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"Social Cognitive Learning _Implications for Classroom Interaction"

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Chapter One

Introduction

1.1 Introduction

Classrooms atmospheres recently have abundant chances for learners for the purpose of social interaction among themselves. The dominance of classroom interaction for long will be a vital tool for learning, at the same time it does not mean that any interaction can achieve good learning experiences with exception to the useful ones.

Lots of case studies were done in order to highlight the use of new methodologies for investigating the content and types of learner's interactions and reveal the consequences of knowledge in three parts:

1. Studying classroom interaction and learning: an introduction to overview of existing research and methodologies; a new method of analysis.

2. Classroom interaction in action: case studies with several areas of emphasis, including classroom organization, word processors and multimedia, talk in early years and problem-solving situations.

3. Classroom interaction and learning: the implications for teachers and teaching are discussed.

1.2 The problem of the present study

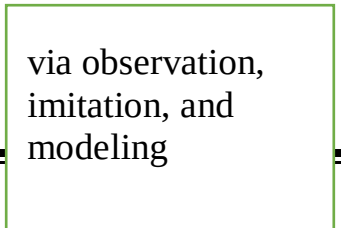
The problem is that there is no clear separation between learning language and using language to learn about the world and the ways in which members of the culture make sense of it in their interaction with each other.

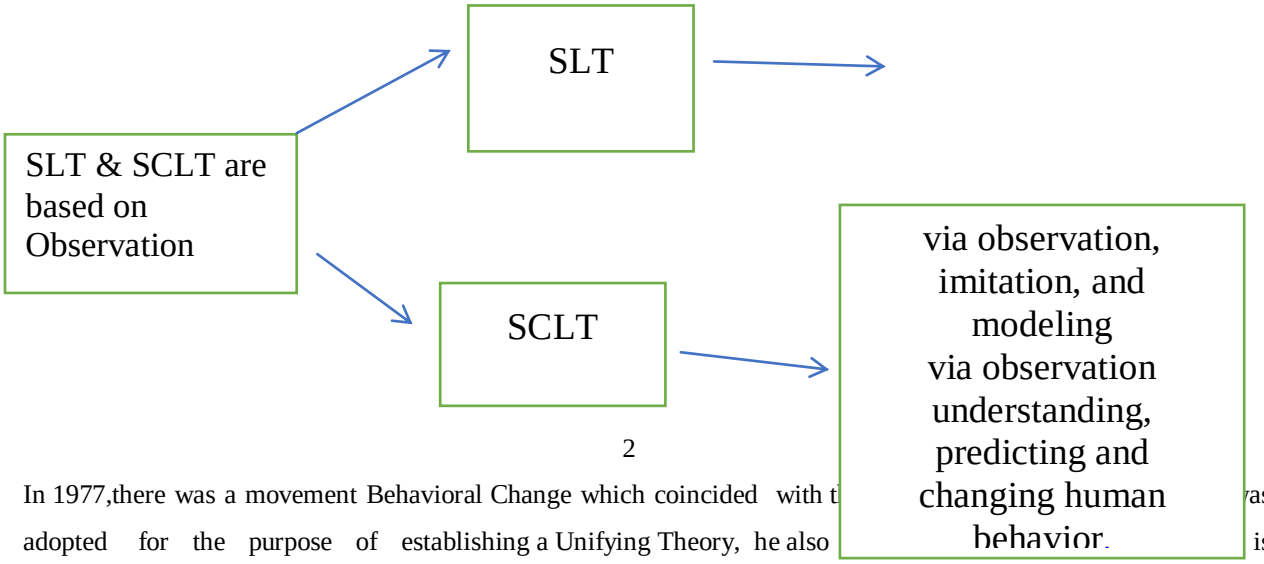
Chapter Two

Conceptual Framework

2.1 Introduction

Many studies that deal with learning in terms of social cognitive interaction adopt a definition for learning as “A permanent change in human act will lead to the learner’s interaction with the environment” (Driscoll, 1994: 8-9). . Learning theories put into consideration the environment as the main factor for progress and all learning theories, Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT) belong to Behaviorism. In the context of study, One of the most prominent psychologist is Albert Bandura with his Social Cognitive theory has affected lots aspects of inquiry: education, health sciences, social policy and psychotherapy among others. (See figure 1)





