

**AP Psychology: Learning**

**Modules 26-30 pp. 270-315**

**Directions:** You are to complete definitions and guiding questions for the following items in this unit. The goal is to help you prepare for the AP Exam throughout the year. Keep all of the materials for the end of the year.

**Format for notecards:**

- A. Define each term, person, or theory in your own words (do not use the glossary for your definition).
- B. Choose one of the following options for definitions.: (1) Provide an example from the book or everyday life, OR (2) Create a mnemonic device to help you remember the definition.

**Format for guiding and synthesis questions:**

- A. Answer all guiding questions on loose leaf paper.
- B. Answers should be in complete sentences, and all parts of the questions should be thoroughly answered.

<b>Module 26</b> Learning Habituation Associative learning Stimulus Respondent behavior Cognitive learning Operant behavior Classical conditioning Behaviorism Neutral stimulus (NS) Unconditioned stimulus (US) Unconditioned response (UR) Conditioned stimulus (CS) Conditioned response (CR) Acquisition Higher order thinking Extinction Spontaneous recovery Generalization Discrimination	<b>Module 27</b> Operant conditioning Law of effect Operant chamber Reinforcement Shaping Discriminative stimulus Positive reinforcement Negative reinforcement Primary reinforce Conditioned reinforcer Reinforcement schedule punishment  <b>Module 28</b> Biofeedback  <b>Module 29</b> Preparedness Instinctive drift Cognitive map	Latent learning Insight Intrinsic motivation Extrinsic motivation Problem-focused coping Emotion-focused coping Personal control External locus of control Internal locus of control Self-control  <b>Module 230</b> Observational learning Modeling Mirror neurons Prosocial behavior
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**Answer the following questions from your Strive workbook on separate notebook paper:**

Synthesis Questions: Modules 26-30 p. 176

**VI. 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:**

- **Distinguish general differences between principles of classical conditioning and operant conditioning, and observational learning (e.g., contingencies).**
- **Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.**
- **Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).**
- **Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.**
- **Interpret graphs that exhibit the results of learning experiments.**
- **Provide examples of how biological constraints create learning predispositions.**
- **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.**
- **Suggest how behavior modification, biofeedback, coping strategies, and selfcontrol can be used to address behavioral problems.**
- **Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).**