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**Lesson 1: Watson and America Behaviorism**

**Describe the major the Features of the Structuralism and functionalist schools**

John Watson is known as the father of modern behaviourism. Born in a religious family that stood on the firm doctrine of the gospel conservation against consummation of alcohol, smoking and parties. His mother dreamt for him to be a preacher, rather than being immoral, repeating the safe mistake of his father, who left them for a polygamy relationship. Later in life, Watson gained knowledge in psychological theories when life circumstances introduced him to a diversity of socialization, later described as the actual university. There he acquired more knowledge and wisdom. Despite his affiliation with some criminal cases, Watson made it to the University of South Carolina, thanks to his mother's influences. Being an average student who struggles academically, at the age of 21, he successfully graduated with a Master's degree and successfully entered the University of Chicago and stepped into the world of psychology.

In America, psychologist competes to have the correct perception of functionalism. William James was well-known for his pragmatic philosophy. He defines consciousness as a way to select an item from the external world. When our mind is active, we can function in the complex external world. This scientific status was considered mediocre compared to structuralist experimental psychology. Watson emphasizes on external behaviour rather than mentally, which was to get clear insight on human actions. This was combined with determinism, evolutionary continuous and empiricism as a contribution to what is now called radical. This led psychology into a new era.

**Summarize how Watson's attachment to the Pavlovian theory proves to be the undoing of his specific brand of behaviourism, but the perspective has already won converts.**

Watson’s psychological findings were founded on scientific proof, and he categorized Titchenerian studies to be irrelevant. He made it mandatory to change the psychological subject matter, and behaviourism was his fundamental area of study. He furthered his studies with his peers and tutors, focusing on the core of psychology. They aimed to understand behaviour from a more scientific perspective, being enlightened to visualize better and understand Pavlov's behavioural theory.

Nature versus nurture is one of the issues that Watson attempted as he compares his findings to Pavlov's model of classical conditioning. In 1913 Watson published his behaviourist Manifesto. In this article, he explains his psychological philosophy in-depth on how one can measure internal behaviour by collecting data that interpret consciousness.

They observed the behaviour of both man and animal in order to compare the similarities of the behaviour of both man and brutes. He explained that despite if we are refined and complicated, we are only a part of this total structure of behaviour investigation. On the other hand, Watson believes that we should use science to change and do something that has never been done before in the world of psychology. Bringing animal education forward, they studied the physical education of lab rats. Placing the rat in mazes, they analyze the nervous system, the brain functions, and their learning abilities. He discovered that the kinetics proficiencies that the rat has tends to dominate its behaviour traits

**Watson's polemical writing and studies of infants as well as the chief claims of behaviourism.**

In 1915 the school of psychologists witnessed the birth of a major contest between the different psychological faculties. During this process, the scientific psychology was fashioned by American John B Watson, who wrote books that help one to understand a child's behaviour. This psychological inquiry embraces three aspects, sensation, images and feelings. Taken under the wing of John Dewey, who was very influential, together they analyze the attributes of behaviourism and its unusual approaches. The emphasis is on the practical experimental method, which focuses more on the external behaviour (introspective) even if, at times, they have to analyze beyond. The ideology behind it was more advance than for E.B. Titchener. His method was more structural by laying out the structure of the mind as an introductory module.

 To conclude his finding, he studies infant behaviour by observing them in the environment using the three basic emotional patterns. The first one is sensation, the second one images, and the third one is feeling. They collected these findings to have successful data; it must be trained in introspection.

He insisted that this process may be observed and then studied. The theoretical data collected in his findings was founded on prediction and behavioural control.

**Lesson 2: B.F skinner and modern behaviorism**

**Identify the meaning of such basic terms as operant behaviour. Instruments conditioning and schedules of reinforcement.**

Skinner worked hard to find the psychological description of behaviour. Being committed, he made a declaration that scientific psychology related to behaviour might have the proficiency to be independent and disconnected from psychological and physiological wonders. These findings were made through descriptive science and psychologist tarry to collect data from physiology and kindred science.

