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Burrhus Frederick Skinner (ok. 1950) The date and place of birth of March 20, 1904 Susquehanna Date and Place of Death August 18, 1990 Cambridge Occupation, Addressing the Multimedia Psychologist Award in the Commons Citations in Wikiquote Burrus Frederick Skinner (March 20, 1904 – August 18, 1990) was an American psychologist, one of the founders and most important representatives of behavior, developed and developed instrumental theory. He created a research paradigm known as experimental behavioral analysis. He attended Hamilton College and chose English as a major. He wanted to be a writer. Returning home and writing failures, he gave up his previous direction. He then enrolled at Harvard University, where he studied psychology. At university, he had the opportunity to meet many influential people in psychology, such as m.in. E. G. Boring, Carroll Pratt, Henry A. Murray, but none of them followed. His contacts with Fred Keller and the outstanding experimental biologist W.J. Crozier were very important to him. In 1931, Skinner received his PhD in Philosophy. He then started working in Crozier's lab for five years. He was awarded the title of Junior Fellow. In 1936, he became an academic at the University of Minnesota. He stayed there for 9 years, his scientific work was established among the greatest psychologists of the twentieth century. Meanwhile, he wrote a novel by Walden Two. He then spent some time at Indiana University before returning to permanent residence at Harvard. During this time, Skinner has received many awards and awards, m.in. She was a member of the National Academy of Sciences and taught at the William James Department at Harvard University. He is one of three representatives of behavioral sciences who were awarded the President's Medal of Science. He was fascinated by physics. He did not deny the existence of mental states; however, he believed that studying them was not epistemic useful. According to Skinner, the causes of human behavior should be found not in the human person, but in the external environment. This belief was based on the rationale that the content of the mind could not be objectively studied in accordance with the standards of scientific methodologies. The condition of objectivity can be fulfilled if the subject of our study is not the content of the personality, but the behavior. According to the classical definition, psychology is a scientific discipline that explores the psyche and behavior. Skinner called for a reduction in the definition of psychology only for behavioral studies, while rejecting all psychological toy that consider personality research reasonable. He believed that the behaviour of animals (including humans) was the result of their condition (in living conditions or in to see experimental behavioral analysis, experimental psychology, instrumental convention, Skinner's cell). He stated that there is no free will of man - a person can be considered an operator by implementing the program given to him in the process of conditionality. The consequence of these assumptions was that a good society (good social relations, strong social ties) is based on all sorts of rewards (positive reinforcement), not on punishments. In his opinion, the most effective reward was in variable proportions and at variable intervals. Thanks to the instrumental conditions, he wanted to create the perfect society. Selected editions 1938: Behavior of organisms (Polish ed. Behavior of organisms, 1995) 1948: Walden 2 (novel) 1953: Science and 1957: Verbal Behavior 1961: Cumulative Record (collection of articles) 1968: Learning technology 1969: Reinforcement contingencies 1971: Beyond freedom and dignity, 1978) 1974: On Behaviorism Behavior, 2013) 1976: Especially in My Life See also Skinner's Twin Oaks Cage (Virginia) Notes and Pennsylvania Town. Footnotes - b Burrhus Frederick Skinner: Beyond Freedom and Dignity. Waldemar Selenberger (translation). State Publishing Institute, page 1-235, series: Library of Contemporary Thought. - Burrhus Frederick Skinner works in psychology. In: Encyclopedia of Books (source: Martin Seymour-Smith 100 Most Important Books in the World), (access 2017-12-02). Lawrence D. Smith's bibliography: Skinner, B.F. In American National Biography Online (online). Oxford University Press. (access 2017-11-29). Biography.com Editors: B.F. Skinner Biography.com (1904-1990). In: Web Biography.com website online. Television networks ASE. (access 2017-11-29). Daniel W. Bjork: B.F. Skinner: Life. University of Michigan: BasicBooks, 1993, 1995, 1997, 2003, page 1-298. ISBN 0-465-00611-6. Mark N. Richel: B F Skinner. Psychology Press, Apr 1, 2016, page 1-256. William O'Donoghue, Kyle E. Ferguson: Psychology B F Skinner. SAGE Publications, March 15, 2001, p.m. 1-286. Kontrola autorytatywna (osoba):ISNI: 0000 0000 8400 5968VIAF: 92601840LCCN: n79023302GND: 118614878NDL: 00456770LIBRIS: 31fhk0mm554qh9xBnF: 11924970wSUDOC: 027140970NLA: 35503400NKC: xx0008664BNE: XX939349NTA: 068721080BIBSYS: 90088822CINi: DA00669092Open Library: OL198302ANLP: 9810607747605606NUKAT: n95004997NLI: 000223951PTBNP: 92667CANTIC: a10157827LNB: 000002147NSK: 000037515CONOR: 37259875EBE: 316502BLBNB: 000202175KRNK: KAC199625504WorldCat: iccn-n79023302 Zródło: American psychologist and social philosopher (1904-1990) B. F. SkinnerSkinner at the Harvard Psychology Department, c. 1950BornBurrhus Frederic Skinner(1904-03-20)March 20, 1904Susquehanna, Pennsylvania, U.S.DiedAugust 18, (age 86) Cambridge, Massachusetts. USA NationalityAmerican materHamilton CollegeHarvard UniversityKnown forOperant conditionalradical behaviorismBehavior analysisVerbal behaviorSpouse (s)Yvonne (Eve) Blue (m. 1936; his death 1990) linguistics, philosophyInstitutionIncination UniversityIndian UniversityWardSwardiaCharles DarwinIvan PavlovArst MachAkquez LoabEdward TorndaiKulliam JamesJan-Jac RousseauGenri David ThorovliamineMaxi Clarence Motsby Jr. Signature Berhus Frederick Skinner (March 20, 1904. - August 18, 1900) , behavior, author, inventor, and social philosopher. He was a professor of psychology at Harvard University from 1958 until his retirement in 1974. Considering free will an illusion, Skinner believed that man's actions depended on the consequences of previous actions, a theory he would formulate as a principle of amplification: if the consequences for the action are bad, there is a high probability that the action will not happen again; if the consequences are good, the probability of a repeat of the action becomes stronger. 