Children See…Children Do

Observational Learning Theory: Albert Bandura

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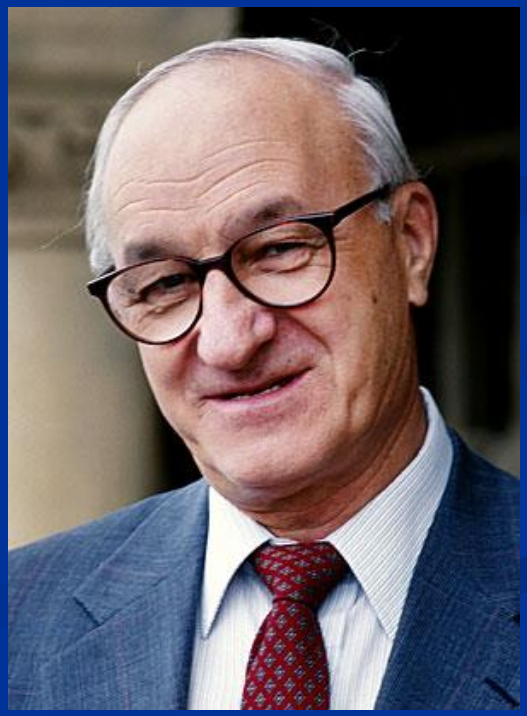


Albert Bandura

- 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

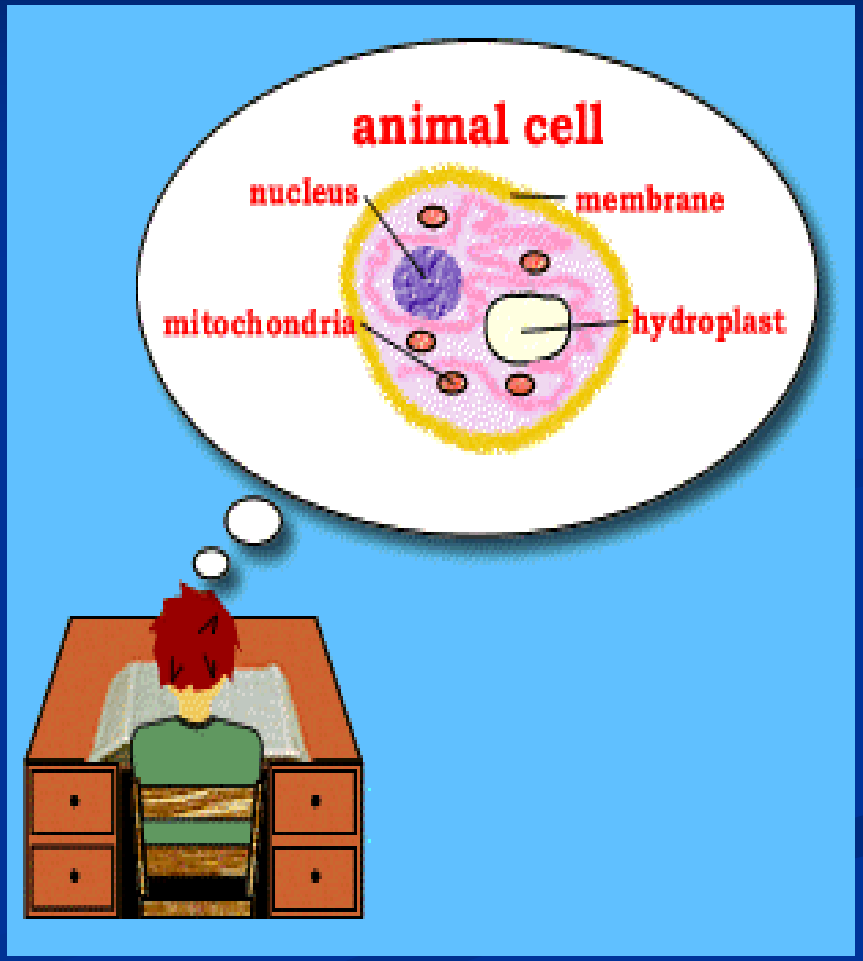
- Combines behavioral and cognitive psychology
- Attentional Processes
- Retention Processes
- Motor Reproduction Processes
- Reinforcement and Motivational Processes

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	**Beach**
Mountains	Ocean
Trees	Sand
Log Cabin	Sand Castle
Sun	Sun
Clouds	Clouds
1 Animal	1 Animal
Pine Tree	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

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

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

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 Specficity calculations are based on 'True' being

Imitation?

Mountain	Mountains	Trees	Log Cabin	Sun	Clouds	Animal	Pine Tree	Total
Beach	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