**The Influence of Social Rank on Learning in Group Living Fish**

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Animals can learn through their own experiences (asocial learning) or through observing others (social learning). Asocial learning is costly but reliable, while social learning is less costly but unreliable. The low cost of social learning may make it seem like the obvious choice; however, the associated unreliability prevents animals from using it exclusively. Switching between asocial and social learning is expected as an animal will use whichever learning is most beneficial. However, theory predicts that dominants should prefer to learn socially while subordinates should prefer to use asocial learning. These preferences are the result of dominants prioritizing low-cost learning, while subordinates prioritize reliable information. However, these predictions are rarely tested. We used a foraging assay to test how social rank influences asocial and social learning in the group living cichlid fish *Neolamprologus pulcher*. We found that subordinate fish were faster in an asocial learning task but there was no difference between the social ranks when it came to learning from others. It also appears that subordinates are more likely to ignore social information when it contradicts with their individually learned information. Understanding how social ranks influence learning can help us better understand how social groups function.

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