7. Skinner developed behavioral analysis, especially the philosophy of radical behavior, and founded Experimental Behavior Analysis, a school of experimental psychology studies. He also used opera conditioning to enhance behavior, considering the reaction rate to be the most effective response force measure. To study operatic conditioning, he invented an opera camera conditioning (aka Skinner Box), and to measure speed he invented a cumulative recorder. Using these tools, he and Charles Furster produced Skinner's most influential experimental work, set out in their book The Reinforcement Schedule (1957). Skinner was a prolific author, publishing 21 books and 130 articles. He imagined applying his ideas to the design of the human community in his utopian novel Walden Two (1948), while his analysis of human behavior ended with his work Verbal Behavior. The modern academic considers Skinner, along with John B. Watson and Ivan Pavlov, a pioneer of modern behavior. Accordingly, in the June 2002 poll, Skinner was listed as the most influential psychologist of the 20th century. Skinner's biography was born in Susquehanna, Pennsylvania, at the age of Grace and William Skinner, the latter of whom was a lawyer. Skinner became an atheist after a Christian teacher tried to assuage his fear of hell, which his grandmother described. His brother Edward, two and a half years younger, died at the age of 16 from a brain haemorrhage. Skinner's closest friend as a child was Rafael Miller, whom he called The Dock because his father was a doctor. Doc and Skinner became friends because of their parents' religiosity, and both were interested in devices and gadgets. They created a telegraph line between their send messages to each other, although they had to call each other on the phone because of confusing messages sent back and forth. Over one summer, Doc and Skinner started a elderflower business to collect berries and sell them door-to-door. They found that when they chose ripe berries, the immature ones came from the branches too, so they built a device that was able to separate them. The device had a curved piece of metal to form a trough. They will pour water down the trough into the bucket, and ripe berries will be immersed in a bucket and the immature ones will be pushed over the edge to be thrown away. Educational Skinner studied at Hamilton College in New York with the intention of becoming a writer. He found himself in a social disadvantage in college because of his intellectual attitude. The school was known as a strong fraternity college, and Skinner joined the Lambda Chi Alpha fraternity while studying. Skinner thought his fraternity brothers would show respect and not smoke or mistreat newcomers, instead helping other boys with courses or other activities. Contrary to his expectations, lambda Chi Alpha freshmen were called sliders who had to wear small green knitted hats and greet everyone they mistook for punishment. A year before Skinner entered Hamilton, there was a hazing accident that killed a student. The freshman was sleeping in his bed when he was pushed to the floor, where he smashed his head, causing him to die. Skinner had a similar incident when two freshmen grabbed him and tied him to a pole where he was supposed to stay the night, but he had a razor blade in his emergency boot and managed to free himself. He wrote for a school newspaper, but as an atheist, he criticized the traditional interests of his college. After earning a Bachelor of Arts degree in English Literature in 1926, he enrolled at Harvard University, where he later began researching, taught and eventually became a prestigious board member. While studying at Harvard, a classmate, Fred Keller, convinced Skinner that he could make experimental science out of behavioral studies. This forced Skinner to invent a prototype for Skinner Box and join Keller in creating other tools for small experiments. After graduating from university, Skinner tried unsuccessfully to write a large novel while he lived with his parents, a period he later called The Dark Years. He became disillusioned with his literary skills, despite the support of the famous poet Robert Frost, concluding that he had little world experience and no strong personal point of view from which to give. His encounter with John B. Watson's behavior led him to graduate school in psychology and to develop his own version of behavior. Later, the life of the tombstone of B.F. Skinner and his wife Eve at Mount Auburn Cemetery Skinner received his doctorate at Harvard 1931, and stayed there as a until 1936. He then taught at the University of Minnesota at Minneapolis and then at Indiana University, where he was head of the Department of Psychology from 1946 to 1947, before returning to Harvard as a professor in 1948. He stayed at Harvard for the rest of his life. In 1973, Skinner was one of the signatories of the Humanist Manifesto II. In 1936, Skinner married Yvonne (Eva) Blue. The couple had two daughters, Julia (M. Vargas) and Deborah (M. Buzan). Yvonne died in 1997 and is buried in Mount Auburn Cemetery, Cambridge, Massachusetts. Skinner's public exposure increased in the 1970s, and he