

Children See...Children Do

Observational Learning Theory:
Albert Bandura

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Albert Bandura

- Born 1925 in Mundare, Alberta, Canada
- B.A. at University of British Columbia in 1949
- M.A. and Ph.D. at University of Iowa in 1951 and 1952
 - Specialized in Clinical Psychology
- Stanford University Faculty in 1953
 - Currently working there now
- Influenced by Robert Spears & collaborated with Richard Walters
- Wrote first book in 1959: *Adolescent Aggression*
- Received: Guggenheim fellowship, American Psychological Association awards, James McKeen Cattell Award
- President of APA in 1974 (trustee at 1975)
- Leading spokesman for behavioristic movement in modern times

Bobo Experiment

- Worked with Dorrie and Shiela Ross
- Focused on social modeling
- Children exposed to social models who expressed either violent or non violent behavior towards the Bobo dolls
- Children exposed to violent behaviors exhibited aggression
- Revealed the phenomenon of observational learning
- found imitation to occur more often when rewarded rather than punished, when model has high status, when model is similar to child



Symbolic Models

- Symbolic:
 - Oral, written instructions
 - Films, television, audiovisual displays
 - Actual instructor not always needed



Exemplary Models

- Exemplary:
 - Live model
 - National heroes, villains, neighbors, family members
 - Reference to a model's behavior and characteristics



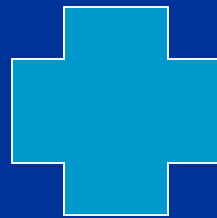
Positive & Negative Exemplary

- Positive Exemplary Model
 - Model's behavior is told to be followed because it is considered good behavior
- Negative Exemplary Model
 - Model's behavior is told to be avoided because it is not considered good behavior



Observational Learning Theory

- Combines behavioral and cognitive psychology
- Attentional Processes
- Retention Processes
- Motor Reproduction Processes
- Reinforcement and Motivational Processes



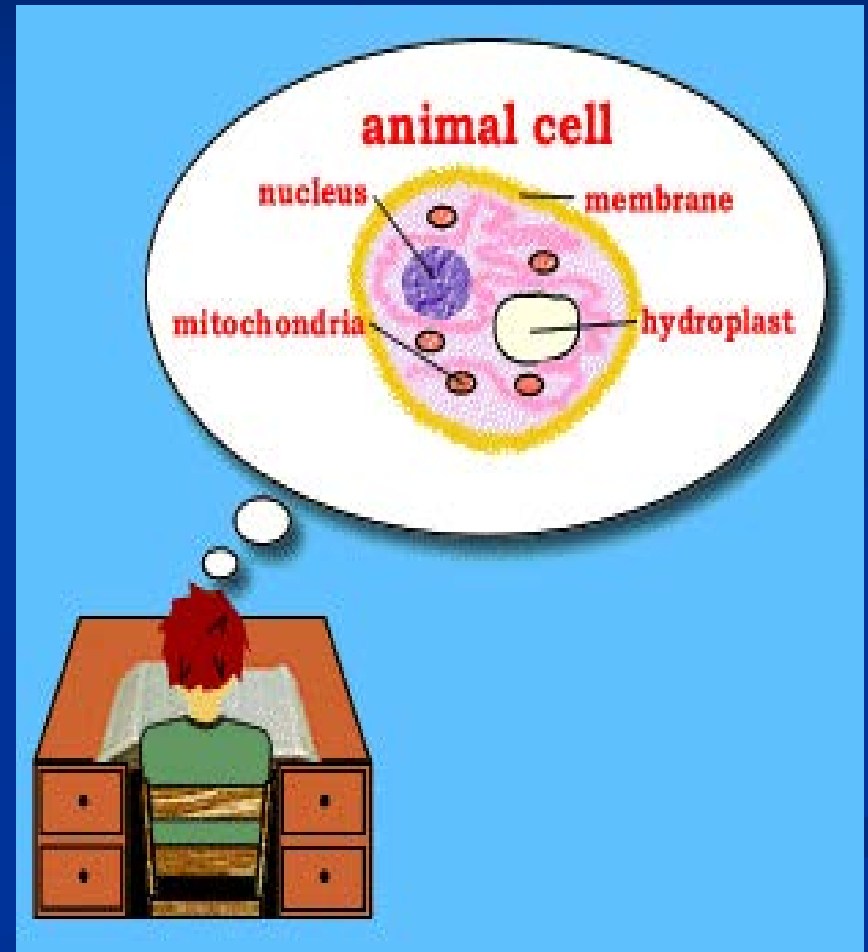
Attentional Processes

- Model must be paid attention to
- The value of the behavior being performed affects whether the behavior will be ignored or not
- Status of model is important



Retention Processes

- Behavior must be remembered in order to imitate
 - Images
 - Descriptive verbal symbols
 - Rehearsal
- Those who use symbolic coding and rehearsal remember more than passive observers



Motor Reproduction Processes

- To reproduce observed behavior:
 - Need necessary motor skills
 - Necessary cognitive development
- Imitated behavior is limited based on motor skills and cognitive development



Reinforcement and Motivational Processes

- Even if the model is...
 - Attentive to the model
 - Remembers the model's behavior
 - Cognitively and physically capable of executing the behavior
- DOES NOT MEAN the behavior will be imitated consequences of behavior is negative
- Positive reinforcement encourages behavior and influences attention paid to model
- Punishment discourages behavior



My Study

To observe Bandura's observational theory in 9-11
year old children

Critical Questions

- 1) If children are asked to draw a picture with certain criteria, are they more likely to include all the criteria if an example and list is given to them, or if they just receive a list of the criteria without an example picture?
- 2) Are children more likely to be more attentive to the researcher model or the peer model?
- 3) Will children imitate the placement, type, and/or quantity of the criteria when an example is shown?

