Chapter 8:

Learning



AP Psychology

Mrs. Wilson

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| --- | --- |
| Assignment | Due Date |
| Read 313-315 |  |
| Read 315-325 |  |
| Read 326-333 |  |
| Read 333-340 |  |
| Read 341-348 |  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_

**Learning (7–9%)**

This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning.

AP students in psychology should be able to do the following:

1. Explain, compare and contrast the following (include all relevant principles):

a. classical conditioning,

b. operant conditioning,

c. and observational learning

2. Describe basic classical conditioning phenomena, such as:

a. acquisition,

b. extinction,

c. spontaneous recovery,

d. generalization,

e. discrimination,

f. and higher-order learning.

3. Explain the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).

4. Explain how the following will influence quality of learning.

a. practice,

b. schedules of reinforcement,

c. and motivation

5. Create and explain graphs that exhibit the results of learning experiments.

6. Provide examples of how biological constraints create learning predispositions.

7. Describe the essential characteristics of

a. insight learning,

b. latent learning,

c. and social learning.

8. Apply learning principles to explain

a. emotional learning,

b. taste aversion,

c. superstitious behavior,

d. and learned helplessness.

9. Suggest how the following can be used to address behavioral problems.

a. behavior modification,

b. biofeedback,

c. coping strategies,

d. and self-control

10. Identify key contributors in the psychology of learning (What, When, Where and Why)

1. Albert Bandura,

2. John Garcia,

3. Ivan Pavlov,

4. Robert Rescorla,

5. B. F. Skinner,

6. Edward Thorndike,

7. Edward Tolman, and

8. John B. Watson.

Key Terms and Figures

**Terms**

1. Learning
2. Associative learning
3. Classical conditioning
4. Behaviorism
5. Unconditioned response
6. Unconditioned stimulus
7. Conditioned response
8. Conditioned stimulus
9. Neutral stimulus
10. Acquisition
11. Extinction
12. Spontaneous recovery
13. Generalization
14. Discrimination
15. Operant conditioning
16. Respondent behavior
17. Operant behavior
18. Skinner Box
19. Law of Effect
20. Shaping
21. Reinforcement
22. Positive reinforcement
23. Negative reinforcement
24. Primary reinforcers
25. Conditioned/Secondary reinforcers
26. Continuous reinforcement
27. Partial/intermittent reinforcement
28. Fixed-ratio schedules
29. Variable-ratio schedules
30. Fixed-interval schedule
31. Variable-interval schedule
32. Punishment
33. Cognitive map
34. Latent learning
35. Intrinsic motivation
36. Extrinsic motivation
37. Observational learning
38. Modeling
39. Mirror neurons
40. Prosocial behavior

**Names**

1. Ivan Pavlov
2. John Garcia
3. John B. Watson
4. B. F. Skinner
5. Edward L. Thorndike
6. Albert Bandura

KEY TERMS DUE AT TEST

**FACT OR FALSEHOOD**

T F 1. Lowly animals, like sea slugs, behave by instinct and are incapable of learning.

T F 2. Humans are the only animals that can learn behaviors merely by observing others perform them.

T F 3. The study of inner thoughts, feelings, and motives has always occupied a central place in

psychology.

T F 4. A person can be more readily conditioned to dislike a particular food than to dislike the place

where the food was eaten.

T F 5. With training, pigeons can be taught to discriminate between Bach’s music and Stravinsky’s.

T F 6. Negative reinforcement is another term for punishment.

T F 7. Psychologists agree that punishment, regardless of its form, has little effect on behavior.

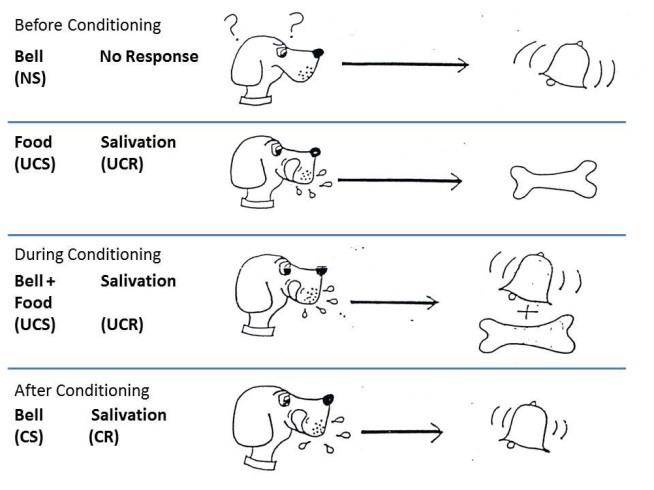
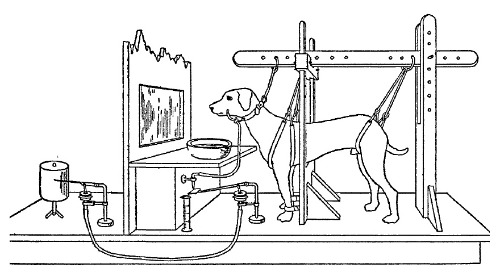
T F 8. Animals learn only when rewards are given.

