Unit III Guide: Learning

**Textbook Readings**

*Psychology*, Meyers: Chapter 8 “Learning” pg 313-347

**Important Dates**

VOCAB QUIZ: Thursday 10/24

UNIT TEST: Friday 11/1

**Key Terms**

Acquisition

Antisocial Behavior

Associative Learning

Behaviorism

Classical Condition

Cognition

Cognitive Map

Conditioned Reinforcer (aka Secondary Reinforcer)

Conditioned Response (CR)

Conditioned Stimulus (CS)

Continuous Reinforcement

Discrimination

External Motivation

Extinction

Extrinsic Motivation

Extrinsic Rewards

Fixed-Interval Schedule

Fixed-Ratio Schedule

Generalization

Insight Learning

Intrinsic Motivation

Latent Learning

Law of Effect

Learning

Mirror Neurons

Model

Modeling

Motivation

Negative Reinforcement

Observational Learning

Operant Behavior

Operant Chamber

Operant Conditioning

Overjustification Effect

Partial (Intermittent) Reinforcement

Partial Schedule

Positive Reinforcement

Primary Reinforcer

Prosocial Behavior

Punishment

Reinforcement

Reinforcer

Respondent Behavior

Response

Secondary Reinforcement

Shaping

Social Learning

Spontaneous Recovery

Stimulus

Unconditioned Response (UCR/UR)

Unconditioned Stimulus (UCS/US)

Variable-Interval Schedule

Variable-Ratio Schedule

Vicarious Learning

**Key People**

Ivan Pavlov

B. F. Skinner

John Watson

Rosalie Rayner

John Garcia

Robert Rescorla

Edward Thorndike

Edward Tolman

Albert Bandura

**Questions to Consider**

1. What is learning?
2. What is observational learning?
3. What is classical condition, who developed it, and how does the process works?
4. Define Unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response. Explain how each works in classical conditioning.
5. Explain how the five major conditioning processes work. Hint they are: acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher order learning.
6. Does classical or operant conditioning take into account all learning? What about cognitive processes and biological predispositions?
7. How can you condition emotional responses (e.g. Little Albert, attraction/aversion)?
8. What types of therapies have been developed based on principles of classical condition?
9. What are the types of exposure therapies and how does each work?
10. Explain how and why psychologists use aversion therapies.
11. What is operant conditioning? How is it different from classical conditioning?
12. Who is B. F. Skinner and what role did he play in the development of conditioning?
13. What is shaping in relation to operant conditioning?
14. Why do we use reinforcement schedules?
15. What type of reinforcement schedule is most effective for conditioning? Explain the differences between different reinforcement schedules.
16. How do we use operant conditioning to weaken or stop a behavior?
17. What are the types of punishment and reinforcement?
18. Explain the difference between negative reinforcement and punishment.
19. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g. contingencies).
20. What are some examples of how biological constraints create learning predispositions.
21. What types of motivation are more effective for long term learning? Why?
22. Use learning principles to explain the following phenomena:
    1. Emotional learning
    2. Taste aversion
    3. Superstitious behavior
    4. Learned helplessness