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Law of effect psychology definition quizlet

The law of efficacy is a psychology principle advanced by Edward Thorndike in 1898 on the issue of behavioral conditioning (not as worded as such), which states that answers that produce a satisfactory effect in a particular situation become more likely to occur again in this situation, and answers that produce an unpleasant effect become less likely to occur again in this situation. [1] This concept is very similar to evolutionary theory, if a certain characteristic gives an advantage to reproduction then that trait will persist. [2] The concepts of satisfactory and unsatisfactory in the definition of the law of efficacy were eventually replaced by the concepts of strengthening and punishing when operant conditioning became known. Satisfactory and unsatisfactory conditions are determined behaviourally and cannot be accurately predicted because each animal has a different idea of these two concepts than another animal. The new terms, strengths and punishments are used differently in psychology than they are in colloquial terms. Anything that strengthens a behavior makes it more likely that this behavior will happen again, and anything that punishes a behavior makes it less likely that behavior will happen again. [3] Thorndike's Law of Action refutes the ideas of George Romanes's book Animal Intelligence, saying that anecdotal evidence is weak and typically not useful. The book stated that animals, like humans, think things through when dealing with a new environment or situation. Instead, Thorndike hypothesized that animals, to understand their physical environment, must physically interact with it using trial and error until a successful outcome is achieved. This is illustrated in his cat experiment, in which a cat is placed in a shuttlebox and eventually learns, by interacting with the environment in the box, how to escape. [4] History This principle, which was discussed early by Lloyd Morgan, is usually associated with the connectionism of Edward Thorndike, who said that if an association is followed by a satisfactory situation, it will be strengthened, and if it is followed by an irritating situation, it will be weakened. [5] [6] The modern version of the Action Act is conveyed by the concept of reinforcement as it exists in operant conditioning. The essential idea is that behavior can be changed by its consequences, as Thorndike found in his famous experiments with hungry cats in puzzle boxes. The cat was placed in a box that could be opened if the cat pressed a handle or pulled a loop. Thorndike noted the time it took the cat to unleash on successive attempts in the box. He discovered that during the first few attempts the cat would respond in many ineffective ways, such as scratches on the door or ceiling, finally freeing up with the press or pulling at trial-and-error. For each subsequent trial, On average, the cat took less and less time to escape. Thus, in modern terminology, the correct response was strengthened by its consistency, release from the box. [7] Definition Initially, the cat's response was largely instinctive, but over time the urgent leverage response was strengthened, while the others were weakened by the law of action, the belief that a pleasant aftermath strengthens the action that produced it. [8] The Law of Efficacy was published by Edward Thorndike in 1905 and states that when an S-R association is established in instrumental conditioning between the instrumental reaction and contextual stimuli that are present, the response is strengthened and the S-R association has sole responsibility for the occurrence of this behavior. In short, this means that when stimulus and response are linked, the answer will likely occur without stimulus being present. It argues that reactions that present a satisfactory or pleasant situation in a particular situation are more likely to occur in a similar situation. Conversely, responses that produce an unpleasant, irritating or unpleasant effect are less likely to occur again in the situation. Psychologists have been interested in the factors that are important in behavior change and control, since psychology emerged as a discipline. One of the first principles associated with learning and behavior was the law of effect, which states that behaviors that lead to satisfactory results are likely to be replicated, while behaviors that lead to unwanted results are less likely to recur. [9] Thorndike's puzzle box. The graph shows the general downward trend in cat response times with each subsequent attempt Thorndike stressed the importance of the situation in eliciting an answer; The cat wouldn't go about making leverage-tapping movement if it wasn't in the puzzle box, but was just in a place where the answer had never been strengthened. The situation involves not only the cat's location, but also the stimuli it is exposed to, for example, hunger and the desire for freedom. The cat recognizes the inside of the box, the rods, and the handle and remembers what it needs to do to produce the correct answer. This shows that learning and the right of action are context-specific. In an influential paper, R. J. Herrnstein (1970) [10] proposed a quantitative ratio of response rate (B) to amplification rate (Rf): $B = k \frac{Rf}{Rf_0 + Rf}$, where k and Rf0 are constants. Herrnstein suggested that this formula, which he derived from the matching law he had observed in studies of simultaneous schedules of reinforcement, should be considered a quantification of the law of effectiveness. While the qualitative law of effect may be a tautology, this quantitative version is not. Example An example is often portrayed in substance abuse. When a person uses a for the first time and receive a positive result, they tend to repeat behaviour due to the amplifying consequence. Over time, the person's nervous system will also develop a tolerance to the drug. Thus, only by increasing the dose of the drug will give the same satisfaction, making it dangerous for the user. [11] Thornd di's law of efficacy is comparable to Darwin's theory of natural selection, where successful organisms are more likely to thrive and survive to pass on their genes to the next generation, while the weaker, failed organisms are gradually being replaced and eradicated. It can be said that the environment chooses the strongest behavior for a situation, stamping out any failed behavior, in the same way it chooses the strongest individuals of a kind. In an experiment carried out by Thorndike, he placed a hungry cat in a puzzle box where the animal could only escape and reach the food when it could operate the door lock. Initially the cats would scratch and claw to find a way out, so by chance/accident, the cat would activate the lock to open the door. In successive trials, the animal's behaviour would become more habitual, to a point where the animal would operate without hesitation. The occurrence of the positive result reaching the food source only strengthens the response it produces. Colwill and Rescorla, for example, made all rats complete the goal of getting food pellets and liquid sucrose in consistent sessions on identical variable interval schedules. [12] Influencing the labor law for psychologist B. F. Skinner nearly half a century later on the principles of operant conditioning, a learning process in which the impact or consequence of an answer affects the future production of this response. [1] Skinner would later use an updated version of Thorndike's puzzle box, called the operant chamber, or skinner box, which has contributed enormously to our perception and understanding of the law of power in modern society and how it relates to operatic conditioning. This has allowed a researcher to study the behavior of small organisms in a controlled environment. References Library resources on power law Resources in the Resources library in other libraries ^ a b Gray, Peter. Psychology, Worth, NY. 6. p. pp 108-109 ^ Schacter, Gilbert, Wegner. (2011). Psychology Second Edition New York: Worth Publishers. ^ Mazur, J.E. (2013) Basic Principles of Operant Conditioning. Learning and behaviour. (7th ed., p. 101-126). Pearson. ^ Mazur, J.E. (2013) Basic Principles of Operant Conditioning. 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