

Supported preparation: Social learning without stereotypes

International Baccalaureate · IB Diploma · Psychology · SL

Scope and prerequisites

IB psychology first assessment 2019; 2027 course tracked separately. Current core: biological, cognitive and sociocultural approaches plus research. SL selects one option, HL two. The 2027 course adds concepts/contexts, class practicals and a research proposal, not the current experimental-study IA.

Mapped preparation outcomes: `ib_psychology_sl.2.1`, `ib_psychology_sl.2.2`. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

social learning ; **generalization** .

Explanation and worked method

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.

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

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.

Independent transfer

Design a comparison separating observation of strategy from observation of praise. Attempt independently before reading the model.

Checked original model

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.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

Scope authority: coverage.yaml and its hashed source files. Detailed full-guide criteria and school selections remain held exactly as recorded; this supplement teaches the supported method. No practice-bank item, reserved diagnostic or student evidence has been republished.