

Exercise walk-through

2.1

Social learning without stereotypes: supported rehearsal

International Baccalaureate · IB Diploma · Psychology · HL

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The method

Method — Worked example

A social-learning account identifies a model, observed action and consequences, then predicts learning or imitation under stated conditions. National or group identity is not a complete mechanism. Applying an approach to an option requires the school's selected option and evaluated studies.

Task: after observing a peer praised for a strategy, some pupils try it. Evaluate the explanation and a limit.

Observed modelling and praise make vicarious learning plausible. Prior preference, direct instruction or shared incentives could also matter. Compare opportunities and repeated behaviour rather than treating the whole group as identical.

Method — Worked example

A social-learning account identifies a model, observed action and consequences, then predicts learning or...

Original source / task evidence

Task: after observing a peer praised for a strategy, some pupils try it. Evaluate the explanation and a limit.

Separate what is stated from the interpretation.
Social learning without stereotypes

Original classroom evidence panel for Social learning without stereotypes

Exercises 2.1-3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

3.1 Design a comparison separating observation of strategy from observation of praise. Give a reasoned answer, evidence or method, and a relevant qualification. [3]

Exercises 2.1·3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

2.1 Observed modelling and praise make vicarious learning plausible. Prior preference, direct instruction or shared incentives could also matter. Compare opportunities and repeated behaviour rather than treating the whole group as identical. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 Design a comparison separating observation of strategy from observation of praise. Give a reasoned answer, evidence or method, and a relevant qualification. [3]

3.1 Compare ethically approved conditions showing the same strategy with and without observed praise, keeping other exposure and instructions comparable and allocating appropriately. Measure subsequent strategy use. Prior preference and demand effects remain relevant; do not invent results. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.