

Chapter 5: Learning

Learning: a relatively permanent change in behavior or mental process resulting from practice or experience

- * must be able to go back and forth
- * not maturation (changes occur as you age)
- * learning = experience

Classical (Pavlovian) Conditioning: two stimuli (Associations between)

Operant Conditioning: a response + its consequences (Associations between)

Observational Learning: watching others

* Classical

- A learning process in which 2 stimuli become associated and change behavior

Stimulus 1 (neutral) → no response (not meaningful)

Stimulus 2 (meaningful) → response

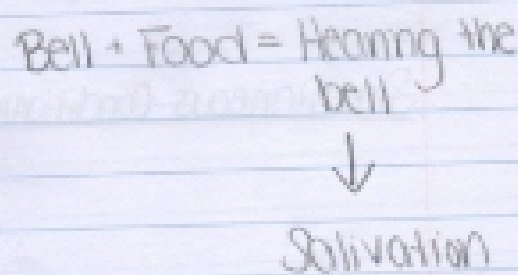
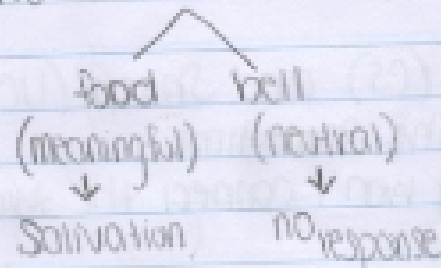
Conditioning Procedure

St. 1 + St. 2

Stimulus 1 → now has a response

* Ivan Pavlov: first scientist that systematically studied how we form associations between stimuli

Experiment: Two Stimuli



Four things in Pavlov's Experiment

- Stimulus that starts neutral (bell) *Conditioned Stimulus
- Meaningful (Food) *Unconditioned Stimulus
- Innate Response (Salivation) *Unconditioned Response
- Learned Response (Salivate to Bell) *Conditioned Response

ex:

CS: Tone

UCS: Shock

UCR: Jump

CR: Jump when hears Tone

Acquisition: acquiring a conditioned response
* Stimuli start to connect

Counter-Conditioning: giving a reward when hears tone instead of Shock

Extinction: plays tone with no reward/punishment

Spontaneous Recovery: Stimulus will never be unlearned

Delayed Conditioning: a delayed CS, followed by a response
(rings very well)

Trace Conditioning: CS starts, stops, and a few second lag before response

Simultaneous Conditioning: Tone (CS) and Shock (UCS) happens at the same time
(probably won't connect the two)