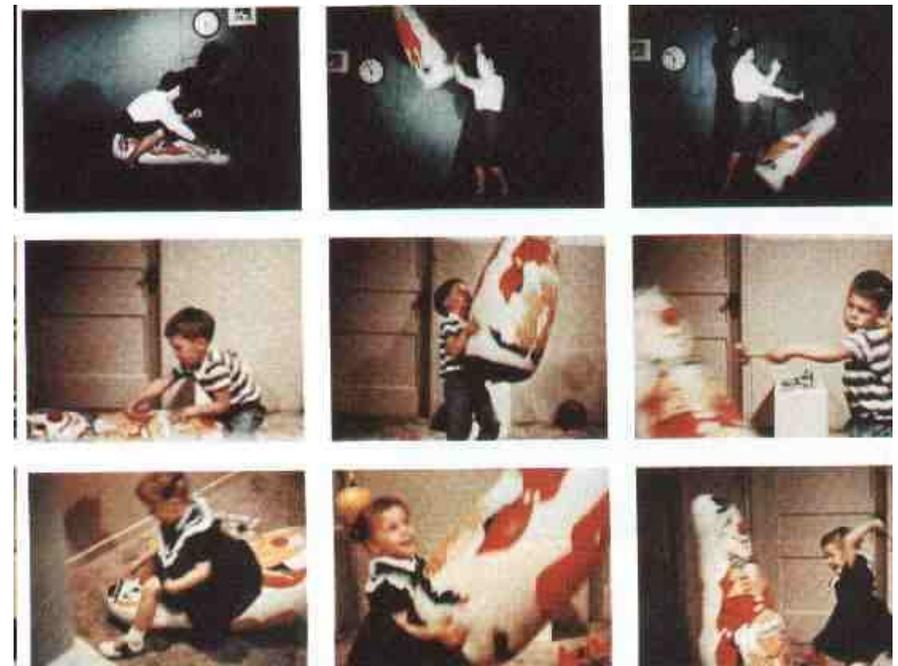
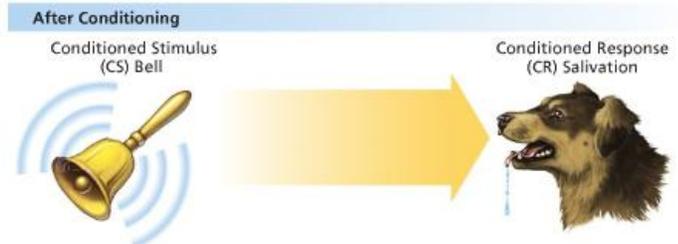
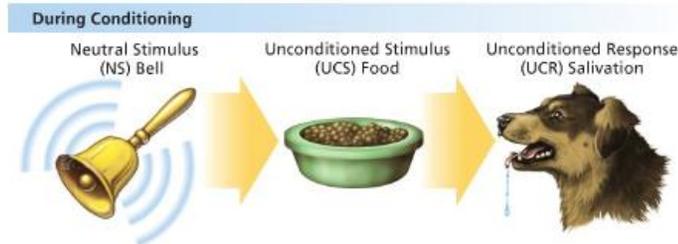
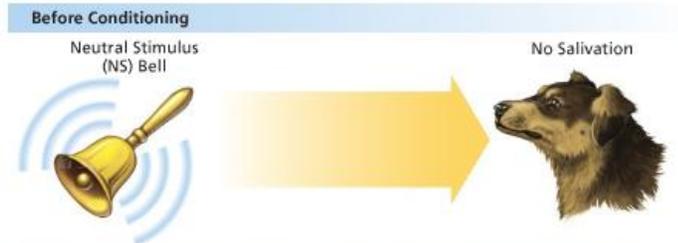
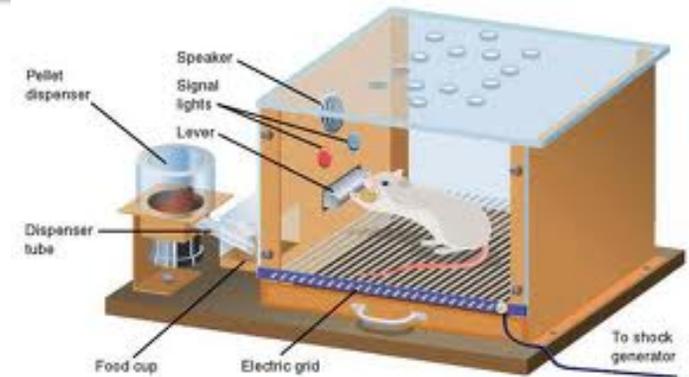


Bryant-Taneda

AP Psychology 12

Behaviouristic Learning

Ch. 8 m/c Review



Learning

Learning is a change in behaviour

Maturation is behavioural growth

- There is a cognitive process in Learning
- We apply previous Learning and adapt
- **Experience** is critical



Latent Learning

Learning takes place but is *not displayed until a reward is presented for behaviour* (which shows that learning has occurred)