There are many possible schedules of reinforcement for an organism. Skinner defines it as being viewed as an alternative to a given behaviour. There is also a fixed intervals timing of support variable on a ratio schedule. Each response is given as the organism is frequently reinforced through the process. The example given was gambling behaviour. There is no cure for such behaviour. Only by avoidance conditioning trails can be reinforced to cause prevention in order to get a response, but such behavior indefinite.

Behaviour must be reinforced differently on a Skinner account, just like social problems and schizophrenia. Behaviour responding to those situations is more coverage than addressing its source, especially if it is genetic.

As a central acuity of behaviourism, reinforcement is the primary mechanism that moulds and gearshifts behaviour. Praise after acting as a positive trait of behaviour is seen as a positive way to strengthen behaviour. The negative feature of behaviour involves eliminating something negative to reinforce a behaviour. Punishment is also used to impose something adverse, which takes away positive stimulus to deteriorate a behaviour.

**Explain the shift in emphasis from the sources of behavior being inside to being outside organism.**

Regardless of being born in a Christian family, Skinner became an atheist. He was criticized for his unbelief, especially in the school he attended. Making it to Harvard opened doors for his interventions. One of the well-known is the skinner box. One of his peers encouraged him to create tools together to study behaviour for concrete and scientific evidence within a laboratory environment. Through this, he analyzes, emphasizing the source of behaviour inside to outside the organism. He added that nothing is combined with the information of behaviour. There is no triggering something inside for behaviour to take place. The example given was what aspect could be used to define someone being in love. Such can be considered after spending a few hours together. There are also a few aspects within our surrounding environment that can formally trigger incidental reinforcement to have a consistent momentum of occurring.

For Skinner, there is no extraordinary inner strength and virtue as a hero. Instead, the environment is the reinforcement mode. Our character does not judge our ethical standards but by how we respond to our surrounding environment, which should be addressed as a whole.

Behaviourism that takes an abstainer form does not conform with private events such as reasoning, scrutinizing and envisioning emotions was used as a way to measure the report that projects the behaviour of an organism. When one is self-observing, it is not mentally transcendent but the observer's physical body. For example, saying something does not mean that you will do it; similarly, what is done heartedly cannot be projected. An organism's behaviour does not rely on its genetic environment history. Being ignorant of this fundamental proof can lead to mental fiction. A person cannot categorize all that is going on inside. More studies have been done to observe what is going on outside rather than relying on inner behaviour. Such is because behaviour is a casual factor that influences the consequences.

**Summarize basic operant conditioning techniques and their main effects.**

Spotlight on Skinner's operant conditioning theory became famous in 1950 even though his books about this theory was published in 1938. The percept of this nature of conditioning was revised from a more broad-spectrum angle. Orienting and operating in a more practical environment, unlike the European practice. Influenced by Machian theory, he pierced more profound into the science of behaviour. He concentrated on making the anti-mentalist nature of behaviourism descriptive. He made it clear that scientifically studying behavioural psychology could not divorce physiology and chemistry.

He further added that these two occurring are used as tools to measure if organisms are impacted by certain behaviour and if not. He emphasizes more on the exhaustion mentalist term but he instead includes operational terms.

Hunger can be considered to occur even just after a few hours of not getting something to eat. He also contrasted by saying that falling in love at first sight, cannot be concluded just after being with a person for the same number of hours. To get concrete evidence, he created the skinner box to prove that Pavlov's model was the wrong method to observe behaviour. He further observes the behaviour pertaining to the organism by incorporating fixed ratios, fixed intervals and variable ratio schedules. He explains that using these ratio methods makes it easy to observe which behavioural occurring is definite and indefinite. He also deciphers if a cure can be associated with the responses or not.

 His contributions were integrated into educational institutions, ensuring that all individuals are treated with dignity. Through that, each behavioural study, for example, schizophrenia, was better understood, and those affected could receive more help and support.

His theory was that an individual's behaviour is affected by the environment in which one is placed, not by one internal character. We all adopt so that we can adapt.

