Describe | Evaluate
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**How behaviour is learnt:**<br>**MODELLING:**<br>For social learning to take place, someone must carry out the behaviour that is too be learnt (modelling). The individual performing this behaviour is referred to as a model, there are 2 different types of models: a live model (parent or teacher) + a symbolic model (somebody portrayed in the media). These models provide examples of behaviour that can be observed by the individual and later reproduced by imitating them.<br><br>**IDENTIFICATION:**<br>Refers to the extent to which an individual relates to the model and feels they are similar. To identify with a model the observer must feel they would be likely to experience the same outcome in that situation. If an individual can identify with a model this means they are more likely to imitate their behaviour.<br><br>**IMITATION:**<br>When a model is provided whole patterns can be quickly acquired, there are several factors that determine a behaviour is imitated: the characteristics of the model, the observer ability to perform that behaviour and the consequences of that behaviour.<br><br>**VICARIOUS REINFORCEMENT:**<br>An individual who observes a model being rewarded for a certain behaviour are more likely to imitate that behaviour as they are expecting the same reward. Here, individuals don’t need to experience rewards or punishments directly in order to learn. Instead, they observe the consequences experienced by a model and then make judgements as to the likelihood of experiencing these outcomes themselves. When the opportunity to perform the learnt behaviour occurs the behaviour will be modelled.<br><br>**ROLE OF MEDIATIONAL PROCESSES:**<br>Key difference between SLT and behaviourism is the mental processes (mediating cognitive factors) are involved in learning. These processes lies between the

P: This is much supporting evidence for the social learning approach, much of this is from scientific lab studies.<br>E: An example of this is Banduras Bobo aggression study, which demonstrates how if a child observer a role model producing an aggressive behaviour, the child will then imitate this aggressive act.<br>E: This is a strength of the social learning theory as it adds validity and credibility.<br>C: However, the social learning theory methodology of a lab study is a weakness of the approach as the study is conducted in artificial circumstances therefore arguable produces artificial responses. For example, Banduras Bobo study saw children watch behaviour of a model in a certain room and go into the same room to see the child’s behaviour. This lack ecological validity as the circumstances do not reflect real-life, so another do the responses so can’t be generalised. This dilutes the social learning theory as the evidence which increases the credibility of the approach is flawed.<br>CC: One the other hand, the same methodology of lab studies also has significant positive aspects which increase the credibility and validity of the social learning theory. For example, the lab allows for strict control of variables and the research can manipulate the IV to see its effect on the DV, as well as controlling extraneous variables. In the case of Bandura this is her ability to determine what the children observer as well as measure their behaviour through operationalising aggression. This is a strength of the social learning theory as it adds credibility and validity to the findings that support the approach.<br>P: The social learning theory is less deterministic than the behaviourist approach as it accepts the mediational processes between a stimulus and a response.<br>E: This suggests that a person can store a behaviour they observe and choose when or whether to perform it, for example, if a child witnesses’ aggressive behaviour they can choose whether to imitate it.<br>E: This is a strength as it allows a certain amount of freedom of choice in behaviour, considering free will.<br>C: Although accepts concept of free will the social learning theory is reductionist as it reduces very complex human behaviour down to the influence of role models, focusing solely on nurture factors – ignoring the influence of biological factors. For example, Bandura makes little reference to the role of biological factors on social learning even though in Banduras study boys were found more aggressive than girls which could be