**Unit 4: Learning**

**7-9% AP Exam Weighting**

Some psychologists focus their study on how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes. Because the process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit. Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced. Other learning psychologists study how the individual’s observations of other people's’ behaviors influence changes in that individual’s mental processes and resulting behaviors.

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| **Essential Questions:** |
| * How do we learn?
* How do our experiences influence our behaviors and mental processes?
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| **Unit Outline and Learning Targets** |
| **4.1 Introduction to Learning-** *Skill: Explain behavior in authentic contexts*1. Identify the contributions of key researchers in the psychology of learning.
2. Interpret graphs that exhibit the results of learning experiments.
3. Provide examples of how biological constraints create learning predispositions.

**4.2 Classical Conditioning-** *Skill: Explain behavior in authentic contexts*1. Describe basic classical conditioning phenomena.

**4.3 Operant Conditioning-** *Skill: Explain behavior in authentic contexts*1. Predict the effects of operant conditioning.
2. Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.

**4.4 Social Cognitive Learning-** *Skill: Explain behavior in authentic contexts*1. Describe the essential characteristics of insight learning, latent learning, and social learning.
2. Describe the essential characteristics of observational learning
3. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
4. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
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| **Vocabulary to Master:** (you should be able to define each of these terms by test day)  |
| **4.1 Introduction to Learning**BehaviorismAssociative LearningClassical ConditioningOperant Conditioning Social LearningContingency**4.2 Classical Conditioning-** AcquisitionUnconditioned Stimulus (UCS)Unconditioned Response (UCR)Neutral StimulusPairingConditioned Stimulus (CS)Conditioned Response (CR)Stimulus DiscriminationStimulus GeneralizationExtinctionSpontaneous RecoveryHigher Order Conditioning | **4.3 Operant Conditioning** Law of EffectReinforcementPrimary ReinforcerSecondary ReinforcerHigher Order ConditioningPositive ReinforcementNegative ReinforcementNegative PunishmentPositive PunishmentShaping*Schedules of Reinforcement*Continuous ReinforcementPartial ReinforcementFixed Interval ScheduleFixed Ratio ScheduleVariable Interval ScheduleVariable Ratio ScheduleBehavior modification | **4.4 Social Cognitive Learning**Insight learningLatent learningObservational LearningVicarious ReinforcementVicarious PunishmentBiofeedbackEmotional LearningTaste AversionAvoidance BehaviorAvoidance ConditioningSuperstitious BehaviorLearned helplessness

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| **Key People to Know:** (you should recognize these names and be able to list their contributions to psychology by test day) |
| **Albert Bandura****Ivan Pavlov****John B. Watson****Edward Thorndike****B.F. Skinner****Edward Tolman****John Garcia****Robert Rescorla** |

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