Unit 2: Study Guide
Learning

During this unit we will look at the differences of learned and unlearned behavior, specifically covering classical and operant conditioning. Students will learn about the basic phenomena of learning, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order conditioning. We will examine the effects of punishment and reinforcement in specific learning paradigms: reinforcement and omission training, behavior modification, as well as active and passive avoidance. We will consider the influence of independent variables like practice, schedules and delay of consequences, and motivation. In addition, we cover the various types of graphs used to show the results of experiments on learning and how the principles of learning are related to practicalities such as emotional learning, taste aversion, coping versus helplessness, biofeedback, and self-control. We will also revisit the biological constraints of learning, through the coverage of insight and social learning.

CR6: The course provides instruction in learning
CR15: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments

Text: Chapter 8 (pp. 313 – 346), pg. 691
Student Resources: Flashcards from text   **www.worthpublishers.com/myers8e**
                        It's not just about salivating dogs, Forty Studies, pp. 64 – 70
                        Little Emotional Albert, Forty Studies, pp. 71 – 76
                        Knock Wood, Forty Studies, pp. 77 – 83

An emphasis on
- Biological Factors
- Classical & Operant Conditioning
- Social Learning & Cognitive Processes in Learning
- (7 – 9 % of multiple choice)

Myers' Psychology Text Reading Guide Questions

Pages 313 – 325, 691
1. What is associative learning?
2. Distinguish generalization from discrimination.
3. The role of acquisition, extinction, and spontaneous recovery in everyday learning.
4. What are two ways you are classically conditioned everyday?

Page 326 – 339
1. What is Edward Thorndike's *Law of Effect?*
2. Differentiate Positive Reinforcement from Negative Reinforcement.
3. What are some examples from your life of each schedule of reinforcement?
4. Compare Classical with Operant Conditioning.
5. What are some biological predispositions of classical and operant conditioning?

Pages 341 – 346
1. What is the role of mirror neurons in observational learning?
2. Describe Albert Bandura's famous Bobo Doll experiment.

Key Terms

Learning	Associative Learning	Classical Conditioning
Operant Conditioning	Observational (Social) Learning	Unconditioned Stimulus
Unconditioned Response	Neutral Stimulus	Conditioned Stimulus Conditioned
Response	Acquisition	Extinction
Extinguished	Spontaneous Recovery	Generalization Discrimination
Systematic Desensitization	"Peter"	"Little Albert"
Law of Effect	Law of Readiness	
Law of Exercise	Shaping	Reinforcement
Primary Reinforcers	Secondary Reinforcers	Continuous Reinforcement Partial
Reinforcement	Fixed-Ratio	Fixed-Interval
Variable-Ratio	Variable- Interval	Positive Reinforcement token
Token Economy	Negative Reinforcement	Punishment
Aversive Conditioning	Premack Principle	Intrinsic Motivation
Extrinsic Motivation	Active and Passive Avoidance	Omission Training
Latent Learning	Overjustification Effect	Modeling
Imitation	"Bobo Doll"	Self Efficacy
Observational Learning	Cognitive Learning	Cognitive Map
Insight Learning	Strategies	

Key People

Ivan Pavlov*	___	John Watson*	___	Rosalie Rayner	___
John Garcia	___	B.F. Skinner*	___	Edward Thorndike*	___
Albert Bandura*	___	Mary Cover Jones	___	Wolfgang Kohler	___
E.C. Tolman	___	Martin Seligman	___		

A. Little Albert, why won't you pet that rat anymore?

B. I watch what you do. I do what you do.

C. *Exposing* Peter to the rabbit can be pleasant.

D. Aha! Other animals may have insight.

E. My dog drools a lot when the doorbell rings.

F. Latent learning: I'll show what I know when I see an incentive.

G. Sometimes classical conditioning may be delayed.

H. I enjoy assisting Dr. Watson.

I. Sometimes we *learn* to be *helpless* when we see no control.

J. The *effect* of rewards will make a person behave likewise again.

K. Positive Reinforcement. Negative Reinforcement. Shaping.

Learning Outcomes (from the Myers text – Chapter 8: Learning)

1. Define *learning*, and identify two forms of learning.
2. Define *classical conditioning* and *behaviorism*, and describe the basic components of classical conditioning.
3. Describe the timing requirements for the initial learning of a stimulus-response relationship.
4. Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination.
5. Discuss the survival value of generalization and discrimination.
6. Discuss the importance of cognitive processes in classical conditioning.
7. Describe some of the ways that biological predispositions can affect learning by classical conditioning.
8. Summarize Pavlov's contribution to our understanding of learning.
9. Describe some uses of classical conditioning to improve human health and well-being.
10. Identify the two major characteristics that distinguish classical conditioning from operant conditioning.
11. State Thorndike's law of effect, and explain its connection to Skinner's research on operant conditioning.
12. Describe the shaping procedure, and explain how it can increase our understanding of what animals and babies can discriminate.
13. Compare positive and negative reinforcement, and give one example each of a primary reinforcer, a conditioned reinforcer, an immediate reinforcer, and a delayed reinforcer.
14. Discuss the strengths and weaknesses of continuous and partial (intermittent) reinforcement schedules, and identify four schedules of partial reinforcement.
15. Discuss the ways negative punishment, positive punishment, and negative reinforcement differ, and list some drawbacks of punishment as a behavior-control technique.
16. Explain how latent learning and the effect of external rewards demonstrate that cognitive processing is an important part of learning.
17. Explain how biological predispositions place limits on what can be achieved through operant conditioning.
18. Describe the controversy over Skinner's views of human behavior.
19. Describe some ways to apply operant conditioning principles at school, in sports, at work, and at home.
20. Identify the major similarities and differences between classical and operant conditioning.
21. Describe the process of observational learning, and explain the importance of the discovery of mirror neurons.
22. Describe Bandura's findings on what determines whether we will imitate a model.
23. Discuss the impact of prosocial modeling.
24. Explain why correlations cannot prove that watching violent TV causes violent behavior, and cite some experimental evidence that helps demonstrate a cause-effect link.