remained active even after retiring in 1974, until his death. Skinner was diagnosed with leukemia in 1989 and died on August 18, 1990, in Cambridge, Massachusetts. Ten days before his death, he received a lifetime achievement award from the American Psychological Association and gave an audience speech about his work. Contribution to Psychology Behavior Main Article: Behavior and Radical Behavior Skinner referred to his approach to studying behavior as radical behavior. This philosophy of behavioral science suggests that behavior is the result of environmental reinforcement stories (see applied behavioral analysis). According to him, the position can be stated as follows: what is felt or introspectively observed is not some non-physical world of consciousness, mind or mental life, but the observer's own body. This does not mean, as I will show later, that introspection is a kind of psychological study, and it does not mean (and this is the heart of the argument) that what is felt or introspectively observed are the causes of behavior. The body behaves the same as because of its current structure, but much of it is beyond the reach of introspection. At this point we must be content, as insisting methodological behavior, with the genetic and environmental history of man. What is introspectively observed certain by-products of these stories. ... In this way, we will repair the serious damage done by the mentality. When what a person does is attributed to what is going on inside him, the investigation ends. Why explain the explanation? For twenty-five hundred years people have been busy with feelings and mental life, but only recently has any interest been shown in a more accurate analysis of the role of the environment. Ignorance of this role led primarily to mental fiction, and it was perpetuated by the explanatory practice to which they led. The basics of Skinner's idea of Skinner's behavior were largely outlined in his first book, The Behavior of Organisms (1938). Here he gives a systematic description of how environmental variables control behavior. It had two types of behavior that were controlled differently: respondents' behavior was stimulated, and may be through the respondent's conditioning, often referred to as classic (or Pavlovian) conditioning, in which a neutral stimulus is paired with a triggering stimulus. Such behavior can be measured by their delay or strength. Operatic behavior is radiated, which means that initially they are not caused by any particular stimulus. They are strengthened by the help of operant conditioning (aka instrumental conditioning), in which the appearance of the answer gives the armator. This behavior can be measured by their speed. Both of these behaviors have already been studied experimentally, first of all: respondents, Ivan Pavlov; and the operents, Edward Thorndyk. Skinner's account was somehow different from the previous ones and was one of the first accounts that brought them under one roof. The idea that behaviour is amplified or weakened by its effects raises a number of questions. Among the most important are: necessary opera answers are reinforced, but where did they come from in the first place? Once it is in the repertoire of the body, how is the response directed or controlled? How can you explain a very complex and seemingly new behavior? 1. The origin of Skinner's operatic behavior was very similar to Darwin's answer to the question of the origin of the new body structure, namely variation and selection. Similarly, human behavior varies from moment to moment; the variation, followed by reinforcement, is strengthened and becomes visible in the person's behavioral repertoire. Formation was Skinner's term for a gradual change of behavior by amplifying desired variations. Skinner believed that superstitious behavior could occur when a backup followed by an answer to which it was not actually connected. (Clarification needed) 2. Control of operatic behavior The second question is how operatic behavior is controlled? arises because, first, behavior is emitted without reference to any particular stimulus. Skinner answered this question by saying that the incentive comes to opera control if it is present, when the answer is amplified and absent when it is not. For example, if the lever of pressing brings food only when light, rat, or child, learns to press the lever only when the light. Skinner summed up this link by saying that a discriminatory stimulus (such as light) creates a reason to reinforce (food) opera (lever-press). This three contingency period (stimulus-response-strengthening) is one of Skinner's most important concepts, and sets its theory apart from theories that use only a couple of wise associations. [28] 3. Explaining complex behavior Most of the behavior of people cannot be easily described in terms of individual responses amplified one by one, and Skinner has devoted a lot of effort to the problem of behavioral complexity. Some complex behavior can be seen as a sequence simple answers, and here Skinner referred to the idea of chains. The chain is based on the fact that the discriminatory stimulus not only creates a reason for subsequent behavior, but it can also enhance the behavior that precedes it. That is, the discriminatory incentive is also conditionally reinforced. For example, light that sets the trigger for a lever can also be used to amplify the turn in the presence of noise. This leads to a sequence of noise - turning around - light - lever press - food. Much longer chains can be built by adding more incentives and answers. However, Skinner acknowledged that great behavior, especially human behavior, cannot be taken into account by the gradual formation or construction of sequences of responses. Complex behavior often appears suddenly in its final form, as when a person first finds his way to the elevator, following