Rats were given time to learn a maze and were given a reward on the 11th day; thereafter, they had a faster rate of learning (than other groups with a reward every day)



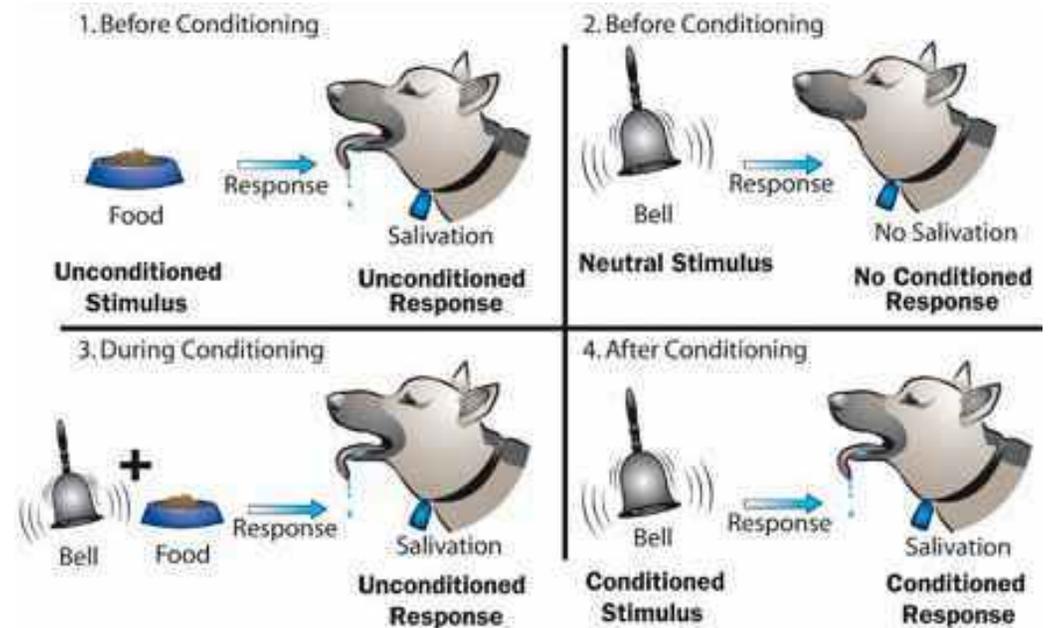
Behaviouristic Learning

Classical Condition -ing



Ivan Pavlov: Classical Conditioning

- 2 stimuli are associated (S-S)
- The **bell** is associated with the **food**
- The dogs salivate when they hear the **bell!**



Classical Conditioning

- Ivan Pavlov – S-S = bell and food
- John Watson – S-S = noise and rat
- Conditioning (bell and food) and *discrimination* of stimulus (able to distinguish the *type* of bell)



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Biological Predisposition in Learning

- Do we Fear spiders?

Yes!

- Do we Fear trees?

No!

- Why? Our evolutionary nature knows spiders can bite and kill us. Trees don't have that potential. So we fear spiders for survival!

Therefore, it's easier to pair up a stimulus (C.C.) using spiders

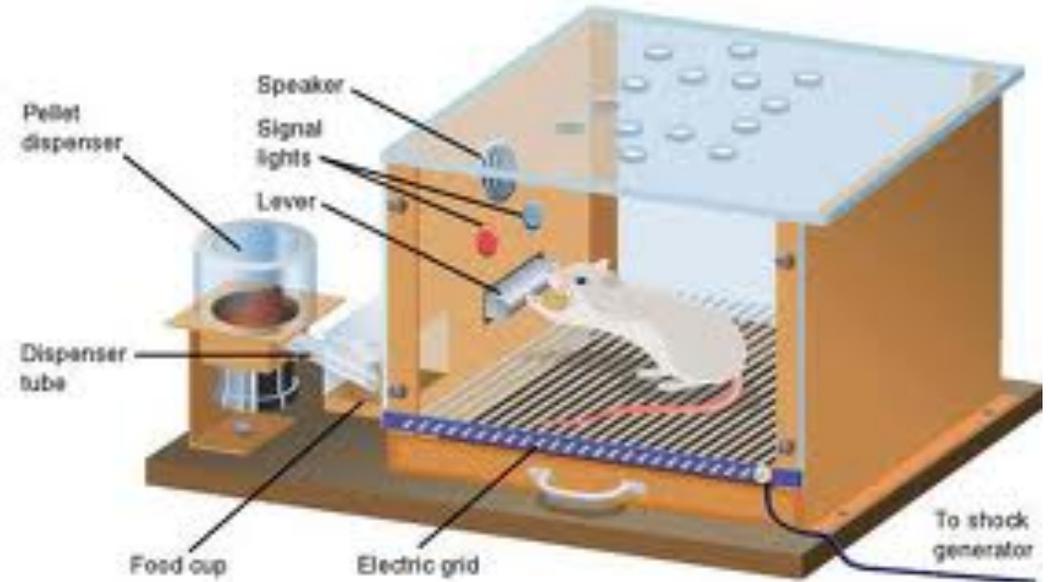


B.F. Skinner - Operant Conditioning

Stimulus and
Response:

