Did you know??
Through a process known as canalization, people are conditioned to prefer one stimulus over another because they perceive that stimulus as more satisfying. Because of canalization, people in different cultures are conditioned to various preferences of food, color, and beauty. For example, most people in the United States do not consider insects to be edible, while in certain other cultures insects are considered a delicacy.
1. Ch 6, Section 1: Classical Conditioning
2. Ch 6, Section 2: Operant Conditioning

3. To Prepare for Class on Mon, June 11:
   - Read Ch 6, Sec’s 3 & 4
   - Take notes of your choice
The Big Idea

Psychologists have conducted a number of studies into the ways people learn.

Essential Questions

- How does classical conditioning work?
- When does operant conditioning occur?
- What part do cognitive factors play in learning?
- How can the PQ4R method help students learn better?

Section 1: Classical Conditioning
Section 2: Operant Conditioning
Section 3: Cognitive Factors in Learning
Section 4: The PQ4R Method: Learning to Learn
Objectives

- To identify conditioned responses you have developed.
- To identify in another conditioned response that you have developed the: unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus, and conditioned response.
- To identify how you have adapted to your environment through classical conditioning.
- To identify and evaluate the process of overcoming a fear by using classical conditioning.
Objectives

- To identify how and when reinforcement has changed your behavior.
- To classify a reinforcer that has changed your behavior.
- To identify which, rewards or punishment, is more effective for in changing your behavior.
- To identify a schedule of reinforcement.
- To evaluate how effective the schedule of reinforcement was in changing the behavior.
- To identify when you have used operant conditioning to influence other people.
Chapter 6-Case Study: The Little Albert Experiment

- Read pages 156-157
- Ponder your answer to the What do you think? Questions at the bottom of pg 157, we will answer them together when everyone is done reading
- What are some of your own childhood fears?
- Did you get over those fears when you were older?
- As we get older, changing circumstances reconditions us.
- This is another form of classical conditioning known as extinction.
Discuss with a peer around you:

- What foods do you have a negative reaction to?
- Describe the context in which each negative reaction occurred.
- Trace each aversion back to its original experience.
  - EX: my sister and I and tomato soup
Taste Aversion-cont

- How many students experienced a taste aversion from the picture?

- What makes the food in the pictures different from foods to which you have no taste aversion?
Pavlov’s Doggies

**PAVLOV’S EXPERIMENT**

**BEFORE CONDITIONING**
- Tone = no drooling
- Food = drooling

**DURING CONDITIONING**
- Neutral stimulus (tone)

**AFTER CONDITIONING**
- Tone = drooling

By pairing a neutral stimulus with food, Pavlov was able to condition dogs to respond to a tone as if it were food.

**Skills Focus** INTERPRETING VISUALS  What did this experiment indicate about the learning abilities of dogs?
KEY CONCEPTS OF CLASSICAL CONDITIONING

Before conditioning begins, an unconditioned stimulus (US) brings forth an unconditioned response (UR). During conditioning, a neutral stimulus (NS) is paired with the unconditioned stimulus (US). In the resulting conditioning, the neutral stimulus becomes a conditioned stimulus (CS). The conditioned stimulus then brings forth a conditioned response (CR).

<table>
<thead>
<tr>
<th><strong>Unconditioned Stimulus (US)</strong></th>
<th>causes an automatic response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unconditioned Response (UR)</strong></td>
<td>an automatic response to a stimulus</td>
</tr>
<tr>
<td><strong>Neutral Stimulus (NS)</strong></td>
<td>does not cause a response</td>
</tr>
<tr>
<td><strong>Conditioned Stimulus (CS)</strong></td>
<td>a learned stimulus</td>
</tr>
<tr>
<td><strong>Conditioned Response (CR)</strong></td>
<td>learned response to a neutral stimulus</td>
</tr>
</tbody>
</table>
Adapting to the Environment

- In classical conditioning, what is meant by extinction?
- How might taste aversion be put to good use?
- What is necessary for spontaneous recovery to occur?
- What is the difference between generalization and discrimination?
Applications of Classical Conditioning

- In conditioning, what does flooding refer to?

- Why is systematic desensitization the preferred method of helping people get over their fears?

- What is the third method that your book discussed for someone to overcome their fears?
On a piece of paper that you can turn in...

1. Describe a conditioned response that you have developed.
2. Identify and describe one way in which classical conditioning has helped you adapt to the environment (think taste aversion, extinction, spontaneous recovery, generalization, and discrimination).
3. Describe when you have overcome a fear by flooding, systematic desensitization, or counterconditioning. Describe the fear, the process used to overcome it, and if that process was effective. (If you have not experienced overcoming a fear with one of the previous mentioned methods, then, describe a situation in which you or someone you know would be able to overcome a fear by using one of those methods. Describe the fear, the process that could be used to overcome it, and how effective you think that process would be.)
Conditioning Videos

- Classical Conditioning
- Operant Conditioning
Schedules of Reinforcement

- What is a schedule of reinforcement?
- What happens to response rate on a fixed-interval schedule?
- What reasons might account for difficulties in changing behaviors that are learned through partial reinforcement?
- Why is the response rate in fixed-interval schedules more predictable than in variable-interval schedule?
If a coffee shop offers one free drink after every ten drinks what is the ratio schedule?

What happens to a learned response after repeating the response without reinforcement?

What is the effect of unpredictability on response rate?
What is shaping?

What is a complex activity that you perform regularly? Break it down into steps and response chains.

What are the most common teaching machines used today?

Why do you think working with a teaching machine might be better than working with a human teacher?