In 1977,there was a movement Behavioral Change which coincided with t as adopted for the purpose of establishing a Unifying Theory, he also is the piece of that fundamental missing element which is a part of self-belief. A Social Cognitive Theory, Bandura (1986) developed a prospect of human being functioning that matches a crucial role to cognitive, self regulatory, and selfreflective processes in human adaptation and change

Bandura's social cognitive theory shows a comparison side entails with human functioning and acting theories that may exaggerate in the emphasis of the role by which the different environmental factors that perform in the development of human aptitude and learning. Behaviorist theories, for instance, show overriding inte rest in self processes because many theorists propose that human functioning is caused by external stimuli which comes from the motivation the human needs fit in.

Internal processes are seen as transferring rather than causing behavior, are rejected as redundant in the process of cause and effect of behavior and are not worthy of psychological research. For Bandura, psychology without introspection cannot aspire to explain the complexities of human functioning.

Bandura (1986: 15), 'The theory that ideas can regulate actions does not easily give way to the interpretation of complex human behavior' ,simultaneously, social cognition is completely different from human performance theories that overemphasize the influence of biological factors on human development and adaptation.

Although it recognizes the influence of evolutionary factors in human adaptation and change, it rejects the kind of development that views social

behavior as a product of evolving biology. But it failed to account for the impact of social and technological innovations that create new pressures on the environmental choice of adaptation on biological development (Bussey & Bandura 1999:683). Rather, the theory adopts a two-way effect whereby evolutionary pressures change human development so that individuals are able to create increasingly complex environmental innovations ”which in turn create new selection pressures for the development of specialized biological systems for

functional awareness. In spite of the fact that language and symbolic communication "This two-way influence produces a remarkable diversity of cultures and interculturalism evident on our planet. Social cognitive theory is rooted in the perspective of human agency where individuals are proactive agents involved in their own development and can make things happen through their actions. The key to this sense of power is the fact that, among other personal factors, individuals possess subjective beliefs that enable them to exercise some measure of control over their thoughts, feelings and actions, and that "what people believe, believe and feel influences how they behave." (Bandura, 1986: 25).

Bandura presented a view of human behavior in which people's beliefs about themselves are crucial elements in exercising personal control and agency. Thus, individuals are seen as producers and producers of their environments and social systems. Because human souls don't live in isolation., Bandura has expanded the concept of human effectiveness to include collective effectiveness. People work together on shared beliefs about their shared abilities and aspirations to improve their lives. This conceptual extension makes the theory applicable to human adaptation and change in collectively oriented as well as individually oriented societies.

Social cognitive theory (SCT) This theory was developed by Bandura (1989), and can be a basis for social learning theory. Consists of three interchangeable factors (personality, behavior, and environment). This theory states that "an individual can acquire knowledge by observing the behavior of others in part of the environment." According to (Bandura, 1989: 9), the theory of SCT suggests that an individual's mind can be seen as a tool to guide people toward the formulation of expectations, abilities, outcomes, etc. The theory is based on two concepts: the first is altruism, that is, behavior which a person makes an effort to get an advantage of others as he argues. Whilst, the second is self-efficacy, i.e. the capability to control acts, and people will share their knowledge when they get a convenient social environment and networks (Kurnties & Gewirits, 2014:32-34)

Kwakye et al, (2011) found a scheme of knowledge share. This scheme involves two social theories which has an effect on knowledge share. The first is Social Cognitive Theory (SCT) , two constructs namely Altruism and Self-Efficacy. The second one is Social Exchange Theory (SET) which has two components namely Mutual Reciprocity and Trust. All of these constructs have positive effects on knowledge sharing. The researchers used a questionnaire to collect the data and then analyzed the multiple regression in the study's data (Kwakye et al, 2011:1).