the instructions given at the front desk. To explain this behavior, Skinner introduced the concept of rule-driven behavior. First, relatively simple behavior under the control of verbal stimuli: the child learns to jump, open the book and so on. Once a large number of responses have come under such verbal control, a sequence of verbal stimuli can cause an almost unlimited variety of complex responses. The main article of Reinforcement: Reinforcement, a key concept of behavior, is the basic process that shapes and controls behavior, and occurs in two ways: positive and negative. In The Behavior of Organisms (1938), Skinner defines negative reinforcement as synonymous with punishment, i.e. the representation of the reverse stimulus. This definition will subsequently be redefined in the journal Science and Human Behavior (1953). In what has now become a standard set of definitions, positive reinforcement is to strengthen behavior as a result of the occurrence of an event (e.g. praise after some behavior is performed), while negative reinforcement is to strengthen behavior by removing or avoiding some inversion events (e.g. opening and raising an umbrella over your head on a rainy day is amplified by the cessation of rain falling on you). Both types of amplification enhance behavior - increase the likelihood of behavior recurrence; the difference is whether the amplification event is something applied (positive reinforcement) or something is removed or avoided (negative reinforcement). The punishment may be the use of an avery stimulus/event (positive punishment or punishment by conditional stimulation) or elimination of the desired incentive (negative punishment or punishment by withdrawal of contingent). Although punishment is often used to suppress behavior, Skinner argued that this suppression is temporary and has a number of other, often undesirable, effects. Extinction is the absence of that weakens behavior. Writing in 1981, Skinner noted that Darwinian Darwinian choice, as enhanced behavior, choice on consequences. Although, he said, natural selection has now done its job, he regretted that essentially the same process, strengthening, was less widely accepted as basic human behavior. Schedule reinforcements Home article: Schedule reinforcements Skinner acknowledged that behavior tended to intensifies more than once, and, along with Charles Furster, he did extensive analysis of the various ways in which reinforcements can be organized over time, calling it reinforcement schedules. The most notable reinforcement graphs studied by Skinner were continuous, interval (fixed or variable) and ratios (fixed or variable). All techniques are used in the operating conditioning. Continuous Reinforcement (CRF): Every time a specific action is performed, the subject receives reinforcement. This method is effective in learning new behaviors, as it quickly establishes a link between target behavior and armator. For example, if you put your finger on the flame (action), your finger gets burnt (negative reinforcement). Graph interval: based on the intervals between reinforcements. Fixed Schedule Interval (FI): A procedure in which reinforcements are presented on time, provided that the appropriate response is made. This graph gives a response speed that is low immediately after reinforcements and becomes fast shortly before the next reinforcement is scheduled. For example, read a textbook before exams to pass exams: reading is the answer, regular exams are a reinforcement. Variable Graph Interval (VI): A procedure in which behavior is enhanced after a random period of time after the last reinforcement. This graph provides a steady response at a rate that varies with the average frequency of reinforcements. For example, learning Japanese: Japanese class -- interaction with the real world (such as talking to a cashier or colleague) -- the next Japanese class. Ratio Schedule: Based on the response-to-reinforcement ratio. Fixed Ratio Schedule (FR): Reinforcement delivery procedure after receiving a certain number of responses. For example, you should go down the class if you don't have two mandatory courses. Variable Ratio Graph (VR): A procedure in which reinforcement occurs after a series of responses that are randomized from one reinforcement to another (e.g. slot machines). The odds schedule usually leads to a very rapid response, often intermittently not responding immediately after reinforcements if a large number of responses are required for reinforcement. For example, video games: a gamer receives an update or reward after achieving some of the actions required by the game through multiple attempts. The less action a reward requires, the faster the action, as Gamer moves very fast to perform rewarded rewarded After playing the action for hours, the gamer will usually take a break from the game before you start acting again in the video game. The token economy of the Skinner Principles has been used to create economic tokens in a number of institutions such as psychiatric hospitals. When participants behave desirable, their behavior is reinforced by tokens that can be changed to items such as candy, cigarettes, coffee or exclusive use of radio or TV. Verbal Behavior Home Article: Verbal Behavior (Book) Challenged by Alfred North Whitehead during a casual discussion while at Harvard to provide a report on randomly provided parts of verbal behavior, 34 Skinner set about trying to expand his then-new functional, inductive approach to the complexity of human verbal behavior. Developed over two decades, his work appeared in the book Verbal Behavior. While Noam Chomsky was critical of verbal behavior, he acknowledged that Skinner's S-R psychology was worth reconsidering. (The behavior of analysts rejects the S-R characteristic: opera conditioning involves the emission of a response, which then becomes more or