**AP Review – Learning**

**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.

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| **Term** | **Definition** |
| Classical Conditioning |  |
| Unconditioned Stimulus |  |
| Unconditioned Response |  |
| Neutral Stimulus |  |
| Conditioned Stimulus |  |
| Conditioned Response |  |
| Extinction |  |
| Spontaneous Recovery |  |
| Stimulus Generalization |  |
| Stimulus Discrimination |  |
| Taste Aversion |  |
| Operant Conditioning |  |
| Reinforcement |  |
| Positive Reinforcement |  |
| Negative Reinforcement |  |
| Premack Principle |  |
| Primary Reinforcer |  |
| Secondary Reinforcer |  |
| Continuous Reinforcement |  |
| Shaping |  |
| Intermittent Reinforcement |  |
| Fixed Ratio Schedule |  |
| Variable Ratio Schedule |  |
| Fixed Interval Schedule |  |
| Variable Interval Schedule |  |
| Punishment |  |
| Positive Punishment |  |
| Negative Punishment |  |
| Observational Learning |  |

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| **Figure** | **Perspective** | **Research/Theory** |
| Ivan Pavlov |  |  |
| John Garcia |  |  |
| Robert Rescorla |  |  |
| Edward L. Thorndike |  |  |
| B.F. Skinner |  |  |
| Edward Tolman |  |  |
| Wolfgang Kohler |  |  |
| Albert Bandura |  |  |