SCT suggests that the manner could be explained as an sharable relationship with environmental and personal aspects (Johns & Saks, 2008:89-90). 1. Behavior: it is the individuals' act their reactions in return for learning or knowledge sharing, and they must realize what they do and how to do it. 2. Environment: it is all

environmental factors which has an effect on their actsin return for learning and knowledge sharing, such as: society, culture, economics, and so on. 3. Personal: which refers to the ability of individuals to either accept or refuse learning and knowledge sharing.

The social cognitive theory belongs to Edwin Hold's theory, it explains that all kinds of animal actions based on meeting in the psychological needs of "feeling, emotion, and desire". The most remarkable part of this theory is that it predicts that an individual does not have the ability to learn to imitate until they are imitated *(Holt and Brown, 1931:96).*

In 1941, Neal E. Miller and John Dollard revised Holt's social learning and imitation theory. They pointed four aspects that take part to learning: drives, cues, responses, and rewards. One driver is social motivation, which includes imitativeness, the process of crossing an act to a suitable cue of where and when to perform the act. A behavior is imitated counting on the fact that the model receives positive or negative response consequences (*Miller and Dollard, 1941: 170).*

Social learning was advanced by the Canadian psychologist Albert Bandura. Bandura, along with his students and colleagues made a series of studies, known as the Bobodoll experiment, in 1961 and 1963 to discover why and when children show aggressive behaviors. These studies amplified the value of modeling for getting novel behaviors. These studies supported Bandura publishing his seminal article and book in 1977 that expanded on the idea of how behavior is acquired, and thus built from Miller and Dollard's research *(Evans and Bandura, 1989:12).*

Bandura published his second book in 1986, expanding and renaming his original

theory. He named the it as *social cognitive theory*. He changed it to emphasize the main role cognition does in encoding and performing behaviors (*(Bandura, 1986:3)*

2.2 Founder of the Cognitive Theory

Albert Bandura is the founder of the cognitive theory. He was born in 1925 in a small town in northern Alberta, Canada. Bandura's early educational stagescomprises of one small school with only two teachers. *(Stokes, 1986:2).* Albert Bandura soon became a big fan of psychology after joining the British Columbia University. He got start as biological sciences major, his interest in psychology was a coincidence. He was working all nights and going to school with a number of students who got there much earlier than his other courses started. *(Pajares, 2004:23).*

Bandura got a Bachelor degree from the University of British Columbia in 1949 with in Psychology. He earned his Ph.D. in Clinical Psychology from the University of Iowa in 1952. After he finished his PhD because of his famous studies and research, Bandura was elected as the president of the American Psychological Association in 1974. He was also elected as the outstanding lifetime contribution to psychology, American Psychological Association in 2004. Among all scholars Bandura was known as the father of Cognitive Theory. *(Bandura, 2006a: 85).*

2.3 What is Social Cognitive Learning?

In education, social cognitive theory makes that parts of an individual's knowledge acquisition can be directly in relation to observing others in terms of social interactions, experiences, and outside media influences. This theory was developed by Albert Bandura as an extension of his social learning theory.

The theory entails that when people surveil a model performing a behavior and the results of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. Observing a model can also prompt the viewer to engage in behavior they already learned *(Bandura, 1986: 12)*. In other words, people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others *(Bandura, 2008: 94)*.

Social Cognitive Theory describes the effect of individual experiences, the actions of others, and environmental factors on individual health behaviors. SCT provides opportunities for social support through instilling expectations, self-efficacy, and using observational learning and other reinforcements to achieve behavior change.

