

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 I cannot teach you everything. You should skim the chapter after we finish going over the different parts, and take notes on anything we did not cover.

- **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 unit. For the quiz I will pull terms from the unit vocabulary list. **The vocabulary flipbook will be worth 10 points of your test grade.**

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.

CLASSICAL CONDITIONING

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

OPERANT CONDITIONING

15. Operant Conditioning
16. Law of Effect
17. Operant Chamber / Skinner Box
18. Shaping
19. Discriminative Stimulus
20. Reinforcer
21. Positive Reinforcement
22. Negative Reinforcement
23. Primary Reinforcer
24. Conditioned Reinforcer
25. Continuous Reinforcement
26. Partial (Intermittent) Reinforcement
27. Fixed-Ratio Schedule
28. Variable-Ratio Schedule
29. Fixed-Interval Schedule
30. Variable-Interval Schedule
31. Punishment
32. Cognitive Map
33. Latent Learning
34. Insight
35. Intrinsic Motivation
36. Extrinsic Motivation

OBERVATIONAL LEARNING

37. Observational Learning
38. Modeling
39. Mirror Neurons
40. Prosocial Behavior
41. Antisocial Behavior
42. Learned Helplessness

Part II - AP Questions

Directions: Thoroughly answer the following questions. All answers **MUST** be handwritten in complete sentences and in your own words.

CLASSICAL CONDITIONING

1. How does classical conditioning differ from operant conditioning?

OPERANT CONDITIONING

2. Create a real-life example 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 a real-life example 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. You must either put the vocabulary terms in bold or underline them.

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 that can be used to review/relearn the terms and concepts from this Unit.

NOTE: Use the directions posted on the website to complete your concept map.

Requirements:

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