Lecture Notes

* We can use instrumental conditioning to train animals and have them accomplish a series of tasks
  + Practice can be extended to baseball players
    - Observe the pitcher’s throw and arm motion to predict the path of the ball
* Thorndike
  + Tested instrumental conditioning with a cat
    - Placed the cat in a box and had a lever to release food
      * Found out that the cat doesn’t learn the connection between the lever and dispensing of food
* Instrumental conditioning is all learning the relationship between voluntary behaviour and its consequences
  + SD = The relationship is true
    - i.e. Monica gets candy at her grandparent’s house when she puts away her dishes
    - i.e. Dr. Kim’s red lamp is an indication of study time
  + S(delta) = The relationship is not true
    - Monica does not get candy at her parent’s house when she puts away dishes
    - i.e. If Dr. Kim’s red lamp is not turned on, study time = false
  + MacIntroPsych TAs are also trained by applying instrumental conditioning
    - Have responsibilities such as turning off equipment, locking doors, etc.
      * i.e. Punishments are served if rules are not followed
* Superstitious behaviour
  + We make connections between behaviour and its consequences
    - However, these two things might never be related
      * i.e. Cannot wash socks/shave beard before a big game
      * People make random connections to things they perceive to be correlated
* Training animals
  + Involves rewarding the animal with food upon successful completion of a task
  + Shaping: Rewarding with every tiny step
  + Chaining: Rewarding the entire step/process
* Reinforces in behaviour modification: Token economy
  + Biological needs
    - i.e. Food
* Nature vs Nurture [In learning]
  + Life is molded by nature, not nurture
    - People become who they are based off of the environment they are raised in, regardless of their past, ancestor, DNA, etc.
* Observational learning
  + We learn a lot just by spectating others
    - i.e. Children mimic behaviour they see of adults
    - i.e. Babies want to copy other people; they are pre-programmed
    - i.e. Monkey’s start trends within their species/culture
      * i.e. Start washing potatoes and everyone starts copying their style
* Primary reinforces: Necessary for life
* Secondary reinforces: You can trade it in for something else
  + i.e. Barter stickers for prizes

Tutorial Notes

* Classical vs Instrumental Conditioning

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| --- | --- |
| Classical Conditioning | Instrumental Conditioning |
| - Biological  - Can be as random as possible  - | - A specific behaviour triggers a reaction  - Rein-forcers to increase likelihood  - |

* There are four types of instrumental conditioning
  + Omission
    - i.e. Punishment: A slap on the wrist for doing something bad
  + Removal
    - i.e. Skip daily chores if you eat your vegetables
  + Positive reinforce
    - i.e. Give a cookie every time you clean your room properly
  + Negative reinforce
    - i.e. Take away Xbox when you don’t do your homework
* SD = Factor that sets the occasion
* 2 types of reinforcement schedules
  + Continuous reinforcement schedule
    - Get a treat after every good action
  + Partial reinforcement schedule
    - Lasts longer because in continuous reinforcement, you’ll just stop if you don’t get a treat