T F 9. Animals can learn to make virtually any response if consistently rewarded for it.

T F 10. Research indicates that televised violence leads to aggressive behavior by children and

teenagers who watch the programs.

**Classical Conditioning: Pavlov’s Dogs**

For each of the following situations, determine the US, UR, CS, CR

1. When Miah gets back to the dormitory after jogging around the campus, he likes to take a quick shower before going to class. One morning while taking a shower he hears someone flushing a nearby toilet. Suddenly, extremely hot water comes rushing out of the showerhead and Miah experiences excruciating pain. After muttering a few obscenities, he continues showering. A few minutes later, Miah hears another toilet flush and he leaps out of the shower
   1. US\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. UR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. CS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. CR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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   3. CS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. CR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Ryan was really looking forward to lunch because his mother had prepared a tuna salad sandwich. Unfortunately, the mayonnaise she used had been left out too long and was spoiled. Not long after eating the sandwich, Ryan felt sick and had to rush to the bathroom. Thereafter, the mere mention of a tuna sandwich would make Ryan nauseous
   1. US\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. UR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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   4. CR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Psychologists like to experiment on other organisms in their immediate environment, so Jenny decided to perform a few experiments on her kitty, Precious. Jenny had a little clicker that makes a loud ‘CLICK’ sound. She walked around the house, randomly clicking it for a while while Precious rested in the living room. Then Jenny sat down with Precious, and used the flash on her camera to flash a bright light at the same time she clicked. Precious blinked because of the flash, and looked mildly annoyed. Jenny repeated this process with her 4 times, then clicked the clicker, without using the flash. She still blinked! (She also looked very unhappy).
   1. US\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. UR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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   3. CS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. CR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Operant Conditioning**

1. Dad and tot enter the checkout lane of the supermarket. When the child screams for candy, dad pops a sucker in her mouth to quiet her down.
2. What were the consequences of screaming for the child? (good, bad, neutral)
3. Will the child be more or less likely to scream when she wants candy in the future?
4. What operant conditioning principle is at work? (positive reinforcement? negative reinforcement? positive punishment? negative punishment?)
5. Dad and tot enter the checkout lane of the supermarket. When the child screams for candy, dad pops a sucker in her mouth to quiet her down.
6. What were the immediate consequences of giving the child candy for the dad?
7. Will the dad be more or less likely to give the child candy when she (the child) screams in the future?
8. What operant conditioning principle is at work?
9. From an operant conditioning perspective, what recommendations would you make to the dad at the supermarket described above?

**REINFORCEMENT SCHEDULES**

In real life, continuous reinforcement is rare. Sometimes responses are reinforced, sometimes not. Among the most important schedules of partial reinforcement are the fixed ratio (**FR**), variable ratio (**VR**), fixed interval (**FI**) and variable interval (**VI**).

Identify the schedule in the examples below by writing you answer-FR, VR, FI, VI.

1. \_\_\_\_\_\_\_\_\_\_ A person buys state lottery tickets and wins.
2. \_\_\_\_\_\_\_\_\_\_ A hotel maid may take a 15 minute break only after having cleaned three rooms.
3. \_\_\_\_\_\_\_\_\_\_ Someone watches and sees shooting stars on a dark night.
4. \_\_\_\_\_\_\_\_\_\_ A teenager receives allowance every Sunday.
5. \_\_\_\_\_\_\_\_\_\_ A professional baseball player gets a hit approximately every third time at bat.
6. \_\_\_\_\_\_\_\_\_\_ A person checks the oven to see if chocolate chip cookies are done when the time needed for baking is known.
7. \_\_\_\_\_\_\_\_\_\_ A berry picker receives $1 after filling 3 pint boxes.
8. \_\_\_\_\_\_\_\_\_\_ A charitable organization gets a donation for about every ten phone calls it makes.
9. \_\_\_\_\_\_\_\_\_\_ A man calls a garage mechanic to see if his car is fixed yet.
10. \_\_\_\_\_\_\_\_\_\_ A student’s final grade improves one level for every three book reviews completed.

**TYPES OF REINFORCEMENT**

Read each of the following paragraphs. Then in the space provided, identify if it is an example of **Positive Reinforcement, Negative Reinforcement, Positive Punishment** or **Negative Punishment.** Be sure to explain why you chose the answer you did.

1) Stephan and Cody were two mentally disabled boys who seldom smiled at other people. Dr. Hopkins used a procedure in which he would take them for walks, and if they smiled at passers by, he would give them some pieces of M & M's candy. This procedure caused Stephan and Cody to smile much more often than they had before.

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2) Your little sister is 4 years old. She is a fantastic artist. Unfortunately she just drew her best Picasso-style picture on your parents freshly pained bedroom wall. As a result, your parents take her prized Crayola crayons.