less likely depending on its effects.) Verbal behavior had an uncharacteristically cool reception, partly as a result of Homsky's review, in part because of Skinner's inability to consider or refute Khomsky's criticism. Skinner's peers may not have been in a hurry to accept the ideas presented in Verbal Behavior because of the lack of experimental evidence - in contrast to the empirical study noted by Skinner's experimental work. The scientific invention of Operant Air conditioning opera camera conditioning (also known as Skinner Box) is a laboratory apparatus used in experimental analysis of animal behavior. It was invented by Skinner when he was a graduate student at Harvard University. As used by Skinner, the box had a lever (for rats), or a drive in one wall (for pigeons). The press on this manipulandum can deliver food to the animal through the hole in the wall, and the answers are reinforced thus increased in frequency. By controlling this reinforcement along with discriminatory stimuli such as lights and tones, or punishments such as electric shocks, the experimenters used the opera box to explore a wide range of topics, including amplification schedules, discriminatory controls, response delays (memory), punishment, and so on. By directing research in these areas, the air conditioning chamber has had a huge impact on the course of research into animal learning and its application. This has made significant progress in addressing problems that could be explored by measuring the speed, probability or strength of a simple, repetitive response. However, this prevented the study of processes not easily conceptualized in such terms - spatial learning, in particular, which is currently being studied in very different ways, for example, through the help of Maze. The cumulative recorder cumulative recorder makes a pen and ink record of simple repetitive answers. Skinner designed it to be used with an opera camera as a convenient way to record and view the speed of responses such as a lever or key peck. In this device, a piece of paper gradually unfolds above the cylinder. Each answer steps with a small pen on the paper, starting at one edge; When the pen reaches the other end, it quickly folds to the starting side. The tilt of the received ink line graphically shows the response rate; for example, quick answers give a steep sloping line on paper, slowly reacting gives a low slope line. The cumulative recorder was a key tool used by Skinner in his behavioral analysis, and it was very widely accepted by other experimenters, gradually dropping out of use with the advent of the lab computer and the use of linear graphs. The main experimental study of Skinner's answers, presented in his book with Charles Furster, The Reinforcement Schedule, is full of cumulative recordings produced by this device. The Air Cot air cot is an easily cleaned, temperature-controlled bed designed to replace a standard cot. Skinner invented a device to help his wife cope with day-to-day parenting challenges. It has been designed to make early childcare easier (by reducing laundry, diaper rash, cradle cover, etc.), allowing the child to be more mobile and comfortable, and less likely to cry. It is reported that it has had some success in this regard. The air cot was a controversial invention. He was popularly mischaracterized as a cruel pen, and it is often compared to Skinner's operatic air conditioning camera (aka "Skinner Box"). This link to laboratory

experiments on animals hindered its commercial success, although several companies attempted production. Psychologist Lauren Slater's 2004 book *Opening Skinner's Box* caused a stir by mentioning rumors that Skinner had used his young daughter Deborah in some of her experiments, and that she later committed suicide. Although Slater's book rejected such rumors as false, a reviewer at *The Observer* in March 2004 incorrectly quoted Slater's book as supporting rumours. This review was read by Deborah Skinner (now Deborah Bouzan), who wrote a furious riposte in *The Guardian*. The Training Machine Training Machine, a mechanical invention to automate the task of programmed learning Training Machine was a mechanical device whose purpose was to control the curriculum of programmed learning. The machine embodies the key elements of Skinner's learning theory and has had important implications for education in general and classroom learning in particular. In one incarnation, the machine was a box that contained a list of questions that could have been one at a time through a small window. (see picture.) There is also a mechanism by which a student can every question. Once the right answer is provided, the student will be rewarded. Skinner advocated the use of learning machines for a wide range of students (e.g. preschool for adults) and educational purposes (e.g. reading and music). For example, one machine he envisioned could teach rhythm. He wrote: A relatively simple device delivers the necessary contingencies. The student presses the rhythmic pattern in unison with the device. Unison is indicated very freely at first (the student may be a little sooner or later at every click), but the specs are slowly sharpened. The process is repeated for different speeds and patterns. In another arrangement, the student repeats the rhythmic patterns, sounding on the machine, though not in unison, and again the specifications for accurate reproduction gradually escalate. Rhythmic patterns can also be brought under the control of the printed score. The training potential of the training machine stems from several factors: it provides automatic, immediate and regular reinforcement without the use of reverse control; The material presented was consistent but diverse and new; the rate of learning can be adjusted according to the individual. As a result, students were interested, attentive, and