**Psy 360 Learning**

**Fall 2021**

**Dr. Val Farmer-Dougan**

**TEST #1**

**TERMS TO KNOW**

Associationism Dualism Empiricism Learning

Nativism reflex performance innate vs. learned

Scientific theory Sherrington’s principles epistemology 2 goals of science

Morgan’s cannon (KISS) nomothetic Iodographic ABC’s of behavior

behavioral potentiality Applied Behavior Anal. Exp. Behav. Analysis 5 criteria for theories

Kineses Tropisms Taxes (taxis) Reflex Arc

Fixes Ac tion patterns Goal Directed Behavior Reaction chains Aristotle

Descartes Plato British Associationists Romanes

Pavlov Skinner Watson Thorndike

Equipotentiality Principle Strawman argument Behavioral preparedness Tillimuk the whale

Bolles SSDRs Breland and Breland Behavior Systems Theory Taste Aversion

Instinctive Drift Water vs. food pecks Superstitious behavior Skinner’s explanation superstition

Breland and Breland Demonstrations Importance of biology Interaction of biology and learning

Conditioned Response Conditioned Stimulus Habituation Conditioned Emotional Response

Asymptote Latency Sign tracking Monotonically increasing curve

Habituation Dishabituation Sensitization Strength of a CR

Asymptote Extinction Spontaneous recovery Higher order conditioning

Relearning Generalization Discrimination 4 class.cond. procedures

Simultaneous cond’ing Delayed conditioning Trace conditioning Backwards conditioning

Blocking Overshadowing Unconditioned response Vi =αißj(Λj-Vsum)

Latency Sign tracking Systematic desensitation Counter conditioning

Unconditioned stimulus Elicited responses Emitted responses Discriminative stimuli

Reinforcing stimuli Operant conditioning Random control proc. Behavior Adjustment Therapy

Surprise Theory Perceptual gating theory Sign Tracking experiment Stimulus Substitution Theory

Classical Conditioning Rescorla-Wagner model Little Albert Study Drug tolerance (Siegel)

Compensatory Responses Importance of CS-US correlation vs. contiguity Importance of predictability

Rescorla control group experiment CS US UR CR

**POTENTIAL ESSAY QUESTIONS**

1. How did philosophers such as Aristotle, Plato, Descartes and the British Empiricists influence modern behavior analysis?

1. Define learning and distinguish it from performance. What are the most critical aspects of this definition, and why?
2. What is the relationship between “learning” and instinctive or species-specific behavior? Why is understanding this relationship important for learning theorists? Be sure and provide examples to support your answer.
3. Describe the taste aversion experiment and explain the results. Why is this experiment so important for learning psychologists?
4. Describe “superstitious behavior”. What was Skinner’s explanation for why this occurred? What did Breland and Breland show, and what is a better explanation of superstition? Why is this newer explanation so important for learning psychologists?
5. What are Species Specific Defense Reactions (SSDRs) and why are these important for learning psychologists to understand?
6. Why was Wolin’s study on water vs. food pecks so important for learning psychologists?
7. Why was Hearst’s sign tracking work so important for learning psychologists?
8. What is “behavior systems theory” and why might this be an important theory for learning psychologists?
9. What are biological boundaries of learning, and why are these so important for psychologists to understand? Give an example of how a biological boundary might interfere with learning
10. Define and describe the process of habituation. Is habituation an active or passive process? Why?
11. Briefly outline the classical conditioning paradigm. Define and describe the CS, US, CR and UR.
12. How is classical conditioning the same and different from habituation?
13. What is the most critical element in classical conditioning? How do we know this is the most critical aspect?
14. Describe a) Kamin’s blocking experiment, b) things we know about blocking, and c) why this experiment was important for the development of the Rescorla-Wagner model.
15. Describe Rescorla’s investigation in which he used many control groups. Why was this study important for classical conditioning, and how did it lead to the Rescorla-Wagner model.
16. Describe the Rescorla Wagner model, and label each of its variables. Describe how the Rescorla Wagner model demonstrates asymptotic learning.
17. Describe how the Rescorla Wagner model explains blocking and overshadowing. You can use words or number examples. Give a real world example!
18. What is “Behavior Adjustment Therapy”? Is this a novel therapy, or is this an example of systematic desensitization? Why?
19. Give an example of how classical conditioning can be used in a therapeutic situation to alter either a wanted or unwanted behavior.
20. You are an investigator examining classical conditioning. You first give trials of the CS-Light paired with a wack to the head. You determine that asymptote has been reached for the CS-light: VL = λ j =100 =Vsum. Now, you add a second stimulus, a Beep. The salience of the CS light is ( αL) =1.0. The salience of the beep is (ßb) =0.2. Using the Rescorla-Wagner equation, determine how much learning will occur to both the light and the beep on the first trial of CSlight + CSbeep 🡪 wack on the head. Explain your answer.

**The test will consist of:**

6 definitions at 5 points each = 30 points

3 compare and contrast questions at 10 points each = 30 points

Two essay questions (choose two from three options) at 20 points each = 40 points

Total points: 100