

History of Psychology Test

Chapters 9,10,11

1) Why is the story of Hans the Wonder Horse important?

The story of Hans was important because he was a horse who could answer questions by tapping his hoof. His intellectual abilities included performing mathematical calculations, telling the time, identifying musical intervals, and naming people. Hans could eventually do more complex calculations, such as square roots. Hans was only sometimes correct but was correct so often that his ability required investigation. The findings in the investigation found that Hans's behavior was influenced by subtle and unintentional cueing on the part of his trainer. The effect is now known as the "Clever Hans effect" or "ideomotor cueing." The case of Clever Hans also found the value and necessity of an experimental approach to studying animal behavior. It made psychologists more skeptical of claims of great acts of animal intelligence. However, it also showed that animals were capable of learning and that they could be conditioned to modify their behavior.

2) How did animal psychology influence the development of Behaviorism?

According to Watson: "Behaviorism is a direct outgrowth of studies in animal behavior." Animal psychology is the product of evolutionary theory. The most important antecedent of behaviorism was influenced by Roman's anecdotal method, Morgan's law of parsimony in the experimental method. Behaviorists believed behavior and learning were merely a series of responses to stimuli. Behaviorism was tied to and, in many ways, sprung out of animal psychology, which looks at how animals respond to stimuli. Many famous psychologists studied animals and went on to influence behaviorism.

3) Why was the work of Ivan Pavlov (1849-1936) so important to the development of psychology?

Ivan Pavlov was a Russian psychologist best known for developing classical conditioning. For example, he conditioned dogs to salivate at the sound of a bell as they were expecting food. He pioneered classical conditioning. His discovery of classical conditioning helped establish the school of thought known as behaviorism.

4) What did John Watson (1878-1958) believe should be the subject matter of behaviorism?

Watson believed that psychology should be the science of observable behavior.

5) What were Watson's beliefs about thought processes?

Watson rejected the idea of introspection and all mentalistic concepts and terms. Watson also rejected the notion of consciousness. He believed that consciousness had absolutely no value for behavioral psychology. He said consciousness had never been seen, touched, smelled, tasted, or moved. Therefore, introspection was irrelevant and useless to the science of behavior.

6) What were the elements of Tolman's purposive behaviorism?

Edward Tolman Purposive behaviorism combines the study of behavior while also considering the purpose or goal of behavior. Tolman thought that learning developed from knowledge about the environment and how the organism relates to its environment.

7) How was Skinner's (1904-1990) behaviorism similar to Watson's?

Like Watson, Skinner was a behaviorist who concentrated on how behavior was affected by its consequences. Therefore, Skinner spoke of reinforcement and punishment as significant factors in driving behavior. In addition, Skinner borrowed a lot from Watson and introduced operant conditioning, which states that behavior results from reward and environment.

8) How did Skinner's behaviorism differ from Pavlovian conditioning?

Pavlov's theory focused on the individual's conditioning compared to Skinner's theory, which focused on using specific functions, or facilitators, on producing the desired behavior. B.F. Skinner first described operant conditioning, which involves applying reinforcement or punishment after a behavior. It also focuses on strengthening or weakening voluntary behaviors. Ivan Pavlov focused on involuntary automatic behaviors and first described classical conditioning.

9) What did Bandura's (1925-) social cognitive theory focus on?

Bandura's social cognitive theory focused on human learning behavior through observational learning. The theory states that we do not need positive reinforcement to continue our behavior; we need the model to be rewarded/punished for our behavior. Bandura called this vicarious reinforcement.

10) What does it mean to have high self-efficacy, and what does it mean to have low self-efficacy? How does that affect how we interact with others and live our lives?

To have self-efficacy, a person is described as having a sense of self-esteem or self-worth and a feeling of adequacy, efficiency, and competence in dealing with problems. Bandura believed that people with self-efficacy can cope with diverse life events.

People with low- self-efficacy feel helpless and hopeless, leading them to give up if their initial attempts at solutions fail. This is because they believe they have little control over their fate.

Bandura found that people higher in self-efficacy tend to earn better grades, consider more career possibilities, have tremendous job success, set higher personal goals, and enjoy better physical and mental health than those with a lower efficacy. It also affects classroom and job

performance, as employees are more satisfied with their work, committed to their organization, and motivated to perform well on the job and in training programs. In addition, people high in social self-efficacy feel confident about their ability to initiate social contact and develop new friendships, score high on measures of emotional well-being, and are less likely to become addicted to Internet use.