

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
	1910 - 1920		
	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
	1940 - 1950	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
		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

1)

Decade in which the theory was introduced

2)

Connectionism is not considered a learning paradigm, but is mentioned due to its influence on behaviorist ideas

3)

Stimulus-Response

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