Key components of the SCT related to individual behavior change include:
- Self-efficacy: The belief that an individual has control over and is able to execute a behavior.
- Behavioral capability: Understanding and having the skill to perform a behavior.
- Expectations: Determining the outcomes of behavior change.
- Expectancies: Assigning a value to the outcomes of behavior change.
- Self-control: Regulating and monitoring individual behavior.
- Observational learning: Watching and observing outcomes of others performing or modeling the desired behavior.
- Reinforcements: Promoting incentives and rewards that encourage behavior change.

2.4 Social Cognitive Theory (SCT)

It is a theory that emphasizes how cognitive, behavior, personal and environmental interact to determine motivation and behavior *(Posner, 2008: 101)*. It is used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. This theory was advanced by Albert Bandura as an extension of his social learning theory . The theory states that when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. Observing a model can also prompt the viewer to engage in behavior they already learned *(Bandura, 1986*). The goal of SCT is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time.

The conceptual roots for social cognitive theory come from Edwin B. Holt and Harold Chapman Brown's 1931 book theorizing that all animal action is based on fulfilling the psychological needs of "feeling, emotion, and desire". The most notable component of this theory is that it predicted a person cannot learn to imitate until they are imitated *(Holt and Browon, 1931).*

Social cognitive theory explains psychosocial functioning in terms of triadic reciprocal causation. In this causal model, behavior, personal factors and the environment operate as interacting determinants that influence each other bi-directionally. Bandura deemed that individuals can learn through observing others without the need for imitating such behavior. With vicarious learning capabilities,

an individual could learn through observing others' behaviors and the rewards or consequences of those behaviors. The bi-directional influences of this causal model results in the remarkable intercultural and intracultural diversity evident in our planet.Social cognitive theory calls to mind that learning occurs when an individual takes the observed behavior and incorporates it into their own knowledge.

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2.5 SCT Constructs

The first five constructs were developed as part of the social learning theory (SLT); the construct of self-efficacy was added when the theory evolved into SCT.

1. Reciprocal Determinism - This is the central concept of SCT. This refers to the dynamic and reciprocal interaction of person (individual with a set of learned experiences), environment (external social context), and behavior (responses to stimuli to achieve goals).
2. Behavioral Capability - This refers to a person's actual ability to perform a behavior through essential knowledge and skills. In order to successfully perform a behavior, a person must know what to do and how to do it. People learn from the consequences of their behavior, which also affects the environment in which they live.
3. Observational Learning - This asserts that people can witness and observe a behavior conducted by others, and then reproduce those actions. This is often exhibited through "modeling" of behaviors. If individuals see successful demonstration of a behavior, they can also complete the behavior successfully.
4. Reinforcements - This refers to the internal or external responses to a person's behavior that affect the likelihood of continuing or discontinuing the behavior. Reinforcements can be self-initiated or in the environment, and reinforcements can be positive or negative. This is the construct of SCT that most closely ties to the reciprocal relationship between behavior and environment.
5. Expectations - This refers to the anticipated consequences of a person's behavior. Outcome expectations can be health-related or not health-related. People anticipate the consequences of their actions before engaging in the behavior, and these anticipated consequences can influence successful completion of the behavior.

Expectations derive largely from previous experience. While expectancies also derive from previous experience, expectancies focus on the value that is placed on the outcome and are subjective to the individual.

6. Self-efficacy. This refers to the level of a person's confidence in his or her ability to successfully perform a behavior. Self-efficacy is unique to SCT although other theories have added this construct at later dates, such as the Theory of Planned Behavior. Self-efficacy is influenced by a person's specific capabilities and other individual factors, as well as by environmental factors (barriers and facilitators).

(*www.sphweb.bumc.bu.edu/otlt/mphmodules/sb/behavioralchangetheories/behavioralchangetheories5.html*)

2.6 SCT Advantages

One of the strengths of the social cognitive theory is that it offers the ability to relate to real life examples. It also has the ability to be quickly and easily put to use. Another strength is that the theory was very comprehensive. It takes human behavior, cognition, and the environment into consideration as a whole. The next strength is that it addresses reinforcement and punishment along with self-efficacy, motivation, and the ways in which an individual works towards obtaining their goal. The last strength is that it places focus on learning and self-regulation *(Ernst et al, 2006).*

Other strengths of SCL are: it accumulates an impressive research record*;* it is concerned with important human social behaviors*;* it is an evolving theory that is open to change*;* it focuses on important theoretical issues, e.g., role of reward in learning, the stability of behavior; and it is reasonable view of people and concern with the social implications of the theory.