learned effectively, producing the desired behavior, learning to do. Training machines, though perhaps rudimentary, were not rigid learning tools. They can be adjusted and improved depending on student performance. For example, if a student has made many wrong answers, the machine can be reprogrammed to provide less advanced clues or questions – the idea is that students acquire behavior most effectively if they make multiple mistakes. Multi-option formats are not suitable for learning machines because they tend to increase student error, and the unforeseen circumstances of the gain are relatively uncontrollable. Machines are not only useful in teaching explicit skills, but can also contribute to the development of a repertoire of behaviors, which Skinner called self-government. Effective self-government means participating in incentives that meet the challenge, avoiding distractions, reducing the ability to reward competing behaviours, and so on. For example, machines encourage students to pay attention before receiving a reward. Skinner compared this to the usual classroom practice of initially capturing students' attention (e.g. live video) and giving rewards (such as entertainment) before students actually performed any appropriate behavior. This practice is not able to strengthen correct behavior and is in fact contrary to the development of self-government. Skinner pioneered the use of classroom learning machines, especially at the elementary level. Today, computers are running software that performs similar training tasks, and a resurgence of interest in the topic of adaptive learning systems. Pigeon-guided rocket Article: Project Dove during World War II, the U.S. Navy requires weapons effective against surface ships such as German Bismarck class battleships. Despite the existence of rocket and television technologies, the size of the existing primitive guidance systems makes automatic guidance impractical. To solve this problem, Skinner initiated the Dove project, which was to provide a simple and effective guidance system. This system divided the rocket's nasal cone into three compartments, each with a pigeon placed. The lenses projected an image of distant objects onto the screen in front of each bird. Thus, when the missile has been launched from an aircraft within sight of an enemy ship, the image of the ship will appear on the screen. The screen was hinged, so the pecking at the image of the ship will guide the rocket to the ship. Despite the effective demonstration, the project was abandoned and eventually more traditional solutions, such as radar-based solutions, became available. Skinner complained that our problem was that no one would take us seriously. At the beginning of his career, Skinner became interested in hidden speech and experimented with a device he called a verbal sumer. This device can be considered as an auditory version of Rorschach's ink. When using the device, participants listened to the incomprehensible auditory garbage but often read the meaning of what they heard. Thus, as with Rorschach's blots, the device was designed to produce explicit behavior that projected subconscious thoughts. Skinner's interest in project tests was brief, but he later used cedator observations to create his theory of verbal behavior. The device also led other researchers to invent new tests such as the tauthophone test, the auditory uppercent test, and Azzageddi, when defined as? Impact on teaching This article needs additional quotes to verify. Please help improve this article by adding quotes to reliable sources. Non-sources of materials can be challenged and removed. Find sources: B. F. Skinner - News Newspaper Books Scientist JSTOR (December 2007) Learn how and when to remove this template message Along with psychology, education has also been influenced by Skinner's opinions, which are widely represented in his book *Teaching Technology*, and reflected in Fred S. Keller's personalized learning system and Ogden R. Lindsley's accurate learning. Skinner argued that education has two main objectives: to teach the repertoire of both verbal and non-verbal behavior; and to encourage students to learn. He recommended that the behaviour of students be properly monitored by providing reinforcements only if there were incentives relevant to the academic task. Because he believed that human behavior could be affected by small consequences, something as simple as being able to move forward completion of one phase of activity may be Armatot. Skinner was convinced that in order to learn, a student should engage in behavior, not just passively receive information. 389 Skinner believed that effective training should be based on positive reinforcement, which he believes changes and establishes behavior more effectively than punishment. He suggested that the main thing that people learn after punishment is how to avoid punishment. For example, if a child is forced to engage in playing an instrument, the child comes to be associated with the practice of punishment and thus learns to hate and avoid the practice of the instrument. This view had obvious implications for the widespread practice of mechanical learning and punitive discipline in education at the time. The use of educational activities as punishment can lead to rebellious behaviour, such as vandalism or absence. Because teachers are primarily responsible for changing student behavior, Skinner argued that teachers must learn effective ways of learning. In *Teaching Technology* (1968), Skinner has a chapter on why teachers fail: 57:93-113 He says that teachers were not given an in-depth understanding of teaching and learning. Without knowing the science behind teaching, teachers fall for procedures that work poorly or do not work at all, such as: the use of obverse methods (which produce escape and avoidance and unwanted emotional