verbal symbolic representations of the model's behavior into our own overt behavior by physically producing the responses and receiving feedback on the accuracy of our continued practice. Example: Getting in a car with an instructor to practice shifting gears and dodging the traffic cones in the school parking lot.
<i>Incentive and motivational processes</i>	Perceiving that the model's behavior leads to a reward and thus expecting that our learning—and successful performance—of the same behavior will lead to similar consequences. Example: Expecting that when we have mastered driving skills, we will pass the state test and receive a driver's license.

Enactive Learning

is a concept developed by Bandura that emphasizes acquiring knowledge through direct experience and active engagement with the environment.

Human Agency

people are self-regulating,
proactive, self-reflective, and
self-organizing and that they
have the power to influence their
own actions to produce desired
consequences.



Core Features of Human Agency

Intentionality - "It is not simply an expectation or prediction of future actions but a proactive commitment to bringing them about".

Forethought - to anticipate likely outcomes of their actions, and to select behaviors that will produce desired outcomes and avoid undesirable ones. .

Self-reactiveness - People not only make choices but they monitor their progress toward fulfilling those choices .

Self-reflectiveness - People are examiners of their own functioning; they can think about and evaluate their motivations, values, and the meanings of their life goals, and they can think about the adequacy of their own thinking,

Chance Encounters and Fortuitous Events

Chance Encounters

an unintended meeting of persons unfamiliar to each other

Fortuitous Events

is an environmental experience that is unexpected and unintended.

Self-Efficacy

How people act in a particular situation depends on the reciprocity of behavioral, environmental, and cognitive conditions, especially those cognitive factors that relate to their beliefs that they can or cannot execute the behavior necessary to produce desired outcomes in any particular situation.

What Contributes to Self-Efficacy?

- Mastery of Experience - In general, successful performance raises efficacy expectancies; failure tends to lower them.
- Social Modeling - Our self-efficacy is raised when we observe the accomplishments of another person of equal competence, but is lowered when we see a peer fail.
- Social Persuasion - The effects of this source are limited, but under proper conditions, persuasion from others can raise or lower self-efficacy.
- Physical and Emotional States - Strong emotion ordinarily lowers performance; when people experience intense fear, acute anxiety, or high levels of stress, they are likely to have lower efficacy expectancies.

Other Modes of Human Agency

Proxy Agency

Proxy involves indirect control over those social conditions that affect everyday living.

Collective Efficacy

the confidence people have that their combined efforts will bring about group accomplishments.

Self-Regulation

When people have high levels of self-efficacy, are confident in their reliance on proxies, and possess solid collective efficacy, they will have considerable capacity to regulate their own behavior .

- **Reactive Strategy** - reactively attempt to reduce the discrepancies between their accomplishments and their goal .
- **Proactive Strategy** - after they close those discrepancies, they proactively set newer and higher goals for themselves.

External Factors in Self-Regulation

- Environmental factors, interacting with personal influences, shape individual standards for evaluation.
- External factors influence self-regulation by providing the means for reinforcement.
- Intrinsic rewards are not always sufficient; we also need incentives that emanate from external factors.

Internal Factors in Self-Regulation

- Self Observation
- Judgmental Process
- Self Reaction

Dysfunctional Behavior



Depression

High personal standards and goals can lead to achievement and self-satisfaction. However, when people set their goals too high, they are likely to fail.

Phobias

are fears that are strong enough and pervasive enough to have severe debilitating effects on one's daily life.

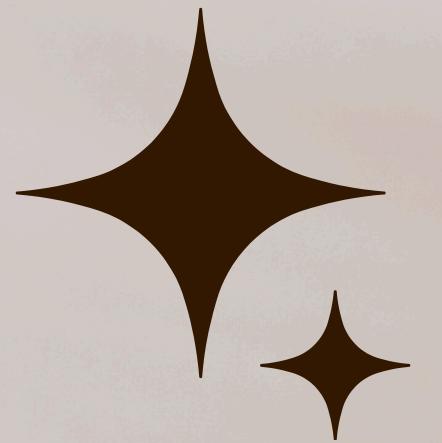
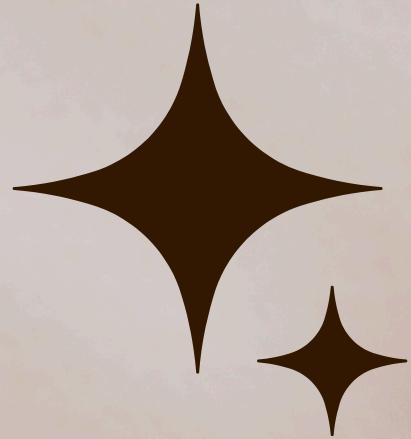
Agression

aggressive behavior is acquired through observation of others, direct experiences with positive and negative reinforcements, training, or instruction, and bizarre beliefs.





THANK YOU



QUESTION:

- 1.What is an Observational Learning**
- 2. What are the four process of Observational Learning?**
- 3. What you understand about Bandura's Bobo Doll Experiment?**
- 4. How does Bandura's concept of modeling contribute to learning?**
- 5. How does Bandura's concept of modeling contribute to learning?**