

# [Psychology: learning, memory, cognition](https://assignbuster.com/psychology-learning-memory-cognition/)

learninglong lasting change in behavior resulting from experienceclassical conditioning-PAVLOV   
-learning by association ONPSYCHOLOGY: LEARNING, MEMORY, COGNITION SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowUS   
UR   
CS   
CRunconditioned stimulus   
unconditioned response   
conditioned stimulus   
conditioned responseacquisition-first stage on classical learning   
-responding to CS without presentation of US   
-when the new behavior is acquireddelayed conditioning-fastest way of acquisition   
-bell is ringing and food presented at the same timetrace conditioningpresentation of CS followed by short break, then USsimultaneous conditioningCS and US presented at same timebackward conditioningUS presented first followed by CS ; this method is particularly ineffectivespontaneous recoveryafter a CR is extinct, CR briefly reappears upon presentation of CSwho did little ALBERT experimentWatson & Rayneraversive conditioningconditioned to have a negative responsesecond-order/higher order conditioningusing a CS as a US to condition a response to a new stimuluslearned taste aversionslearned to not like something because it made you nauseous or something the first time you ate it, or because it made you sick, or you became sick after you ate it~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~OPERANT conditioning-SKINNNER is the father   
-edward thorndike also researched this   
-learning based on association of consequences with one's behaviorLAW of EFFECT-Thorndike   
-if the consequences of the behavior are pleasant, the stimulus-response will be strengthened ; & vice versareinforcer-makes the behavior more likely to occur   
-the foodreinforcement-giving the food   
-defined by its consequencesomission training / negative punishmentremoval of something pleasantREINFORCEMENT-INCREASES likelihood of behavior   
1) Positive: adds something pleasant   
2) takes away something unpleasantPUNISHMENT-DECREASES likelihood of behavior   
1) Positive: adds something unpleasant   
2) Negative: takes away something pleasant (omission)Shapingreinforces the steps used to reach the desired behaviorChainingtaught to perform a number of response successfully to get a reward   
-goal is to link together a number of separate behaviors into a more complex activityPRIMARY reinforcersin of themselves rewarding   
-food, rewards, rest, waterSECONDARY reinforcers-things we have learned to value   
-praise, chance to play video gameGENERALIZED reinforcercan be traded for any kind of reward   
-MONEY   
\*token economy\* is an examplepremack principleexplains that whichever of the two activives is preferred can be used to reinforce the other activity that isnt preferredFR, VR, FI. VI\*look at worksheets and in book\*contiguity-togetherness determines the strength of a response   
-PAVLOVContingency\*RESCORLA\*   
-contingency model: cognitive view of classical conditioning   
-A is contingent upon B when A depends upon B and vice versa~~~~~~~~~~~~~~~~~~~~~~~~~~~~\*Observational Learning/ Social\*-BANDURA: father   
-bobo doll   
-observation and imitation~~~~~~~~~~~~~~~~~~~~~~~~~~~~~\*Latent Learning/Cognitive\*-TOLMAN : father   
-learn without realizing that you are   
-maps~~~~~~~~~``~~~~~~~``\*Insight Learning\*KOHLER : father   
-Lightbulb moment