

LEARNING

- **LEARNING IS A RELATIVELY PERMANENT CHANGE IN BEHAVIOR THAT OCCURS AS A RESULT OF EXPERIENCE.**

LEARNING THEORIES

- **CLASSICAL CONDITIONING (Ivan Pavlov)**
- **OPERANT CONDITIONING (B.F. Skinner)**
- **COGNITIVE LEARNING (Edward C. Tolman)**
- **OBSERVATIONAL LEARNING (Albert Bandura)**

Classical Conditioning

- **Neutral stimulus:** Stimulus that have no particular influence on the behavior (neither increase nor decrease the probability of a behavior). → *for example, dog barking at a sight of a person*
- **Unconditioned stimulus:** Stimulus that naturally and automatically cause a response. An event that automatically produces an unconditioned response without any previous training. → *for example, dog barking at a sight of food*
- **Conditioned stimulus:** Neutral stimulus that acquires the ability to elicit a conditioned response after being paired with an unconditioned stimulus. As neutral stimulus is paired with an unconditioned stimulus, the neutral stimulus by itself becomes conditioned stimulus. → *for example, dog barking at a sight of a person who is holding a bowl of food*

CLASSICAL CONDITIONING

- ***Unconditioned response***: Reaction that is automatically produced when an unconditioned stimulus is presented.
- ***Conditioned response***: Response elicited/caused by a conditioned stimulus that has been paired with an unconditioned stimulus.

CHARACTERISTICS OF CLASSICAL CONDITIONING

- ✓ **EXTINCTION:** To present the conditioned (bell) stimulus without the unconditioned (food) stimulus. *ye mek us mek set*
- ✓ **SPONTANEOUS RECOVERY:** It is the reappearance of an extinguished conditioned response after the passage of time.
- ✓ **GENERALIZATION:** Responses are given to a stimuli that is similar to conditioned stimuli. *baske segh baske*
ballerage the
- ✓ **DISCRIMINATION:** Responses only occur to a specific conditioned stimuli, not to the others. *aur an 3*
den an
ed 255

OPERANT CONDITIONING

- **Reinforcer:** *Belisthies*
 - An event or stimulus that increases the frequency of the response that it follows.
- **Positive Reinforcer**
- **Negative Reinforcer**
- **Punishment**

CLASSICAL CONDITIONING:

Stimulus → Person → Response

Handwritten notes:
Stimulus: sound of bell
Person: Pavlov
Response: salivation

OPERANT CONDITIONING:

Person → Behavior → Consequence

Edward L. Thorndike's Law of Effect

- ✓ “Behavior with favorable consequences tends to be repeated, while behavior with unfavorable consequences tends to disappear.” It means that behaviors are also controlled by their consequences.
- ✓ If someone's undesired behavior meets a punishment, he will avoid showing the very same behavior as the consequence is unpleasant. On the other hand, when someone's desired behavior is reinforced by a reward, he will have a tendency to repeat the same behavior again.

OPERANT CONDITIONING

✓ **Positive reinforcer.** A reinforcer that strengthens the probability of a desired response or behavior. It strengthens behavior by providing a consequence an individual finds rewarding.

✓ **Negative reinforcer.** A reinforcer that strengthens behavior by stopping or removing an unpleasant experience. It means the termination of an unpleasant/discomfortable state following a response.

✓ **Punishment.** A reinforcer that is designed to weaken or eliminate a response rather than increase it. A stimulus that is unpleasant for the person is presented or a pleasant stimulus is removed/withdrawn from the individual.

SCHEDULES OF REINFORCEMENT

- **CONTINUOUS REINFORCEMENT**
- **PARTIAL REINFORCEMENT**
 - **RATIO SCHEDULE**
 - **INTERVAL SCHEDULE**

Intermittent Schedules of Reinforcement

Schedules of Reinforcement

Reinforcement Schedule	Nature of Reinforcement	Effect on Behavior	Example
Continuous	Reward given after each desired behavior	Fast learning of new behavior but rapid extinction	Compliments
Fixed-interval <i>Weeks</i>	Reward given at fixed time intervals	Average and irregular performance with rapid extinction	Weekly paychecks
Variable-interval	Reward given at variable times <i>surprise promotion</i>	Moderately high and stable performance with slow extinction	Pop quizzes <i>forhibell' egil dir</i>
Fixed-ratio	Reward given at fixed amounts of output	High and stable performance attained quickly but also with rapid extinction	Piece-rate pay
Variable-ratio	Reward given at variable amounts of output	Very high performance with slow extinction	Commissioned sales

OBSERVATIONAL (SOCIAL) LEARNING

- Observational learning is a learning that occurs through watching and imitating the behaviors of others. Observational learning is also called role modelling.
- The key to observational learning is the participant's identification with the person being observed. The person by identifying himself with someone else is actually taking someone as a reference for his behavior.
- Examples and forms of observational learning can be seen on television commercials such as what car to drive, what clothes to wear, what soap to use or what perfume to wear in order to become famous, powerful and rich.

FOR OBSERVATIONAL LEARNING TO BE EFFECTIVE

- Pay attention to other people
- Store a memory of the situation
- Repeat or reproduce the behavior
- Motivational state must be appropriated
- Pay attention to appropriate time and place