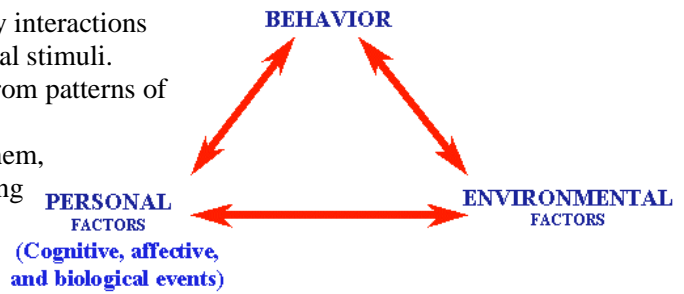


Social Cognitive Theory Factsheet

Joe Champion

Basic Assumptions

- Triadic reciprocity (Bandura): learning is influenced by interactions between personal factors (cognition), actions, and external stimuli.
- We can learn from others, and do not necessarily learn from patterns of behavior and reinforcement (latent learning).
- People's perceptions of themselves, the people around them, and the activity they are engaging in impacts their learning via cognition and motivation.
- Three types of knowledge- declarative, procedural, and conditional



Mechanisms for Learning

Basic Mechanism: Information about the environment and behaviors is processed using cognition to direct action. This process can take place *enactively* (through doing) or *vicariously* (by observing models).

Observational Learning Processes

- Attention- models emphasize physical features of activities and improve attention by demonstrating usefulness of desired behaviors
- Retention- information processing methods improve long-term retention (rehearsing, organizing information, forming mental connections with prior knowledge)
- Production- behavior follows observation and allows individuals to check their performance against mental schema.
- Motivation- consequences of behavior impact perceptions, self-efficacy, self-concept, and lead to changes in desire to repeat the behavior

Self-Regulation Processes

- Self-Monitoring (judging outcomes as positive or negative)- includes regularity, proximity, self-recording
- Self-Evaluation (judging performance against goals)- includes standards, goal properties, goal importance, and attributions (what caused the outcomes?)
- Self-Reaction (to progress in meeting goals)- includes motivation if one believes he/she is doing well or can improve, or physical rewards for actions are present.

Experiences Forming the Basis for Learning

Individuals learn by interacting with their environment and observing others (models). Prior experiences and consequences (tangible and perceived) have effects on future behavior along with cognitive factors (motivation, self-efficacy, etc.).

Results of the Theory

- Modeling plays a role in motivation through (1) response facilitation (going along with the crowd), (2) inhibition (observing others being punished), (3) disinhibition (observing others not being punished), and (4) observational learning.
- Many factors impact observational learning: (1) developmental status, (2) model prestige, (3) vicarious consequences, (4) outcome expectations, (5) goal setting and (6) self-efficacy.
- Self-efficacy, linked to calibration, is a key predictor of persistence, expectations, and achievement.
- Self-regulation can improve performance through goal setting, monitoring, and evaluation of progress.

Teaching Implications

- Instructors can engage in cognitive modeling to improve students' thinking and self-efficacy.
- Group work is facilitated by asking students to model correct behavior for their peers.
- Motivation for learning is improved when students believe they will need the information later.
- Learning of complex tasks is facilitated by including both enactive and vicarious mechanisms.
- Instructors can help to improve their students' confidence (self-efficacy) and calibration.

Major Contributors



Albert Bandura

<p>Albert Bandura</p> <p>Triadic reciprocity Observational learning Self-efficacy Bobo Doll Experiment (1969-2000)</p>	<p>Dale H. Schunk & Barry J. Zimmerman</p> <p>Self-regulated learning (1981-2003)</p>	<p>Frank Pajares</p> <p>Instructional Self-efficacy Calibration Domain Specific (1987-1999)</p>	<p>Neal E. Miller John Dollard</p> <p>Social Learning Theory Imitation (1941)</p>
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Reference: Schunk, D. H. (2004). Social Cognitive Theory. In *Learning theories: an educational perspective* (pp. 83-134). Upper Saddle River, NJ: Pearson Education Inc.