

Bandura Prompt

Bandura maintained that most of what we learn is through observation, mimicking, and imitation. Additionally, he discussed self-efficacy, the confidence individuals have that they can complete a difficult task.

- a. Given this assumption, remark on the impact of teachers, supervisors, and leaders on work environment and learning.
- b. Relate the modeling impact of a professional, disciplined classroom; meetings where agendas are efficient and progress is made or the opposite environments to Guthrie's Contiguity Theory.
- c. What provisions for modeling and building confidence will you have in your Capstone project or in a leadership or design role that you will be involved in. Recommend you use this opportunity to consider your Capstone design.
- d. Social and entertainment media are providing models that lead to school and organizational behavior for which teachers and leader are held responsible, for example, through testing and output measurement of results from variables that cannot be controlled in the school or workplace. Please comment, agree or disagree and why.

Response to Prompt A

Albert Bandura's social learning theory holds that people in leadership positions (teachers, supervisors, etc.) can impact learning significantly simply by virtue of their actions. Bandura asserts that students acquire new information through observation. As the consequences of actions are witnessed, students draw conclusions and may – though not necessarily will – act accordingly (Cherry, 2022). If a teacher demonstrates how to successfully combine chemicals to produce a reaction, students, if motivated, will mimic these actions to produce the same result. The “vicarious experience” of witnessing success can instill in the learner the belief that they too are capable (Lopez-Garrido, 2023).

Ideally, vicarious experiences are followed by the more powerful “mastery experience,” in which students assume the challenge themselves and learn through practice that they are competent (Lopez-Garrido, 2023). Teachers and supervisors can further facilitate success through social persuasion, providing positive verbal feedback and encouragement that supports development of student self-efficacy.

Response to Prompt B

Teachers model not only content-specific skills (e.g., “how to solve a math problem” or “how to construct a cohesive sentence”), but, more broadly, they provide a general example of how to conduct oneself. If modeled well, students may pick up on “how to organize materials for learning” or “how to patiently tackle a challenge.” If students witness a teacher graciously de-

escalate the situation of a fellow student acting out in frustration over a math problem, the students may vicariously learn how to manage similar difficult situations. Transfer of modeled skills might be witnessed on the playground.

Guthrie maintains that if certain stimuli are connected with a response, that stimuli will result in reproduction of that response. Thus, habits, whether adaptive or no, develop (Culatta, 2023). Leadership modeling can teach both positive and poor management. If a teacher is disorganized and haphazard in content presentation, it might follow that students will assume similar maladaptive patterns, necessitating laborious retraining.

Response to Prompt C

For my capstone project, I intend to incorporate correct modeling of tool operation in the Monterey Bay Aquarium Innovation Lab via video demonstration. Social learning theory holds that people can learn through observation. As stated by Bandura, learning would be not merely arduous, but also dangerous, if physical action were always necessary for acquisition of new information (Cherry, 2022). Thankfully, students do not always need to touch a hot stove to learn that they would be burnt. Students will be provided with visual models of how to safely conduct themselves around potentially dangerous tools (3D cutters, vinyl cutters, hand tools, etc.). Physical supervisory models (teachers) will also be present in the Innovation Lab to demonstrate and ensure safe behavior.

Response to Prompt D

If students truly learn through vicarious observation, it is not unreasonable to raise concern over poor behavior modeling in media (television, movies, video games, social media). As Cherry (2022), states, observational learning models include not only of in-person leaders, but also “symbolic” – real or fictional – character depictions in media. I am not entirely certain if I am interpreting the posed question correctly, but if I understand rightly, I believe it would be unreasonable to assign responsibility for management of the consumption of maladaptive depictions by students to their classroom educators. Though teachers may be tasked with the challenge of managing the consequences of unfortunate learned behaviors.

References

- Cherry, K. (2022, Oct 14). How social learning theory works. Very Well Mind. <https://www.verywellmind.com/social-learning-theory-2795074>
- Culatta, R. (2023). Contiguity theory (Edwin Guthrie). InstructionalDesign.org. <http://www.instructionaldesign.org/theories/contiguity-theory/>
- Lopez-Garrido, G. (2023, Feb 13). Self-efficacy theory in psychology: Definition and examples. Simply Psychology. <https://simplypsychology.org/self-efficacy.html>