

## Psych 3530 Exam 3: Important Terms & Concepts

**\*\* Please note: This is NOT a complete list of general terms/concepts that could be covered on the exam. This is merely meant as a guide to help you when reviewing your class notes and textbook!\*\***

### Chapter Fifteen

- Learning-based approaches
  - Learning – the change of behavior as a function of experience
    - Stimuli that occur close together in time will elicit same response (classical conditioning)
    - Behaviors with pleasant outcomes → more likely to be repeated
  - Emphasizes objectivity, publicly observable data, tight theoretical reasoning
    - More scientific
  - Everyone should behave the same in same environment/situation
- Behaviorism – behavior direct result of environment
  - Introspection not valid – unverifiable
  - Personality sum of everything person does
  - Functional analysis – goal of behaviorism
  - Three types
    - Habituation – decrease in responsiveness with each repeated exposure to something
      - Simplest form of learning
      - Stimulus has to change/continually increase
    - Classical conditioning –unconditioned response naturally elicited by one stimulus becomes elicited by new, conditioned, stimulus
      - Affects involuntary processes
      - Learned helplessness
    - Operant conditioning – behavior shaped by the effect of the behavior non the environment
      - Thorndike's Law of Effect – responses with rewards will be strengthened and visa versa
      - Techniques
        - Skinner box, reinforcement, shaping
- Punishment
  - Rules for correct application

- Availability of alternative responses: Alternatives should be rewarded and not punished so people can learn what they are supposed to do.
  - Behavioral and situational specificity: about what is being punished and when, so people learn what they are not supposed to do and what is okay to do; punish yelling inside but not outside
    - Not just a 'bad boy'
  - Apply punishment immediately after the behavior and every time it occurs to ensure understanding of what is being punished
  - Condition secondary punishing stimuli: Verbal warnings are usually effective and allow the avoidance of the actual punishment.
    - Counting 1, 2, 3...
  - Avoid mixed messages: Don't console directly after punishing, because the consolation can be rewarding.
- Dangers of punishment
  - Arousing emotion
    - In the punisher (can lead to loss of control) and the punished (pain, discomfort, humiliation, fear of the punisher, self-contempt; decreases likelihood that something will be learned from the punishment)
  - It is difficult to be consistent
    - Mood can influence type and severity of punishment
  - It is difficult to gauge the severity of punishment
    - Physical and Psychological punishment
  - Teaches misuse of power
    - That powerful people get to hurt less powerful people
  - Motivates concealment
- Social learning theory
  - Shortcomings of behaviorism
    - Ignores motivation, thought, cognition
    - Based on animal research
    - Ignores social dimension of learning
    - Organisms treated as passive
- Dollard & Miller's social learning theory
  - Habit hierarchy – behaviors individual might do ranked in order from most to least probable
    - Rearrange, not change
  - Motivation and drives
    - Primary – innate to organism (food, water, oxygen)
    - Secondary – learned (love, money, power)
  - Drive reduction theory – reward must satisfy need to change behavior

- Rotter's social learning theory – concern: decision-making & expectancies
  - Expectancy value theory – behavioral decisions are determined by beliefs about the likely results of behavior
  - Locus of Control
    - Generalized expectancies
      - High have internal locus of control
      - Low – external locus of control
- Bandura's social learning theory – social and situational
  - Self-efficacy – one can perform a given goal-directed behavior
    - Influenced by self-concept
    - Influences motivation/performance
    - Change behavior with modeling
  - Observational learning – learning behavior vicariously by seeing someone else
  - Reciprocal determinism
    - People are not passive – choose environments/change situations
- CAPS theory – Walter Mischel
  - Individual's interpretation of the world is all-important
  - Thoughts proceed simultaneously on multiple tracks that occasionally intersect
  - Interaction is important
  - Behavioral signature – person's unique pattern of contingencies
  - More sensitive to behavior change across situations
- Contributions & Limitations to Learning approaches
  - Contributions
    - Establishing psychology as an objective science
    - Behavior depends on environment
  - Limitations
    - Not sure if generalizable/long-lasting
    - Underappreciation of thought processes

### Question Answers

According to learning theorists, learning is the change in **behavior** as a function of **experience**

Child rewarded for saying thank-you, more likely to say thank-you after receiving another gift. Change in behavior result of **operant conditioning**

### Chapter Sixteen

- Perception