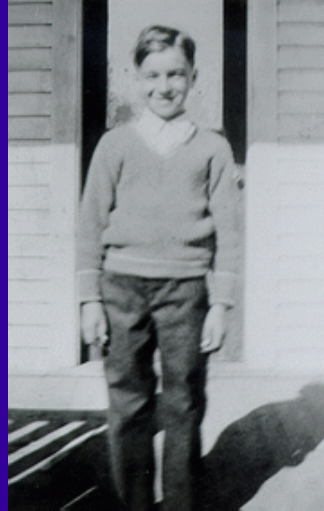


Educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to children's beliefs about their capabilities, which affects how they approach the future. Students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative.

Albert Bandura



Albert Bandura (1925-present)

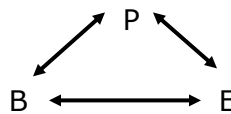
- Yes, he is still alive!
- Bandura was born on Dec. 4, 1925 in Alberta, Canada.
- Parents were wheat farmers
- Ph.D. in Clinical Psych in 1952 from University of Iowa.
- Has been at Stanford since 1953 and is still there.

Social Cognitive Theory (aka “Social Learning Theory”)

- Reciprocal Determinism

- Trait/Psychodynamic
 $B=f(P \rightarrow E)$
- Social Cognitive Theory

- Behaviorism
 $B=f(P \leftrightarrow E)$



Bandura, A (1978). The self system in reciprocal determinism. *American Psychologist*, 33, 344-358.

Four Components of Observational Learning

- **Attention:** influenced by characteristics of the model & observer
- **Retention:** influenced by cognitive ability of observer and ability to encode the behavior-images or verbal representation
- **Motor reproduction:** turn mental representation into physical action
- **Motivation:** must want to reproduce the behavior. There must be some perceived value.



The Self-System

- Set of cognitive processes by which a person perceives, evaluates, and regulates personal behavior so that it is appropriate to the environment and effective in achieving the individual's goals.




Self-Regulation

- Individual's internal processes of goals, planning, & self-reinforcement result in self-regulation of behavior
- Self-punishment: feelings of self-disgust, shame or withhold desired object
- Internal standards used to measure own success or failure-gained by both observation and past behavior acting



Self-Efficacy

- An expectancy or belief (expectation) about how competently one will be able to enact a behavior in a particular situation
- Positive: belief will be able to perform
- Determines: if we try, how long we persist, how results influence future behavior



Self-Efficacy results from four types of information

- **Our experiences** trying to perform the behavior (failure or success)
- **Watching others** perform same or similar behavior (vicarious)
- **Verbal persuasion** (encouragement)
- **How we feel** about the behavior (emotional reactions)



Outcome Expectations

- Belief that if the behavior is done successfully, it will lead to the desired outcome.
- Can I learn all the information?
 - Self-efficacy
- If I can learn it, I will get a good grade.
 - Outcome Expectation



Media Violence

- What does the research tell us?
 - Does exposure to aggression and violence in the media lead children to behave more aggressively?



Types of evidence

- Anecdotal evidence
 - Inaccurate
 - Biased
 - Not generalizable
- Field studies (naturalistic observation)
 - Studies real life
 - May not be representative sample
 - Results are subjective



Types of evidence

- Correlational
 - Suggests relationships
 - Can refute a suggested connection
 - Cannot reveal cause and effect
- Experimental
 - Can show cause and effect
 - May not be ethical or practical



Does violent media lead to more aggressive behavior?

- There is mounting evidence to suggest the answer is:
 - YES! But the results are complex.
- What about other factors?
 - Justification hypothesis (Hausmann et. al. 2003)
 - Catharsis theory
 - 50 years of research...
 - Empowerment? (see video games)
 - 3rd variables



Results by media type

- Video Games
 - Atari. Nintendo, Sony eras
 - Increase self-efficacy?
 - Internal v. external locus of control
 - Use of aggression to maintain self-esteem
 - Need more research!



Results by media type

- Cartoons, Live action TV & Films
 - Strong positive correlation
 - Perceived actuality
 - Perceived similarity
 - Identification with character
 - Need more research...