Hypotheses

- 1) Children will include all criteria when given an example picture, verbal instructions, and a list of the criteria.
- 2) Children will draw the picture of the researcher model.
- 3) Children will imitate placement, type, and/or quantity of the objects in the model's picture in their own picture

Population Sample & Setting

- 21 students from Holy Family Nazareth School in Irving, Texas
- Ages 9-11 years old
- Conducted in a fourth grade classroom

Procedure

- One child – peer model
- 20 Children split up into two groups
 - Group 1 (9 children)
 - Verbal Instruction + Example Picture + List
 - Group 2 (9 children)
 - Verbal Instruction + List

Group 1

Researcher: Hi everyone! My name is Joanna and I have a small assignment for all of you. Jonathan and I will be showing and describing two different pictures. It will then be up to you to pick one of the pictures to draw.

Peer: I want you to draw a picture of the beach. (SHOW EXAMPLE PICTURE) This is an example drawing of the beach. If you choose to draw this picture, please include: ocean, sand, a sandcastle, sun, clouds, one animal, and a palm tree. (PEER WRITES CRITERIA ON BOARD)

Researcher: I want you draw a picture of the mountains. (SHOW EXAMPLE PICTURE) This is an example drawing of the mountains. If you choose to draw this picture, please include: mountains, trees, a log cabin, sun, clouds, one animal, and a pine tree. (RESEARCHER WRITES CRITERIA ON BOARD) Now it's up to you to choose which picture you want to draw.

* Criteria for Pictures *

Mountain

Mountains

Trees

Log Cabin

Sun

Clouds

1 Animal

Pine Tree

Beach

Ocean

Sand

Sand Castle

Sun

Clouds

1 Animal

Palm Tree

Group 2

Researcher: Hi everyone! My name is Joanna and I have a small assignment for all of you. Jonathan and I will be showing and describing two different pictures. It will then be up to you to pick one of the pictures to draw.

Peer: I want you to draw a picture of the beach. If you choose to draw this picture, please include: ocean, sand, a sandcastle, sun, clouds, one animal, and a palm tree. (PEER WRITES CRITERIA ON BOARD)

Researcher: I want you draw a picture of the mountains. If you choose to draw this picture, please include: mountains, trees, a log cabin, sun, clouds, one animal, and a pine tree. (RESEARCHER WRITES CRITERIA ON BOARD) Now it's up to you to choose which picture you want to draw.

Researcher or Peer?

	Group 1	Group 2
Researcher (Mountain)	7	2
Peer (Beach)	2	7

Chi-Square #1

WARNING - Some Expected values less than 5. Chi-Square may not be valid.

2-Way Contingency Table
by

FREQUENCY	Group 1	Group 2	TOTAL

Researcher	7	2	9

Peer	2	7	9

TOTAL	9	9	18
	50.0	50.0	100.0

Statistic	DF	Value	p-value

Chi-Square	1	5.556	0.019
Yates' Chi-Square	1	3.556	0.060
Fisher's Exact Test (one-tail)			0.028
(two-tail)			0.057
Phi Coefficient		.556	
Cramer's V		.556	
Contingency Coefficient		.486	
Relative Risk		3.500	
Odds Ratio		12.250	
Sensitivity		.778	
Specificity		.778	

Criteria Included?

		Mountain Criteria		Beach Criteria
Child's Picture	Mountains	1 pt	Ocean	1 pt
	Trees	1 pt	Sand	1 pt
	Log Cabin	1 pt	Sand Castle	1 pt
	Sun	1 pt	Sun	1 pt
	Clouds	1 pt	Clouds	1 pt
	1 Animal	1 pt	1 Animal	1 pt
	Pine Tree	1 pt	Palm Tree	1 pt
	TOTAL	= 7 pts	TOTAL	= 7 pts

Criteria Included?

	Group 1	Group 2
Included all criteria	6	8
Omitted criteria	3	1

Chi-Square #2

2-Way Contingency Table
by

FREQUENCY Group 1 Group 2 TOTAL				

Included Criteria	6	8	14	

Omitted Criteria	3	1	4	

TOTAL	9	9	18	
	50.0	50.0	100.0	

WARNING - Some Expected values less than 5. Chi-Square may not be valid.

Statistic	DF	Value	p-value

Chi-Square	1	1.286	0.257
Yates' Chi-Square	1	.321	0.571
Fisher's Exact Test (one-tail)			0.288
(two-tail)			0.576
Phi Coefficient		.267	
Cramer's V		.267	
Contingency Coefficient		.258	
Relative Risk		.571	
Odds Ratio		.250	
Sensitivity		.667	
Specificity		.111	
Sensitivity and Specificity calculations are based on 'True' being			

Imitation?

<u>Mountain</u>	Mountains	Trees	Log Cabin	Sun	Clouds	Animal	Pine Tree	Total
<u>Beach</u>	Ocean	Trees	Sandcastle	Sun	Clouds	Animal	Palm Tree	
Imitate	6	4	7	5	4	5	4	35
No imitation	3	5	2	4	5	4	5	28

Additional Observations...

- Group 1 frequently asked questions
 - “Does this look ok?”
 - “What color do you want this?”
 - “Can I draw more than one animal?”
- Group 1 took longer to draw than Group 2
- Many from Group 1 asked to redo their picture
 - “This looks messy.”
 - “This doesn’t look correct.”
- Group 1 constantly asked for my approval of the picture

External & Internal Threats to Validity

- Convenience Sampling
- Small population sample
- Children knew researcher and their major in psychology
- Children knew researcher was friends with their teacher

Further Research...

- Same study conducted with 5 year olds and 15 year olds
- Same study conducted with children with a history of aggression against authoritative figures
- One-on-one interview with the children