effects); relying on storytelling and explanation (Unfortunately, the student does not study simply when he is shown or spoken.); 57:103 failure to adapt training assignments to the current level of the student; and unable to provide positive reinforcement often enough. Skinner suggests that any age-appropriate skills can be trained. The steps clearly indicate the action or performance a student must learn. Break the task into small achievable steps, going from simple to complex. Have the student take every step, stepping up the right steps. Adjust so that the student is always successful until the goal is finally achieved. Switch to intermittent reinforcement to maintain student performance. Skinner's contribution to social theory is widely known mainly for his books *Walden Two* (1948) and *Beyond Freedom and Dignity* (for which he made the cover of *TIME* magazine). The first describes a fictional experimental community in the 1940s in the United States. The productivity and happiness of citizens in this community is much greater than in the outside world, because residents practice scientific social planning and use opera conditioning in the upbringing of their children. *Walden Two*, like Walden Thoreau, champions a lifestyle that does not support war, or promote competition and social struggle. It encourages a lifestyle of minimal consumption, rich social relationships, personal happiness, satisfying work, and leisure. In 1967, Kat Kincaid and others Twin Oaks community, using *Walden Two* as a drawing. The community still exists and continues to use the Planner-Manager system and other community described in Skinner's book, although changing behavior is not a community practice. In *Beyond Freedom and Dignity*, Skinner suggests that behavioral technology can help make society better. However, we must recognize that autonomous agent is not the driving force behind our actions. Skinner offers alternatives to punishment, and challenges his readers to use science and modern technology to build a better society. Skinner's political views in political writing underscored his hopes that effective and human behavioral control science - human behavior technology - can help solve problems that have not yet been solved and are often exacerbated by advances in technology such as the atomic bomb. Indeed, one of Skinner's goals was to prevent the destruction of humanity. He saw political activity as the use of reverse or non-conversion means to control the population. Skinner advocated the use of positive reinforcements as a means of control, citing Emil's school, or On Education, as an example of literature that wasn't afraid of the power of positive reinforcement. Skinner's book, *Walden Two*, presents a vision of a decentralized, localized society that applies practical, scientific and behavioral expertise to peacefully address social problems. (For example, his views led him to oppose corporal punishment in schools, and he wrote a letter to the California Senate that helped lead him to a ban on flogging, a minimum of trouble and the feeling that a person has made a worthy contribution to a society in which resources are provided, in particular, by minimizing consumption. If the world wants to save any part of its resources for the future, it must reduce not only consumption, but also the number of consumers. - B. F. Skinner, *Walden Two* (1948), p. xi Skinner described his novel as my new Atlantis, in connection with Bacon's utopia. When Milton's Satan falls from heaven, he ends up in hell. And what does he say to calm himself down? Here, at least, we'll be free. And that, I think, is the fate of an old-fashioned liberal. He'll be free, but he'll be in hell. - B.F. Skinner, by William F. Buckley Jr., in the line of fire, p.87. Experiment Superstition in the pigeon One of Skinner's experiments investigated the formation of superstitions in one of his favorite experimental animals, the pigeon. Skinner placed a series of hungry pigeons in a cage attached to an automatic mechanism that delivered food to the pigeon at regular intervals with no reference to the bird's behavior. He found that pigeons linked food delivery to doing as it was delivered, and that they subsequently continued to perform the same actions. One bird was determined to turn counterclockwise on the cage, making two or three turns between reinforcements. Another repeatedly stuck his head in one of the upper corners of the cage. The third developed a tossing response, as if placing his head under an invisible bar and picking it up repeatedly. The two birds developed a pendulum motion of the head and body in which the head was extended forward and swung from right to left with a sharp motion followed by a somewhat slower return. Skinner suggested that the pigeons behaved as if they had been affected by the automatic mechanism by their rituals, and that the experiment shed light on human behavior: The bird behaves as if there is a causal relationship between its behavior and the presentation of food, although such a connection is lacking. There are many analogies in human behavior. Rituals for changing your state on maps are good examples. A few random connections between the ritual and the beneficial effects are enough to adjust and maintain behavior despite many unforced cases. A bowler who let the ball down the alley but continues to behave as if she was controlling it by twisting and turning his arm and shoulder is another example. Such behavior, of course, has no real effect on his luck or on the ball halfway down the alley, just as in this case the food will appear so often if the pigeon has done nothing, or, to put it strictly, did something else. Modern behavioral psychologists dispute Skinner's superstition explaining the behavior he recorded. Subsequent studies (e.g. Studdon and Simmelhag, 1971), finding similar behavior, failed to