AP Psychology - Unit 6 Assignment
Learning

Big Question: What is learning? What type of learning is most important and/or effective?

Learning Objectives:

- *Discuss the nature and importance of learning and describe how behaviorism approached the study of learning.*
- *Describe the general process of classical conditioning.*
- *Explain the process of acquisition, extinction, spontaneous recovery, generalization, and discrimination.*
- *Discuss the biological and cognitive constraints on different types of learning.*
- *Describe the process of operant conditioning, including the process of shaping.*
- *Identify the different types of reinforcers and describe the schedules of partial reinforcement.*
- *Discuss the effects of punishment on behavior.*
- *Describe the process of observational learning and discuss the effects of antisocial and prosocial modeling.*

Learning Overview

   "No topic is closer to the heart of psychology than learning, a relatively permanent change in an organism's behavior due to experience." The Learning chapter covers the basic principles of three forms of learning: classical, or respondent conditioning, in which we learn associations between events; operant conditioning, in which we learn to engage in behaviors that are rewarded and to avoid behaviors that are punished; and observational learning, in which we learn by observing and imitating others.

   The chapter also covers several important issues, including the generality of principles of learning, the role of cognitive process in learning, and the ways in which learning is constrained by the biological predispositions of different species.

Unit 6 Reading Assignment(s)

You are responsible for the reading listed below; it is meant to supplement the material discussed in class and there may be a pop quiz at any point.

- **OpenStax Psychology Textbook**: Chapter 6 (Posted on Class Website)

Unit 6 Vocabulary Terms & Flip Book

Psychology is a term heavy course; you are responsible for the terms below. You will have a vocabulary quiz every other unit. For the quiz I will pull terms from the Unit vocabulary lists.

Unit 6 Flip Book: Each term should be on its own card. Each card will have the term ***thoroughly and clearly*** defined on the back. Each card will be **taped** into a **manila folder**, **numbered**, and turned in the day of the unit test.

1. Learning
2. Habituation
3. Associative Learning
4. Classical Conditioning
5. Behaviorism
6. Unconditioned Response (UR)
7. Unconditioned Stimulus (US)
8. Conditioned Response (CR)
9. Conditioned Stimulus (CS)
10. Acquisition
11. Extinction
12. Spontaneous Recovery
13. Generalization
14. Discrimination
15. Learned Helplessness
16. Operant Conditioning
17. Law of Effect
18. Operant Chamber / Skinner Box
19. Shaping
20. Discriminative Stimulus
21. Reinforcer
22. Positive Reinforcement
23. Negative Reinforcement
24. Primary Reinforcer
25. Conditioned Reinforcer
26. Continuous Reinforcement
27. Partial (Intermittent) Reinforcement
28. Fixed-Ratio Schedule
29. Variable-Ratio Schedule
30. Fixed-Interval Schedule
31. Variable-Interval Schedule
32. Punishment
33. Cognitive Map
34. Latent Learning
35. Insight
36. Intrinsic Motivation
37. Extrinsic Motivation
38. Biofeedback
39. Observational Learning
40. Modeling
41. Mirror Neurons
42. Prosocial Behavior
43. Antisocial Behavior

Part II - AP Questions

1. How does classical conditioning differ from operant conditioning?

2. Create some real-life examples of positive reinforcement, negative reinforcement, positive punishment, and negative punishment. **Be sure to answer all four (4) parts. Hint:** Think of school, work, social behavior, etc. for examples.

3. Imagine yourself fifteen years in the future. You have a four-year-old daughter and you're trying to teach her how to ride a bike. How would you use **shaping** to train her? Be sure to give specific examples at each stage of the training, not just a general overview.

4. Create some real-life examples of being rewarded on the following scales: **variable ratio**, **fixed ratio**, **variable interval**, **and fixed interval**. Be sure to answer all four (4) parts. **Hint:** Think of school, work, social behavior, etc. for examples.

5. How do insight, cognitive maps, and latent learning challenge the behavioral view of learning?

Part III – Student Choice

Choice A: Personal Connection/Impact

Type a brief description concerning an experience, memory, story, event, etc that connects to key concepts associated with the unit. Relevant vocabulary must be properly utilized throughout and responses must connect in a coherent and logical manner.

The purpose of this assignment is to build personal connections with course content to your own lives. By doing so, content becomes more meaningful and retention becomes easier.

Responses must at least one full page, typed, double-spaced, with 12 pt. Times New Roman font. Reasonable margins and paragraph spacing must be used.

-OR-

Choice B: Concept Map

Create a Unit Concept Map using the following categories:
- Classical Conditioning
- Operant Conditioning
- Motivation
- Observational Learning

Requirements:
-Must be hand drawn on one 8.5" x 11" sheet of paper
-ALL essential vocabulary for each concept must be appropriately located/placed