- The behaviour is **ENCOURAGED** with **Reinforcement.**

The behaviour is **WEAKENED** with **Punishment.**

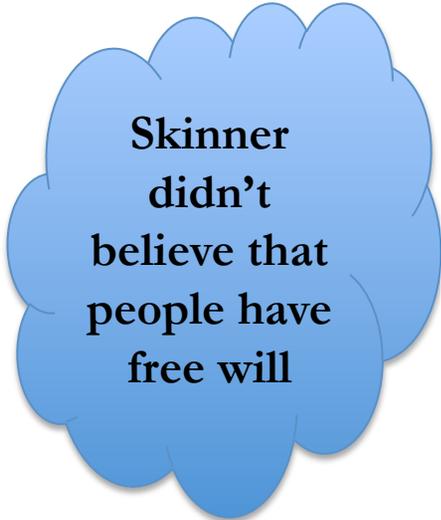


Operant Conditioning

Thorndike: Trial-and-error; then consequence

...**Stimulus – Response (S-R)**

- **Skinner Box** – operant chamber
- **Schedule of Reinforcement**
- Skinner discounted cognitive aspect in learning



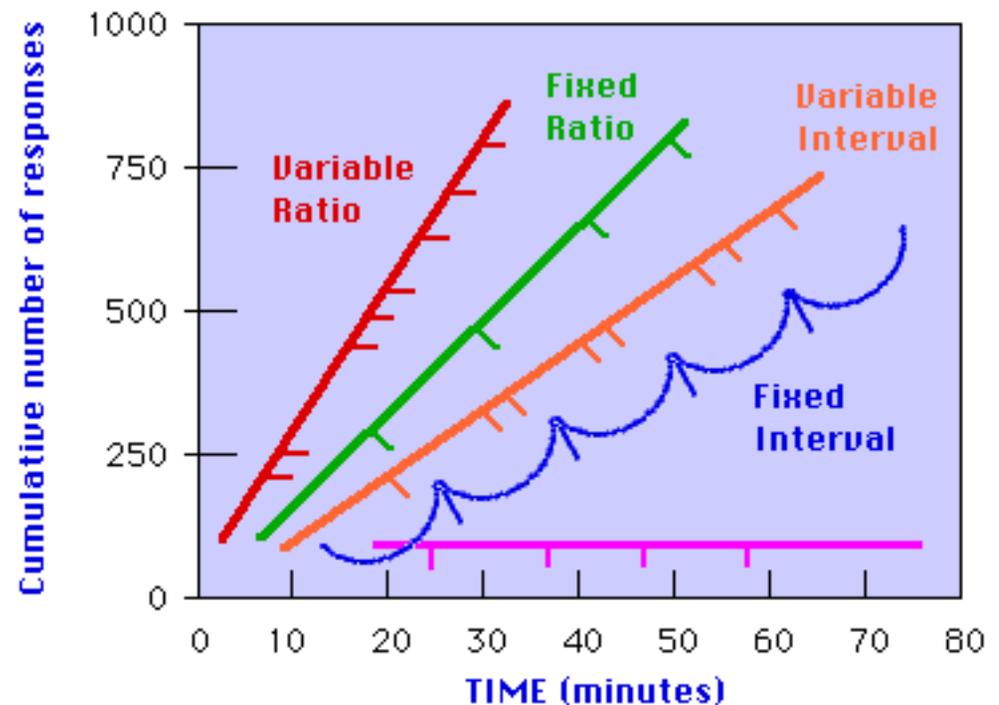
Skinner
didn't
believe that
people have
free will

Is there a possible connection between
Punishment and a subsequent fear of parents?

Reinforcement Schedule

- **Variable Ratio**
= Gambler (strong)
(Flyfishing not trolling)
- **Fixed Ratio**
= immediate (high rate of responding)
- **Variable Interval**
= slow & steady
- **Fixed Interval**
= choppy

SCHEDULES OF REINFORCEMENT



Variable Ratio Schedule

Reinforcement to *unpredictable* number of responses;

This kind of schedule is like a what happens with a **gambler** or with a **fisher-person/angler**.

There are many attempts but unpredictable wins or catches

STRONGEST ★



Fixed Ratio Schedule

- Reinforcement to a set number of responses
- People paid for piece work (Eg. In tree planting: every 100 trees planted is when the person receives a cash payment)
- Every time I place a coin in the gumball machine, I get a gum ball!
- HIGH RATE of responding ★



Consequence Matrix

- **Punishment** – weakens
- **Reinforcement** – strengthens
- **POSITIVE** something is *given*
- **NEGATIVE** something is *taken* away



Albert Bandura: Observational Learning

Social Learning Theory

- Bobo Doll Experiment:
- Children mimic what is modeled for them