**Lesson 3: Perception**

**Explain the difference between fixed and selective filtering?**

There are two differences between fixed and selective filtering. Fixed filtering. Fixed filtering is a bit more passive in terms of its auditory system. The sensory system themselves determines improved filtering. It has more to do with the sounds or events on which we focus our attention. The brain, at this point, is more attentive, carefully discerning the vital aspect within the sequence. Conversely, they are stimulated through only some of the occurrences. The focus is fixed, not making any awareness of the surrounding environment.

 Despite various stimuli, we tend to attend to a limited source. Our focus is only on the more important aspect of what matters the most for the individual or group. On the other hand, selective filtering focuses on a particular part or frequency within our surrounding environment while the others are filtered. Many examples can support this finding. One can be defined as the cocktail party effects, through that a person can focus on a specific dialogue despite other distractions. However, if someone is talking about them or their name is mentioned, it can easily pierce through the different frequencies. The person tends to filter all the other aspects of the conversation and focus only on that frequency. There is a specific cell in the brain that helps one select even if there are other distractions.

**Describe the dynamic and interactional nature of perception as opposed to the passive recipient or camera model.**

The auditory system exhibits another form of passive filtering. It can respond and be more receptive to specific dynamics of frequencies. However, they can be hostile to a few frequencies that our ears do not pick up. Hence in some cases, we do look back to recollect these frequencies if needed, and this is through the active filtering process. The nature of perception between the percipient and the observable world is done during an operational transaction. This is achievable by focusing and being selective of some particular dynamics within the interactional nature and the process.

When the Interactional nature as opposed to the passive recipient, they have difficulties reacting to it. The shadowing is when one is asked to listen to a certain message and or sound. This method identifies if a particular sound is played behind a closed door and evaluates if it can be projected back the same way. During the process, identifying the sound can be difficult, increasing the number of errors and limitation of response through the brain.

In contrast, during event boundary, we tend to capture our attention on more visible things. During this process, prediction and classification of events are standard.

This can be diagnosed by doing a daily routine which one can follow sequentially as the activities are divided. Through this process, mistakes can be easily identified, and they are being practised consistently. To prove this area of study, participant viewed videos of actors conveying a series of daily routines, like washing the car, doing laundry or building a tent.

Once identified, the mistake can be rectified by starting or stimulating a new event or a future one.

**Summarized both natural selection and learning provide the means by which certain stimuli are simplify filtered out.**

Human being the ability to select which external and internal stimuli to direct and focus their attention, memory and learning. Such proficiency is crucially essential in controlling the river of information that one's received regularly. They can also discern and select the certain appropriate stimuli giving it their full attention, while those who are less important are inert. One example that was given was of a boy spending time in a park surrounded by different stimuli, like the sun, the breeze, flowers and maybe a pound, a swing and a slide. Obviously, the shimmer pound, the squeaky swing and the glossy slide will attract the boy the most.

The mechanism of perception is controlled by passive filtration, despite if the world makes provision for a variety of stimuli upon a human being. The unnecessary stimuli are kept out, and we only percept the required one.

However, not all the time do we react the same way to certain daily stimuli; one example given is that at times our eyes might get used to the ray of the sun. But if it is too hot or there is something wrong with our eyes, the reception of the transmitted radiation might on our retina and affect our focus. We also respond to a range of 360 to 760 nanometers of wavelength, so despite other distractions, we can still hear sounds that our ears are tuned to and redirect our focus on that particular aspect.

Humans and other species have brain cells that are tuned to distress sound, which is scientifically proven. Other basic psychological studies determine if we can choose specific sounds of preference that are meant to be heard.

Such capabilities make it simpler for our brain to handle and control the consistent outpouring of stimuli in the neonatal environment. Dichotic listening is also required at times in such studies because it involves and relates to simultaneous left and right ears.

**Lesson 4: Language**

**Summarize language as verbal behavior**

Language is used in both the human and animal kingdom for communication. It is crucial for cultural socialization. These languages can be mainly natural or artificial, depending on the linguistic and cultural background. Thomas Reid believed that without natural language, artificial languages cannot be found. The creative aspects of language can be understood even before they are verbally spoken. Children can follow gestural instructions even before the verbal one. However, if they are deprived of verbal languages, they may never learn how to speak.