(*www.meisslerm.wordpress.com/2012/06/26/strengths-and-weaknesses-of-the-social-cognitive-learning-theory/*)

2.7 Limitation of SCT

There are several limitations of SCT, including:

- The theory assumes that changes in the environment will automatically lead to changes in the person, when this may not always be true.
- The theory is loosely organized, based solely on the dynamic interplay between person, behavior, and environment. It is unclear the extent to which each of these factors into actual behavior and if one is more influential than another.
- The theory heavily focuses on processes of learning and in doing so disregards biological and hormonal predispositions that may influence behaviors, regardless of past experience and expectations.
- The theory does not focus on emotion or motivation, other than through reference to past experience. There is minimal attention on these factors.
- The theory can be broad-reaching, so can be difficult to operationalize in entirety. (*www.sphweb.bumc.bu.edu/otlt/mphmodules/sb/behavioralchangetheories/behavioralchangetheories5.html*)

2.8 SCT- Implication for Classroom Interaction

Using social learning theory in the classroom can help students reach their potential. Students do not only imitate each other but also the teacher. Being a good role model, open to all the students, and holding the students to a level of responsibility will be imitated by the students according to Bandura. A teacher will be a role model by not letting students turn in their work past the due date reinforce the importance of responsibility. The students can learn that they are held to this standard and they should hold it for all of their work.

Group work is another way to apply the social learning theory. Choosing the groups can allow for a variety of students in each to be diverse. If there is a good student who is motivated and responsible and a student who does not care about school in the same group, then according to Bandura they will imitate each other. With these students in the same group, I would hope that the better student will be able to influence the other student imitate while acquire responsibility and motivation. (*www.intascprinciple2.weebly.com/banduras-theory-applied-in-the-classroom.html*)

Teachers have found that social modeling and examples are a very powerful tool in education. If children see positive consequences from an action, they are likely to do that action themselves. And if they see negative consequences, they are likely to avoid that behavior. Unique, novel, and different situations often catch a student's attention and can stand out to them.

If students see other students paying attention, they are more likely to pay attention. So teachers utilize reward systems and punishments to help students learn from the examples of others. Social learning theory also has a great root in encouraging self-efficacy by using constructive feedback. Students who get positive reinforcement have

more confidence in themselves and their abilities—this stands out in their mind and they want to repeat this behavior.

According to the SCT, teachers can use the following models to apply social cognitive learning:

2.8.1 The flipped classroom model.

A flipped classroom model involves changing the way students would traditionally learn. Instead of a teacher lecturing during the school day, students watch an instructional video or reading material at home. Then in class, they apply what they learned through activities or assignments that might have been homework. Teachers act as guides and coaches, helping them continue their learning. This embodies the social learning theory because students are able to observe the behavior and action of other students during the learning and activities, seeing when they are getting praised and encouraged, and apply those observations to their learning.

Teachers can incorporate this model by recording themselves lecturing on a certain subject so students can watch that video as their homework. They can then take their homework assignments and plan to work on them the next day with the students. It can be beneficial for teachers who choose this model to be available to help answer student questions if needed.

2.8.2 Gamification and simulations.

Gamificationand simulations help teachers turn their classroom into a more interactive experience. It takes assignments and activities and put them into a game. Gamification involves turning an activity into a competitive game, creating rewards for winners, and creating that unique and novel spark that will attract the interest of students.

