**Learning (7–9%)**

Some psychologists focus their study on how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes. Because the process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit. Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced. Other learning psychologists study how the individual’s observations of other peoples’ behaviors influence changes in that individual’s mental processes and resulting behaviors.

Topics:

* 1. Introduction to Learning
  2. Classical Conditioning
  3. Operant Conditioning
  4. Social and Cognitive Factors in Learning

Learning Targets:

* Identify the contributions of key researchers in the psychology of learning.
* Interpret graphs that exhibit the results of learning experiments.
* Describe the essential characteristics of insight learning, latent learning, and social learning.
* Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
* Provide examples of how biological constraints create learning predispositions.
* Describe basic classical conditioning phenomena.
* Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
* Predict the effects of operant conditioning.
* Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
* Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

**Vocabulary for Flashcards**

*Chapter 6, Section 1: Classical Conditioning, pages 185-193*

1. Learning
2. Classical conditioning
3. Neutral stimulus (NS)
4. Unconditioned stimulus (UCS)
5. Unconditioned response (UCR)
6. Conditioned stimulus (CS)
7. Conditioned response (CR)
8. Conditioned emotional response (CER)
9. Acquisition (classical conditioning)
10. Generalization (classical conditioning)
11. Discrimination (classical conditioning)
12. Extinction (classical conditioning)
13. Spontaneous recovery (classical conditioning)
14. Higher-order conditioning (classical conditioning)

*Chapter 6, Section 2: Operant Conditioning, pages 194-206*

1. Operant conditioning
2. Reinforcement
3. Punishment
4. Thorndike’s law of effect
5. Primary reinforcer
6. Secondary reinforcer
7. Positive reinforcement
8. Negative reinforcement
9. Primary punisher
10. Secondary punisher
11. Positive punishment
12. Negative punishment
13. Skinner box
14. Acquisition (operant conditioning)
15. Generalization (operant conditioning)
16. Discrimination (operant conditioning)
17. Extinction (operant conditioning)
18. Shaping (operant conditioning)
19. Schedules of reinforcement
20. Continuous reinforcement
21. Partial/intermittent reinforcement
22. Fixed ratio (FR) schedule
23. Variable ratio (VR) schedule
24. Fixed interval (FI) schedule
25. Variable interval (VI) schedule

*Chapter 6, Section 3: Cognitive-Social Learning, pages 206-211*

1. Cognitive-social learning theory
2. Insight learning
3. Cognitive map
4. Latent learning
5. Observational learning
6. Scaffolding

*Chapter 6, Section 4: The Biology of Learning, pages 211-215*

1. Mirror neurons
2. Conditioned taste aversion
3. Biological preparedness
4. Instinctive drift

*Test Date: December 16th*