*Vocab terms:*

* Learning
* Habituation
* Associative learning
* Stimulus
* Respondent behavior
* Operant behavior
* Cognitive Learning
* Classical conditioning
* Behaviorism
* Neutral stimulus
* Unconditioned response (UR)
* Unconditioned stimulus (US)
* Conditioned response (CR)
* Conditioned stimulus (CS)
* Acquisition
* Higher-order conditioning
* Extinction
* Spontaneous recovery
* Generalization
* Discrimination
* Operant conditioning
* Law of effect
* Operant chamber
* Reinforcement
* Shaping
* Discriminative stimulus
* Positive reinforcement
* Negative reinforcement
* Primary reinforcer
* Conditioned reinforcer
* Reinforcement schedule
* Continuous reinforcement schedule
* Partial (intermittent) reinforcement schedule
* Fixed-ratio schedule
* Variable-ratio schedule
* Fixed-interval schedule
* Variable-interval schedule
* Punishment
* Biofeedback
* Preparedness
* Instinctive drift
* Cognitive map
* Latent learning
* Insight
* Intrinsic motivation
* Extrinsic motivation
* Problem-focused coping
* Emotion-focused coping
* Personal control
* Learned helplessness
* External locus of control
* Internal locus of control
* Self-control
* Observational learning
* Modeling
* Mirror neurons
* Prosocial behavior

*Answer the following questions by writing them on a separate sheet of paper.*

**Module 26**

1. How does David Myers define *learning*? What are the three types of learning?

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1. What is the difference between classical and operant conditioning (associative learning types)? What examples does he give to explain each (see figure 26.1)?

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1. What would be an example of observational learning from your own life experience?

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1. In Ivan Pavlov’s experiment, why was a neutral stimulus necessary? What was the purpose of introducing a stimulus that the dogs did NOT associate with food?

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1. Explain unconditioned responses and their relation to unconditioned stimuli.

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1. What, then, would be an explanation for a *conditioned* response and stimulus?

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1. Answer the example Myers gives to differentiate the four in the Pavlov scenario:
   1. US: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. UR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. CS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. CR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why is it important that the Unconditioned Stimulus happen *before* the Conditioned Stimulus in order for learning to occur?

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1. Explain higher-order conditioning by giving a step-by-step example from your (or someone you know) personal experience. (Or make one up!)

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1. How does the frequency between the conditioned stimulus (for example, the tone being sounded) impact the extinction of a conditioned response (salivation)?

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1. What is spontaneous recovery? What factors (in an experiment) can make spontaneous recovery stronger or weaker?

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1. Explain generalization, and give examples of how generalization can have a lasting conditioned response in people.

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1. How did John B. Watson condition Baby Albert? Were the results conclusive? How might our knowledge of extinction help patients such as Baby Albert who may have conditioned fears?

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**Module 27**

1. What question does Myers pose as a way to distinguish between classical conditioning and operant conditioning?

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1. What is the difference between respondent behavior and operant behavior?

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1. Explain Edward L. Thorndike’s “law of effect”.

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1. Who was B.F. Skinner? What (now very famous) experiment did Skinner use to prove operant behavior in animals?

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1. What is the “Skinner box”?

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1. How can *shaping* be used to condition the behavior of animals?

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1. What role does operant conditioning, discriminative stimuli and reinforcers play in conditioning children’s behavior at home or work ethic at school?

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1. What is the difference between positive reinforcement and negative reinforcement? Give an example of each in operant conditioning.

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1. What is the difference between primary reinforcers and conditioned (secondary) reinforcers?

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1. What examples does Myers give to explain how immediate and delayed reinforcers affect humans?

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1. What is a modern example from our society of each:
   1. Fixed-ratio schedules: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Variable-ratio schedules: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Fixed-interval schedules: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Variable-interval schedules: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the difference between *reinforcement* and *punishment* (***hint: this is a very important, and often mixed up distinguishment)***? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Give an example of *positive* punishment AND an example of *negative* punishment.

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1. What are some of the behavioral problems stemming from punishment, rather than reinforcement?

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**Module 28**

1. List one example of how operant conditioning techniques have been employed in each of the following fields:

* School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Sports: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Parenting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Self-Improvement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Stress-management: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do biofeedback systems work (see figure 28.1)?

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**Module 29**

1. The biological component to learning is *preparedness*; explain what preparedness is.

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1. Describe John Garcia’s research experiments on taste aversions in animals. What was he testing and how did he test it? What were the results?

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1. How have farmers used similar tactics to deter predators?

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1. What was Robert Rescorla and Allan Wagner’s findings that disputed earlier behaviorists?

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1. Give an example of cognitive maps that you use on a regular basis (this is a common FRQ topic).

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1. What examples of latent learning have you already been conditioned to experience in your own lives?

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1. What can the concepts of intrinsic motivation vs. extrinsic motivation tell us about success in a given task (think about the irony of this question; if I did not give you any academic credit for completion, only the intrinsically motivated would still be here to read it.)

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1. Give a “real-life” example of *problem-focused coping*; *emotion-focused coping*.

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1. Explain Martin Seligman’s experiments with dogs to demonstrate *learned helplessness*.

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1. What is “locus of control” and how does *internal* differ from *external* locus of control?

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**Module 30**

1. How does the concept of observational learning help to explain phenomena such as why younger siblings learn to eat, walk, talk, and potty train at earlier ages than their oldest sibling?

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1. Who is Albert Bandura? What now famous experiment did he administer in 1961 to seek to prove observational learning? What were the findings?

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1. What are mirror neurons? What do they do, and how do they make observational learning possible? What role do they play in empathy?

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1. How is prosocial behavior different than antisocial behavior?

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1. What might be some examples of how observational learning means that antisocial behavior has problematic consequences?

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1. What is some of the suggested evidence used to “prove” that television and video game exposure have led to increases in violent acts (the “violence-viewing effect”)? (Remember: correlation is not causation!)

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