Simulations in the classroom help add interest and fun to a classroom situation. A mock trial, a mock city, a digital simulation—all of these simulation options are

great ways to enhance a classroom setting and make students feel more engaged. They also get the opportunity to learn from their peers. Gamification and simulations connect to social learning theory by allowing students to make real observations for rewards and punishments in an engaging way in the classroom. Teachers can start by creating a unit that has a simple game or simulation to test it out, and then continue to add new games or simulations whenever possible.

2.8.3 Peer coaching.

Peer coaching is a great way to help students learn from each other. Students connected to each other can observe and learn, helping each other along the way. It's important to be careful when instituting peer coaching—you don't want students to feel uncomfortable or insecure about another student helping them. This can work well for math learning, paper writing and editing, and more. To institute peer coaching, carefully observe students first to see who would be a good fit to make the experience a success.

Teachers can be a peer coach for students, or another aid can help act as peer coaches for students, especially when it comes to older students. Older students can directly learn from adults who have been in similar situations, and they can see how then ended up and how they got to where they are.

2.9 Self-Efficacy Theory

Self-efficacy theory is encompassed in the social cognitive theory. It emphasizes the importance of the individual and the individual's perceptions of his/her personal capabilities as key determinants of successful outcomes. It suggests that all individuals are competent and capable of being successful, provided they have the

opportunities and self-efficacy necessary to pursue their goals Self-efficacy theory explicitly focuses on how individuals and communities can be empowered with a sense of agency that will facilitate goal attainment.

This is important as self-efficacy theory does not presume that individuals who are currently successful are inherently better than those who are not as successful. Rather, self-efficacy theory would suggest that individuals who are currently struggling may not have been provided with opportunities to obtain mastery experiences or modeling necessary to develop high levels of self-efficacy*(Gallagher, 2012).*

It is worth noting, however, that self-efficacy theory does not suggest that positive self-efficacy beliefs are the only causes of important outcomes. Rather, self-efficacy theory is rooted in a theory of triadic reciprocal determinism in which there is a constant interplay between personal factors (i.e., self-efficacy beliefs), behavior, and environmental factors. Self-efficacy theory emphasizes the relative importance of personal factors, but acknowledges that behavioral and environmental factors have profound effects on outcomes. This theory of triadic reciprocal determinism therefore further reinforces the idea that if the effects of the environment are consistent (i.e., an even playing field for all), then self-efficacy beliefs will take on an even greater role in determining human behavior, and ultimately shaping outcomes.

Self-efficacy theory and research have made important contributions to the study and understanding of human motivation. Researchers have shown that self-efficacy is a key internal motivational process that can be affected by

personal and environmental variables and which influences motivational outcomes of choices, effort, persistence, and achievement. Application of self-efficacy principles to diverse contexts suggests some adaptations needed to the original theory. *(Schunk and Dibenedetto, 2012)*

Self-efficacy theory does not advocate a Pollyannaish world view in which positive expectancies for the future are the sole determinant of future outcomes. Self-efficacy beliefs are in no way proposed to be a panacea for all of the ills of the world nor are self-efficacy beliefs proposed to be the only psychological factor that may determine important life outcomes. Rather, self-efficacy theory proposes a more measured worldview in which opportunities to experience or witness success may promote positive evaluations of one's capacities to succeed in the future which in turn increases the likelihood of subsequent positive outcomes. *(Gallapher, 2012)*

Chapter Three

Conclusions

Conclusions

The SLT and SCLT theories have often been called a bridge between behaviorist learning theories and cognitive learning theories because they encompass attention, memory, and motivation. It is also placed a heavy focus on cognitive concepts. Moreover, Albert Bandura is arguably the most eminent living psychologist. His Social Cognitive theory has influenced many areas of inquiry: education, health sciences, social policy and psychotherapy among others. On a closer observation, however, social cognitive theory has its roots in American behaviorism, but Bandura extends radical behaviorism to include cognitive factors in his account of social learning. Finally, as Green &Peil, in 2009, reported he has tried to use cognitive theory to solve a number of global problems such as environmental conservation, poverty, soaring population growth and etc.

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