Learning

Most human _____ and _____ is the result of _____.

How are sensation and perception related to learning?

3 Steps that illustrate how sensation and perception are closely related to learning:

Step one: _____ – Our senses provide the raw materials through sight sound, touch, taste and smell

Step two: _____ – Our mind then works with that information: selecting, organizing interpreting

Step three: _____ – We then use this information to acquire knowledge and retain it so we can apply it in new situations

_____**:** a term used by psychologists to describe how we acquire, store and use knowledge

_____**:** a change in knowledge or behaviour as a result of experience

Learning is not the only influence on our behaviour.

_____ **and** _____**:** responses that members of a species are born with and that help them survive

_____**:** inborn patterns of behaviour that are characteristic of a species

Kinds of Learning

Two major types of Learning:

  A. _____

  B. _____

  A. _____

Conditioned Learning: acquiring _____ in the presence of an_____
- We learn to respond to a particular stimulus in a particular way.
- We share this type of learning with other species.

Examples of behaviours we are conditioned to do:
- Smile back when someone smiles at us
- Respond when someone says good morning
- Stop for a red light at the intersection

Two types of Conditioning:

1. _____

2. _____

1. Classical Conditioning
- Involves learning to transfer a natural response from one situation to another
- A learning procedure in which associations are made between a natural stimulus and a neutral stimulus
- Discovered by_____ (1849-1936) – a Russian psychologist studying digestion
- Description of dog study - Page 53

_____ *(UR):* an automatic, unlearned (or natural) reaction to a stimulus

_____ *(CR):* a learned reaction

_____ *(US):* an event that elicits a certain predictable response typically without previous training

_____ *(CS):* a once-neutral event that elicits a given response after a period of training in which it has been paired with an unconditioned stimulus

US (food) ➡ UR (salivation)

US (food) + CS (bell) ➡ UR (salivation)

CS (bell) ➡ CR (salivation)

Examples: Taste Aversions
             Music signals
             Bed-wetting treatment
             Conditioned emotions (fear)

_____ : the CR gradually dies out

Spontaneous Recovery: previously extinguished CR may occur again when the CS is presented with the US

2. _____
- Learning by consequence
- Learning in which a certain action is reinforced or punished, resulting in corresponding increases or decreases in occurrence
- Formulated by B.F. Skinner to describe behaviour that occurred before being triggered by outside events (no stimulus)
- Description of study – Page 55
    Examples: Waving a hand to call a cab and it stops
                 A child asking for juice and receiving it
                 A driver slowing down at a red light to avoid an accident

_____: a stimulus or event that follows a response and_____ the likelihood that that response will be repeated

_____: something good is presented, which encourages the behaviour in the future

_____: something bad is removed, which encourages the occurrence of the behaviour

_____: a stimulus or event that follows a response and_____ the likelihood that that response will be repeated

_____: something bad is presented, which discourages the behaviour in the future

_____: something good is removed, which discourages the behaviour in the future

Disadvantages of using punishment:
- can produce unwanted side effects such as rage, aggression and fear
- people learn to avoid the person delivering the aversive consequences (aversive control: process of influencing behaviour by means of unpleasant stimuli)
- likely to suppress, but not eliminate, behaviours
- punishment alone does not teach appropriate and acceptable behaviour; desirable behaviours also need to be taught

_____: a person's behaviour causes an unpleasant event to stop

_____: a person's behaviour has the effect of preventing an unpleasant situation from happening; can be part of sustaining an anxiety disorder

Classical Conditioning vs. Operant Conditioning

Classical Conditioning	Operant Conditioning
- Always a specific stimulus (US) that elicits the desired response - US does not depend upon the learner's response - Learner responds to environment	- No identifiable stimulus; learner must first respond, then behaviour is reinforced - Reinforcement depends upon learner's behaviour - Learner actively operates on its environment

B. _____
- Formulated to describe learning that occurs as we observe other people performing a new task
    - Examples: Playing a musical instrument
                        Driving a car
                        Playing a sport

Albert Bandura identified 4 processes crucial to observational learning:

Process	Definition	Example
	You must pay attention to the behaviour of others to learn through observation.	Paying attention as someone shows you how to play a song on a piano.
	You must store a mental representation of what you observe in your memory.	Noting what piano keys the person pressed and in what order so you can remember it.
	You convert your stored memory into action.	Practicing the same song, trying to recall which keys to press and in what order.
	You must believe the skill is useful or important in order to practice the skill.	Internal motivation: enjoying the song and wanting to play it. External Motivation: wanting to please your parents who have paid for your piano lessons