find support for Skinner's adventure-reinforcement explanation for him. Looking at the timing of different behaviors in the interval, Studdon and Simmelhag were able to distinguish between two behavior classes: the terminal response that occurred while waiting for food, and the intermediate responses that occurred earlier in the inter-food interval and were rarely related to food. The terminal responses seem to reflect classic (as opposed to operational) conditioning rather than adventurous reinforcement, guided by a process like what was observed in 1968 by Brown and Jenkins in their auto-shaking procedures. Cause-and-effect activities (e.g., polycoding caused by a graph seen in a similar rat situation) cannot be associated with adventurous reinforcement, and its details are still unclear (Staddon, 1977). Critic Noam OfrnSky Noam Homsy, a prominent critic of Skinner, published a review of Skinner's verbal behavior two years after it was published. Chomsky argued that Skinner's attempt to use behavior to explain human language amounted to nothing more than a play on words. Conditional cannot explain a child's ability to create or understand the infinite variety of new offerings. The Review of Homsy is credited with the beginning of a cognitive revolution in psychology and other disciplines. Skinner, who rarely responded directly to critics, did not respond officially to Homsy's criticism. Years later, Kenneth McCorcodale's response was endorsed by Skinner. Chomsky also reviewed Skinner's *Beyond Freedom and Dignity*, using the same basic motifs as his review of *Verbal Behavior*. Among The criticisms ofHomsy was that Skinner's lab work could not be extended to humans, that when it was extended to humans, it was scientific behavior, trying to emulate science, but there was no scientific that Skinner was not a scientist because he rejected the hypothetical-deductive model of theoretical tests, and that Skinner had no science about behavior. Skinner's psychodynamic psychology has been repeatedly criticized for his alleged hostility towards Sigmund Freud, psychoanalysis and psychodynamic psychology. Some argue, however, that Skinner shares several freudian assumptions, and that he has been influenced by Freudian viewpoints in more than one area, including the analysis of defense mechanisms such as repression. To study such phenomena, Skinner even developed his own design test, described above as a verbal adder. As Skinner understands, attributing dignity to individuals involves giving them credit for their actions. To say Skinner is brilliant means that Skinner is the driving force. If Skinner's determinist theory is correct, he is simply the focus of his surroundings. He is not the original force, and he had no choice in saying what he said or doing what he did. Skinner's environment and genetics allowed and forced him to write his book. Similarly, the environment and the genetic potential of defenders of freedom and dignity force them to confront the reality that their own activities are determined. J. E. R. Staddon argued a compatible position; Skinner's determinism is in no way contrary to the traditional notions of remuneration and punishment, as he believed. Raleigh's Professional Career 1936-1937 Instructor, University of Minnesota 1937-1939 Associate Professor, University of Minnesota 1939-1945 Adjunct Professor, University of Minnesota 1945-1948 Professor and Chairman, Indiana University Lecturer 1947-1948 William James, Professor at Harvard University 1948-1958, President of Harvard University 1949-1950, President of the Midwestern Psychological Association 1954-1955, Emeritus Professor of Psychology and Social Relations of the Eastern Psychological Association 1966-1967, Pavlovian Society of North America 1974-1990, Harvard University Awards 1926 AB, Hamilton College 1930 MA, Harvard University 1930-1931 1931 PhD Scholarships, Harvard University 1931-1932 Walker Scholarships 1931-1933 National Research Research Scholarship 1933-1936 Junior Fellowship, Harvard Society Fellows 1942 Guggenheim Fellowship (delayed until 1944-1945) 1942 Howard Crosby Warren Medal, Society of Experimental Psychologists 1958 Distinguished Scientific Contribution Award, American Psychological Association 1958-1974 Edgar Pierce Professor of Psychology, Harvard University 1964-1974 Career Award, National Institute of Mental Health 1966 Edward Lee Thorndick Award, American Psychological Association 1968 National Medal of Science, National Research Foundation 1969 Overseas Research Fellow at Churchill College , Cambridge 1971 Gold Medal Award, American Psychological Foundation 1971 Joseph. Kennedy Jr., Foundation for Mental Retardation International Award 1972 Humanist of the Year, American Humanist Association 1972 Creative Leadership in Education Award, New York University 1972 Career Contribution Award, Massachusetts Psychological Association 1978 Distinguished Contributions to Educational Research Award and Development, American Association of Educational Research 1978 National Association for Backward Citizens Award 1985 Award for Excellence in Psychiatry, Albert Einstein School of Medicine 1985 President Award, New York Academy of Sciences 1990 William James Fellow Award, American Psychological Society 1990 Lifetime Achievement Award, American Psychology Association 1991 Distinguished Member and Distinguished Professional Achievement Award, The Society for Performance Enhancement 1997 Science Hall of Fame Award, Academy of Resources and Development 2011 Committee on Skeptics Request Pantheon Skeptics-Inducted 76 Honorary Degrees Skinner received honorary degrees from: Alfred Ball State University Dickinson College Hamilton College at Harvard University Hobart and William Smith College of Johns Hopkins University Kayo University of Long Island University K. 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