Bell Work

- Get books
  - Open book to Ch. 6 (127)
  - Read Opening Page
  - Task #1: Look at Key Terms
    - Write all of them down; define them in your journal as we go along
Chapter 6
LEARNING

Section 1: Classical Conditioning
Section 2: Operant Conditioning
Section 3: Cognitive Factors in Learning
Section 4: The PQ4R Method: Learning to Learn
Chapter 6

Stimulus- Something that triggers a response. For example, touching a hot surface would be the stimulus to remove your hand from that surface. Anything that elicits or affects a behavioral response.

Conditioning- learning
Ivan Pavlov (1849-1936)

- Research with dogs, interested in nervous system and digestion at first. Eventually observed that dogs would not just salivate for food but also when lab assistants arrived or bowls were brought out. Decided to switch research to what we now know as conditioning.

- New research consisted of bell, meat powder, dogs and saliva monitor all in harness. Pavlov would 1) bring out food = dogs salivate, 2) bring out food, ring bell = salivate, (over time) 3) ring bell = salivate
Chapter 6

Section 1: Classical Conditioning

Question: What are the principles of classical conditioning?

PRINCIPLES OF CLASSICAL CONDITIONING

- Simple form of learning in which one stimulus calls forth the response that is usually called forth by another stimulus
- This occurs when the two stimuli have been associated with each other
Question: What are the principles of classical conditioning?

**IMPORTANT TERMS**

Terms that are important in understanding classical conditioning:

- **Unconditioned stimulus (US)** – a stimulus that causes a response that is automatic, not learned
- **Unconditioned response (UR)** – the response that is automatic, not learned
Question: What are the principles of classical conditioning?

IMPORTANT TERMS (continued)

- **Conditioned Stimulus (CS)** – a previously neutral stimulus that, because of pairing with an unconditioned stimulus, now causes a conditioned response

- **Conditioned Response (CR)** – a learned response to a stimulus that was previously neutral or meaningless
Lesson Tie In

- Cooperative Learning Tie In: 10 Minutes
  - Get with 9 O’clock partners and create an example of classical conditioning.
  - You will have a artist and an explainer
  - Your example needs to follow figure 6.2 on pg.130

- Lesson Closing Task #2
  - Answer #1-3 of Thinking about Psych (135)

- Pre-Read Operant Conditioning Section
Bell Work: 1st 10 minutes: Don’t waste time

- Finish Answering *Thinking about Psych*
- Think of our overall school and their attitude towards grades
  - Task #3
    - Propose a solution to the problem using classical conditioning principles
- Go over answers to Thinking bout Psych
Important Terms for Operant Conditioning

- **Operant Conditioning**
  - Learning that is strengthened when behavior is followed by positive reinforcement

- **Reinforcement**
  - Process by which a stimulus increases chances that the preceding behavior will re-occur

- **Types of Reinforces**
  - Primary-function due to biological make-up
  - Secondary- must be learned by pairing
Reinforcement vs. Punishment

- **Positive Reinforcement**
  - Increases the frequency of a behavior b/c person desires what may follow it

- **Negative Reinforcement**
  - Increases the frequency of a behavior b/c person desires to avoid what may follow it

- **Punishment**
  - Unwanted events that **decrease** the frequency of a behavior they follow
Question: How are the principles of operant conditioning applied?

APPLICATION OF THE PRINCIPLES OF OPERANT CONDITIONING

- Offering of rewards – being positively reinforced

- Shaping – a way of teaching complex behaviors in which one first reinforces small steps in the right direction
Question: How are the principles of operant conditioning applied?

APPLICATION OF THE PRINCIPLES OF OPERANT CONDITIONING (continued)

- **Programmed Learning** – assumes that any task can be broken down into small steps that can be shaped individually and combined to form the more complicated whole.
- **Classroom discipline** – using principles of learning to change classroom behavior.
Applications of Classical Conditioning

- **Flooding**: reducing fears, person is continually exposed to harmless stimulus until fear responses to stimulus are eliminated.
- **Systematic Desensitization**: gradual technique of reducing fears in which people are taught relaxation techniques.
- **Counter-conditioning**: reducing fears by repeatedly pairing a pleasant stimulus with a fearful one. (ice cream and spiders)
Lesson Closing and Tie In

- Task #4
  - Read/Answer Case Study Little Albert pg. 134
- Task #5
  - Read/answer B.F. Skinner Theories of Control on pg 143
- Finish finding/defining vocabulary up to shaping
Bell Work

- Task #6
  - Complete Thinking about Psych on page 144
Cognitive Factors in Learning

- Cogn. Psychologists believe learning is purposeful not mechanical (behaviorists)
- Two Kinds of Learning (Read 145-46)
  - Latent
  - Observational
Two Types of Learning

- **Latent**
  - Learning that remains hidden until it is needed
  - Having the knowledge of where to meet someone but never having to recall it until you need it

- **Observational**
  - Learning that takes place by observing and imitating others
    - Children more likely to imitate what parents DO not what they may SAY
Lesson Closing

- Task #7
  - You need to write out a personal example of you that involves latent learning
  - You need to write out an example of where you learned something through observation
- Complete Thinking about Psychology pg. 147
- Go over answers for Task #6
- Talk about Examples of Obs. Learning
Bell Work

- Finish Task # 7 Thinking about Psychology
- Share Examples
- Go over Answers to Thinking about Psych
Lesson Beginner

- Read PQ4R Section
Question: What are the steps of the PQ4R method of learning?

STEPS OF THE PQ4R METHOD OF LEARNING

- **PREVIEW** – getting a general picture of what is covered before reading a chapter
- **QUESTION** – something in particular that we want to learn
- **READ** – reading the material with the purpose of finding answers
- **REFLECT** – an important way to understand and remember the material read
- **RECITE** – Saying things out loud (ABC song)
- **REVIEW** – repeat and reread to know
Anchor Activities

- Read Article over Cognitive Psychology
- Use the PQ4R method of Learning to help understand and apply the information
- The PQ4R method should be written down in your Journal as Task #8
  - How could you review this Article
- Task #9: Thinking bout Psych: pg. 149
Friday Work for the Day

- Task #10
  - Complete 1-4 Critical Review

- Task #11
  - Complete Chapter 6 Learning Reading from packets
    - Answer 2 Questions
Question: What are the key factors of classical conditioning?