Paradigm	**Decade**[1)]	**Theory**	**Key concepts**
(Connectionism)[2)]	1880 - 1900	**Connectionism** (Thorndike)	- learning is incremental strengthening of the S-R[3)] association
- **S-R associations** are strengthened through **repetition**			
- outcome of a S-R event can strengthen or weaken the connection			
- potential to learn leads to frustration if not satisfied			
Behaviorism	1900 - 1910	**Classical conditioning** (Pavlov)	- learning is a **visible change** in one's behavior
- learning is manifested in a **natural reflex** reaction on an associated environmental stimulus			
- emotional response can also be learned or conditioned			
1920 - 1930	**Contiguity theory** (Guthrie)	- behavior is formed by a **series of movements** which are learned through S-R associations	
- a close **temporal relationship** between S and R is necessary for learning to occur			
- learning occurs on **first experienced instance** of the stimulus			
- reinforcements (reward or punishment) do not influence the strength of this connection			

Paradigm	**Decade**[1)]	**Theory**	**Key concepts**
Neo-behaviorism	1930 - 1940	**Sign learning** (Tolman)	- suggests studying behavior on the molar level (whole, purposeful, goal-directed behaviors)
- learning is acquisition of knowledge through **meaningful behavior**, not mechanical moves			
- rewards or punishments can only be used as motivators for performance, not learning			
- animals are not simple mechanisms, but intelligent organisms capable of **cognitive processes**			
Drive reduction theory (Hull)	- **mathematical formulas** attempting to explain behavior and the likelihood of its appearance		
- **drive** (a stimulus in form of a biological need) results in behavior in order to **satisfy** it			
- reinforced S-R learning through the reduction of a biological drive			
- **cognitive factors** need to be taken into account when explaining human learning			
1950 - 1960	**Operant conditioning** (Skinner)	- **reinforced learning** of **new behaviors**, not just shaping reflexes	
- different reinforcement intervals have different effect			
- complex behaviors are learned through more simple ones			

Paradigm	Decade[1)]	Theory	Key concepts
Stimulus sampling theory (Estes)	- a **statistical learning theory**; set of formulas and axioms		
- S-R association is learned in a **single trial**; learning results in accumulated S-R associations			
- reinforcement has to do with the performance, not with learning			
- later included **memory** as a factor in his theory			