

| Paradigma | Desetljeće ¹⁾ | Teorija | Ključni pojmovi |
|--|---------------------------------------|---|---|
| (Connectionism) ²⁾ | 1880 - 1900 | Connectionism (Thorndike) | - učenje je inkrementalno jačanje S-R ³⁾ asocijacije |
| | | | - S-R asocijacije se jačaju kroz ponavljanje |
| | | | - ishod S-R događaja može ojačati ili oslabiti asocijaciju |
| | | | - potencijal za učenje vodi u frustraciju ako nije zadovoljen |
| 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 | | | |

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| 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 | | | |

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| 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 | | | |

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