For Skinner, language was seen as another form of behaviour. He stretches out that behaviour has the same reinforcing operant as language. Infants tend to imitate their parents; as a result, and language is developed. They might acquire the behavioural transmission through denotation or connotation language.

**Explain the complex nature of the very concept of language and the problems of definition**

Noam Chomsky proves that language is natural, and the definite results are reflected worldwide despite the cultural orientation. He further argued that parents do not reinforce grammar. The formulation of accurate sentences, so behaviour cannot be used for justification. Chomsky explained that the complex nature of the very concept of language and complication is associated with it.

Being born in a mixed cultural family and a multicultural state like Philadelphia helped influence Chomsky's career. He could speak Hebrew, English and Yiddish despite the taboo perception and the hatred of the German community. In addition, being competitive and embracing his father's philosophy quotation 'to be free and independent and make life more meaningful' enables him to penetrate the psychology world and make remarkable contributions. He created Chomskyan linguistic theory challenging the syntactic structure and introducing transformational grammar. This grammar was contextually free, stretching on transformational needs. This can further help the learner-speaker develop the ability to produce and interpret several utterances with limited grammatical rules.

**Identify the relationship between theories about the relationship of language and the anthropological and clinical data that favour or oppose various theories.**

Discovering a universal grammar (U.G.), he expanded on one example; that both a human baby and a kitten have the same ability to respond to the same linguistic data. However, he clarified that humans will always attain the execution goal of producing language. For Chomsky, what a cat requires is to have the same ability as a human is the language acquisition device (LAD). Giving the conclusion that language is distinctively for humans. However, essential studies were conducted on chimpanzees, bonobos, gorillas and orangutans to explore the neural basis of language.

Another evidence that he elaborated on was the acquisition of U.G. Through that; children can learn their native language in a short period even though the majority are exposed to learning the parochial peculiarity of a particular native language. Universal grammar is a bridge-like connection that connects the linguistic stimuli and language that children attain during their development. Despite his influential contributions, his theories were also criticized by the other theorist. To name a few, Elizabeth Bates and Michel Tomasello at a certain point and later defended it by emphasizing that language can be used to interact with the intensive and complex social environment. This progressing mechanism is intellectually used in learning the language. Eurocentrism also criticized how Chomsky overlooks different languages and overlooks more than 100 in his studies. The majority of them were in English. However, later, more studies were done using other languages, still using a few of Chomsky's methodology.

**Lesson 5: Cognitive map insight and animal minds**

**Identify anthropomorphic explanation and the scientist's wariness towards it.**

Scientists and many writers have been suspicious of animals' cognitive and intellectual abilities. For centuries, there have been debates about their non-human behaviour and whether their reasoning is similar to humans. Long before these advanced scientific discoveries, anthropomorphic studies were alleged. And as it progresses further through philosophical science, it irradiates all unstable philosophy. Scientists and many writers had been suspicious of animals' cognitive and intellectual abilities.

 Darwin was one of the well-known naturalists who studied and created many theories about the anecdotal approach to the insight and animal mind. Together with his protégé Romanes and Thorndike, they conducted a series of lab experiments, scrutinizing more fundamental findings in the study of animal behaviour. One of their experiments was observing and analyzing how domestic animals overcame obstacles and set themselves free from puzzle boxes.

Many who studied animals' behaviour generated and cultivated more knowledge and understanding. Such studies enlightened them better to gather data on anthropomorphic behaviour within the animal kingdom.

One of the anthropomorphic scientific awareness is motherly instinct. A human mother buys things that their newborn child will need at birth and the basic needs that they will need to grow. Same an animal, for example, a sparrow will know when it is time to build a nest and when to feed its chick. This is well known as the latter maternal conscious.

Long before these advanced scientific discoveries, anthropomorphic studies were alleged. And as it progresses further through philosophical science, it irradiates all unstable philosophy. There are many aspects that humans and animals share in common. Anthropomorphian is used to study these tendencies. This research may involve humans, but there is a more significant focus on animals. The analysis can be direct or indirect, conclusive or inconclusive, involving linguistic versus communication or instinct versus recognition.

