

Chapter 8

Learning Objectives:

How Do We Learn?

1. Define *learning*, and identify two forms of learning.

Classical Conditioning:

2. Define *classical conditioning* and *behaviorism*, and describe the basic components of classical conditioning.
3. Describe the timing requirements for the initial learning of a stimulus-response relationship.
4. Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination.
5. Discuss the survival value of generalization and discrimination.
6. Discuss the importance of cognitive processes in classical conditioning.
7. Describe some of the ways that biological predispositions can affect learning by classical conditioning.
8. Summarize Pavlov's contribution to our understanding of learning.
9. Describe some uses of classical conditioning to improve human health and well-being.

Operant Conditioning:

10. Identify the two major characteristics that distinguish classical conditioning from operant conditioning.
11. State Thorndike's law of effect, and explain its connection to Skinner's research on operant conditioning.
12. Describe the shaping procedure, and explain how it can increase our understanding of what nonverbal animals and babies can discriminate.
13. Compare positive and negative reinforcement, and give one example each of a primary reinforcer, a conditioned reinforcer, and immediate reinforcer, and a delayed reinforcer.
14. Discuss the strengths and weaknesses of continuous and partial (intermittent) reinforcement schedules, and identify four schedules of partial reinforcement.
15. Discuss the ways negative punishment, positive punishment, and negative reinforcement differ, and list some drawbacks of punishment as a behavior-control technique.
16. Explain how latent learning and the effect of external rewards demonstrate that cognitive processing is an important part of learning.
17. Explain how biological predispositions place limits on what can be achieved with operant conditioning.
18. Describe the controversy over Skinner's views of human behavior.
19. Describe some ways to apply operant conditioning principles at school, in sports, at work, and at home.

20. Identify the major similarities and differences between classical and operant conditioning.

Learning by Observation:

21. Describe the process of observational learning, and explain the importance of the discovery of mirror neurons.

22. Describe Bandura's findings on what determines whether we will imitate a model.

23. Discuss the impact of prosocial modeling.

24. Explain why correlations cannot prove that watching violent TV causes violent behavior, and cite some experimental evidence that helps demonstrate a cause-effect link.