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3) You leave home earlier than usual one morning, and don't run into heavy traffic. You leave home earlier again the next morning and again you avoid heavy traffic. Your behavior of leaving home earlier is strengthened by the consequence of the avoidance of heavy traffic.

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4) You crazy teenage drivers go speeding down Highway 39 in your grandpa’s Buick. You are going 80 miles per hour blasting your new Lil’ Somebody CD, singing with your friends. Officer Siciliano sees you and pulls you over. After yelling and screaming at you for a few minutes and threatening to call your parents or haul you to jail, he writes you a ticket for $350.

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5) Students in Professor Ohno's class were given a weekly quiz. The students' grades on the first quiz were low, so Professor Ohno began praising the performance of those students who answered the quiz questions correctly. As a result of this procedure, the students' quiz performance improved on the rest of the quizzes.

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6) A rat is placed in a cage and immediately receives a mild electrical shock on its feet. The shock is unpleasant for the rat. The rat presses a bar and the shock stops. The rat receives another shock, presses the bar again, and again the shock stops. The rat's behavior of pressing the bar is strengthened by the consequence of the stopping of the shock.

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7) Your room is a huge mess. Your Mom keeps nagging you to clean your room. You continue to refuse to do it, saying you like how things are “organized.” The nagging continues. Eventually you give in and clean your room so your Mom will leave you alone.

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8) You get a new puppy for your birthday. Unfortunately it pees on your Dad’s new shoes. The dog then gets swatted with a newspaper for peeing.

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9) Martha was a five-year-old girl who attended preschool. She seldom played with the other children. Workers at the preschool began praising and admiring Martha when she engaged in cooperative play with other children. As a result of this procedure Martha's level of cooperative play with the other children increased.

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10) You take your new little puppy to the dog park. You tell him he has to behave if he wants to stay there very long. Right at the beginning he breaks free from the collar and runs wild. You stand and scream at him, but he keeps running around. Eventually you get a hold of him. You tell him, “you didn’t listen, now we have to go back home. You put the leash back on him and march him home.

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11) This summer you get a great job at Forest Grove Sea Park. After working there a few months, you get promoted from Shamoo’s personal assistant to dolphin feeder. Your job is to feed Flipper and all his friends. One day flipper gets aggressive and won’t let other dolphins eat. You, being the authoritarian that you are, take the fishy treats and walk away. Flipper cried a little, but you still walked away.

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12) Friday night you are hanging out at your Grandma’s house watching movies, playing cards and eating fresh baked cookies. You have had one too many glasses of milk and need to go to the bathroom. As you head down to the basement for a little potty break, you smack your head on the low ceiling.

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In Class Discussion: Effects of Violence in the Media

    Stanford psychologist Albert Bandura pioneered research into the effects of media violence on children. Through his research, he concluded that we are greatly impacted by our observations of violent acts in movies and on the television. He argued that children who watched violent behavior were likely to pattern their own behavior on the aggression they witnessed. He believed that violent television programs desensitized viewers and made violence seem to be a more acceptable way to deal with problems. Other researchers disagree with Bandura, stating that the effects of violence in popular media are not as harmful as many believe. They feel that people are able to distinguish between reality and the fictionalized world of entertainment.   
    In our discussion, we will be examining the research focused on the effects of violence on television. You will be assigned to one of two positions:

Violence on television leads to violent behavior in the real world.  
Violence on television does not cause violent behavior in the real world.  
  
It is alright if your own position differs from the one you are assigned. It is important to learn to research positions contrary to your own and to be able to present that information in a persuasive way. You will be graded on both your preparation for and on your participation in the discussion.   
  
**Preparation**  
  
You are responsible for finding two or three articles (depending of length) defending your position. Our library databases are a great place to find your information. These should be scholarly articles that detail either a single specific research study, or they can be editorials or general information articles by experts. If you choose informative pieces, they should be well supported and sources should be properly cited.  Each article should be thoroughly annotated with important details highlighted and notations in the margins. In addition, you are responsible for writing a half –page, typed summary of the article. Your summary should include:

* + What was the focus? - what specific aspect of television violence did the author focus on. (violence in cartoons, graphic violence, the age at which children are exposed, etc.)?
  + The approach the author took in examining the topic (did they conduct a research study, did they examine violent crime statistics, did they review other research).
  + The results of the study or examples discussed.
  + Your conclusions - what are the implications?

**Participation**  
      
    Since you have spent so much time informing yourself about our topic, you should have plenty to contribute to our discussion. In order to earn points for participating, each person is responsible for:

* + Being on time and having their materials out, ready to start
  + Participating by actively contributing to the discussion
  + Speaking only when they have the floor and not interrupting another speaker directly or through side conversations.
  + Paying attention and not working on any other assignments
  + Being respectful when disagreeing
  + keeping it class appropriate