

Name:

AP Psychology – Guided Reading Unit 6 – Learning

Part 1 – How Do We Learn (Section 1)

1. What does it mean we learn by *association*?
2. How do learned associations feed habitual behaviors?
3. What is associative learning?
4. What is *conditioning*?
5. Look at the Ask Yourself question on page 217. To be able to apply this material better, be able to come up with some of your own examples.

Part 2 – Classical Conditioning (Sections 2-7)

6. Define classical conditioning:
7. What did John B. Watson urge his colleagues to do?
8. What is behaviorism?
9. Based on Pavlov's experiment, define AND give the example of each of the following:
 - a. unconditioned stimulus –
 - b. unconditioned response –
 - c. conditioned stimulus –
 - d. conditioned response –

10. What is acquisition? How much time should elapse between presenting the neutral stimulus and the unconditioned stimulus?

11. What is higher-order conditioning? Give an example.

12. What is extinction?

13. What is spontaneous recovery?

14. What is generalization? How is it different from discrimination?

15. What is learned helplessness? How does it relate to predictability?

16. Dealing with biological predispositions, Pavlov and Watson believed that:

17. Summarize John Garcia's findings on *taste aversion*?

18. Are humans naturally disposed to learned associations between the color red and women's sexuality? Explain.

19. Explain the two reasons why Pavlov's work considered important.

a.

b.

20. Describe John Watson's "Little Albert" experiment. Be able to recognize the US, UR, CS and the CR.

Topic 3 – Operant Conditioning (Sections 8-13)

21. Classical conditioning relies on respondent behavior. Describe what this means.

22. Define operant conditioning.

23. What is operant behavior?

24. How can we distinguish classical from operant conditioning?

25. What is the law of effect?

26. What is an operant chamber as designed by B.F. Skinner?

27. What is shaping and how was it used by Skinner?

28. What is a discriminative stimulus? Give an example.

29. What is a reinforcer? Give examples of tangible and intangible reinforcers.

a. Explain what is meant that reinforcers vary with circumstances.

b. What is positive reinforcement? Give an example.

c. What is negative reinforcement? Give an example.

d. How can negative and positive reinforcement coincide?

e. What is a primary reinforcer?

f. What is a conditioned (secondary) reinforcer?

g. Explain what is meant by “to function effectively we must learn to delay gratification.”

30. In terms of reinforcement schedules, describe and give an example of:

a. continuous reinforcement –

b. partial (intermittent) reinforcement –

c. fixed-ratio schedule –

d. variable-ratio schedule –

e. fixed-interval schedule –

e. variable-interval schedule –

31. What is punishment?

32. _____ and _____ punishers can powerfully restrain unwanted behavior.

33. List the four drawbacks of physically punishing children.

a.

b.

c.

d.

34. According to Skinner, what punishment often teaches is:

35. What is a cognitive map?

36. What is latent learning?

37. In regards to learning, what is the author's "point to remember"?

38. What is insight?

39. What is the difference between intrinsic and extrinsic motivation? Can you provide examples?

40. In regards to biological predispositions, what principle is important?

41. What did Skinner repeatedly insist?

42. Give an example of how operant conditioning can be applied to the following situations:

a. At school:

b. In sports:

c. At work:

d. At home:

- e. For self-improvement:

Part 4 – Learning by Observation (Sections 14-15)

43. What is observational (social) learning? Give an example.

44. What is modeling?

45. What are mirror neurons?

46. Describe what is meant by “our mirror neurons make emotions contagious”.

47. Summarize Albert Bandura’s “Bobo doll” experiment.

48. In regards to observational learning, list some examples of:

a. Prosocial effects –

b. Antisocial effects -