Psy 331.03 Advanced Laboratory in Operant Conditioning

**Study guide Week 4**

**Chapter 1, Don’t Shoot the Dog**

1. Define and describe classical conditioning. Define and describe operant conditioning. How are the two similar and what is the major difference between them?
2. Define positive and negative reinforcement and positive and negative punishment.
3. Describe continuous vs. partial schedules of reinforcement. What are the 4 basic kinds of partial reinforcement schedules?
4. What is clicker training?  What purpose does the “click” serve for the learner? For the trainer? Why don’t we just use our voice?

**Feng, K.C., Howell, T.J., & Bennett, P.C. (2016). How clicker training works: Comparing reinforcing, marking and bridging hypotheses. *Applied Animal Behaviour Science, 181*, 34-40.**

1. What are the three hypotheses for the proposed mechanisms of the clicker? Explain briefly each hypothesis.
2. Does Karen Pryor address these hypotheses in her book (Hint: Look at questions 5,6 and 7).
3. Which theory has the most evidence?
4. Do the authors suggest that the clicker serves only 1 function, or do they suggest that Karen Pryor is correct, that the clicker may serve several functions?  Support your answer with some evidence from the paper.

**Smith, S.M., Davis, E.S. (2007). Clicker increases resistance to extinction but does not decrease training time of a simple operant task in domestic dogs (Canis familiaris)**

1. What was the purpose of this study?
2. Describe *very briefly* the subjects, the owner questionnaire, the procedure and the training.
3. What were the strengthening trials? Extinction trials?
4. What were the results for training, strengthening and extinction?   Which model of clicker training was supported?
5. Why is resistance to extinction important?

**Things to think about.**

1. Why should we study dogs?
2. What are you most excited about doing with the dogs this semester?
3. What are you most fearful of or anxious about when thinking about working with the dogs?