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

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
	1940 - 1950		
	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