**Summarize the behavioristic opposition to the notion of mental states, and the commitment to explain behaviour in terms of environmental events, those occurring outside the organism.**

During the last fifty years, research on scientists, psychologists, and philosophers have expanded their research on animals' cognitive abilities using innovative methods. In controlled fields, smaller animals like birds, fish and insects were observed directly in labs. In addition, mammals like chimpanzees were observed in their natural habitat but with special attention.

During these sessions, they collected data. In labs, they derived different activities or tasks assigned to each creature. They tested some for kinetic applications of forces, such as pulling strings, pulling levers, swimming in the water and digging for food. Moreover, they test their cognitive abilities to recognize images, expand attention, and recall through memories from drills and decoding. Categorization experiments were also conducted as methods of collecting data.

 Furthermore, for field studies, they tested their communication skills. Within the same set of studies, behavioural biology, behavioural aetiology, and behavioural neuroscience emerged and combined to elucidate their findings. Emphasis was made because they used other items apart from their hand, feet and mouth to dig, identify the location of their food reserve hideouts, and so much more. These unclear aspects of how the animals breed, survive, and revolutionize were clearer.

**Describe the specific studies by the cognitively oriented theorist who examined performances not easily reconciled to the claims and perspective of behaviourism.**

Many specific studies are oriented around the research of different well-known theorists. These theorists had made tremendous contributions to the cognitive maps, insight and animals' minds.

In the 1930's Thorndike, Pavlov and John B. Watson made considerable progress in understanding human and animal behaviour. These experiments were conducted under the umbrella of operant conditioning. Later Miller Kanjorski and Skinner's contributions founded clarification on the current methods to a more innovative yet scientific one. Some of these theories were complex. Hence, 30 years later, others to further research to find a more irrefutable insight.

Tolman's experiments on food deprivations, wheel rats in a wheelbarrow through a maze, analyze and evaluate how rats behave under different conditions. Despite the critiques that later reversed his mechanistic behaviourism to the cognitive mapping theory. He conducted other findings to show that learning can occur, but reinforcement can be used as tool to distinguish or compare learning and performance.

Washoe's projects and project Nim were long-term. Such studies were conducted in foreign countries like Irene Pepperberg's African grey parrot studies. Louis Herman's bottlenose dolphin research and pigeon long term memory contributed to fortifying the cognitive mapping theory. Other projects like the Ape language experiment submerged the psychological world.

Some theorists were more interested in animals' welfare, especially domestic ones. They observed if ethical treatments can impact animals' feelings, thoughts and motives as similar to humans. Some use Piagetian methods to compare and contrast human kids and animals to see which one imitates as they develop further.

This cognitive revolution sprang up debates that are for and against this research. Donald.O. Hebb argued that animals are used as seeking agents. Ernest Mach questioned if human mental language should be cohesive in the studies of non-human animals. On the contrary, Romans inspired by Darwin warned that removing such explanatory studies may remove the explanatory data itself.

New psychological theorists amend or rectify the past to conduct their research. Octopus intelligence and cockroaches are the famous ones shown today for precise cognitive mapping and animals' minds. Nevertheless, such anthropomorphic research is still being conducted today.

**Conclusion**

From Wilhelm Wundt to Watson, from Pavlov to E.B. Kitchener, from B.F. skinner to Chomsky, there has been and will be a lot to learn about modern behaviourism. Both animals and humans have their interior and exterior behavioural abilities, whether cognitively, emotionally or physically. It is crucially important that such studies have their place in understanding the definition of education. At times we are bound to our traditional ways of teaching, and this hinders our capacity to understand the functions of children and how can psychology help to improve the teaching and learning environment. Despite if methodologies in these explored findings are broad, the world of education has extracted many aspects of these theories. In educational psychology, we, as teachers, focus on how students learn. We also incorporate teaching methods, instructional processes, and differentiation in learning, which will impact each student, not just as a whole. The aspect can be functional or structural, or introverted or extroverted, just like the past studies of the explored theorist. Behaviourist pedagogy oversees the apparent acts of children and analyses and assesses if learning is taking place and, if not, what strategies can one teacher implement. The central belief of a Behaviourist is that students learn through reinforcement. As a teacher, I firmly believe that this seminar will help me to better understand the connection between education and psychology.