**23.2.2015 (p120-150)**

Learning—acquisition of information or behaviour the is retained long term.

Habituation—learning caused by repeated exposure to a stimulus that decreases response to the stimulus.

Sensitization—learning caused by repeated exposure to a stimulus that increases response to the stimulus.

Classical Conditioning—learning that occurs when a neutral stimulus becomes paired with a certain response behaviour. As discovered by Pavlov.

Unconditioned Stimulus (US)—the stimulus that ordinarily elicits the response.

Unconditioned Response—the reflexive or automatic response elicited by the US.

Conditioned Stimulus (CS)—neutral stimulus that comes to elicit the response associated with the unconditioned stimulus.

Conditioned response—the response elicited by the CS when paired with the unconditional response.

Acquisition—learning of the conditioned response.

Pavlov discovered and named these aspects of classic conditioning by experiment on dogs with feeding and bells. Post-Pavlov, more experimenters examined different ways to condition.

Forward-conditioning—when the US is immediately followed by the CS

Backward pairing—when the CS follows the US.

Pavlov didn’t succeed in backwards pairing his dogs, but other animals can be backwards paired.

Simultaneous conditioning—the US and CS are presented simultaneously. Can cause conditioning in some cases, though not in most.

Avoidance learning—when the CS implies something bad so the animal learns some motor response when presented with the CS.

Some CRs can remain imbedded in the psyche for years, other can vanish relatively quickly.

Conditioned Emotional Response—an emotionally charge response elicited by a previously neutral stimulus.

Phobia—An irrational gear of a specific object or situation

Biological preparedness—a readiness to learn a response to a certain type of stimulus.

Contrapreparedness—a built in disinclination to be conditioned to a specific stimulus.

Extinction—removal of a CR with repeated presentations of the CS without the US. In Operant conditioning, the fading out of the response once the reinforcement vanishes.

Spontaneous Recovery—when the CR again elicits the CS after extinction of the CR.

Stimulus Generalisation—tendency for the CR to be elicited by new stimulus that closely resemble the CS.

Stimulus Discrimination—the ability to tell the difference between the CS and things that resemble the CS.

The placebo effect can be explained buy classical conditioning. If taking medicine means you feel better, you expect to feel better when you take medicine.

The brain parts work in concert, and the neural pathways are imbedded with the response to different stimuli. Thus, if something is frightening, it will always be at least a little frightening.

Conditioned compensatory Response—when the body anticipates some change and elicits some physiological response before the change occurs.

Food/Taste Aversion—classical conditioning to avoid a certain food or taste.

Operant Conditioning—the process by which a stimulus and response can be associated with the consequences of the response. This requires activity on the part of the responder, as the consequence must be caused by the response.

Law of Effect—actions that lead to betterment are more likely to be repeated.

Reinforcement—the consequences of a response lead to some change in the reaction to the stimulus.

* Positive Reinforcement—receive a treat when correct response is given
* Negative reinforcement—bad thing is given until the correct response given
* Positive punishment—punish for failure
* Negative punishment—good thing is given until the incorrect response given

Reinforcer—the consequence

* Primary Reinforcer—inherently reinforcing objects such as food, water, and relief from pain.
* Secondary Reinforcers—not inherently reinforcing things, but that gain their value through learning.

Behaviour Modification—the process through which behaviour is changed through the use of secondary reinforcers.

Generalisation—the ability to pass an associated stimulus-response to a new stimulus.

Discrimination—the ability to respond to only one stimulus.

Cognitive learning—acquisition of information that is not acted on immediately, but stored away for future use.

Latent Learning—learning that occurs without behavioural evidence

Insight Learning—when a person or animal suddenly grasps how to solve a problem then incorporates that information into old information

Observational learning—when a behaviour is observed and then incorporated into the behaviour of a different animal.

**25.2.2015 (p155-160)**

Encoding—the process of transforming incoming information so that it can be entered into memory, either to be stored or to ne compared with previously stored information

Storage—the process of retaining information in memory

Retrieval—the process of accessing information stored in memory.

Memory Store—a set of neurons that serves to retain information over time. This includes what is sometimes referred to as muscle memory

* Sensory
* Short-term
* Long-term

Sensory Memory (SM)—holds a large amount f perceptual information for a brief time

Short-term memory (STM)—briefly retains a small amount of information. This can be prolonged by rehearsal. You are only conscious of information that is present in your STM.

Working Memory—A system that involves a central executive and two specialised short-term memory stores: one that stores pronounceable sounds and one that stores spatial or visual patterns.