

LEARNING & THINKING

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WHY?

In this unit, you get to ask (and hopefully answer) the question, "How do I learn?" Some psychologists believe we learn by responding to stimuli in the environment, and then eliciting a response, while others believe that the process is more complex. Our brain makes sense of these stimuli in ways that also must be understood to comprehend why and how we learn. We can improve our learning through a variety of methods and influences.

Outcomes: Students will

- A. evaluate the styles in which they learn and apply them to better learning and studying techniques
- B. Theories of Learning
 - 1. comprehend the principles of classical and counter conditioning and apply them to real situations
 - 2. comprehend the principles of operant conditioning and apply them to real situations
 - 3. comprehend the social learning theory and apply it to real situations
 - 4. comprehend the cognitive approach to learning and apply it to real situations

Resources

- A. text, chapters 7 & 8 (parts)

Outline

- I. LEARNING
 - A. a relatively permanent change in behavior or behavior potential that results from experience
 - B. Learning Styles
- II. Classical Conditioning--PASSIVE
 - A. Pavlov: the drooling dog
 - 1. UCS
 - 2. UCR
 - 3. NS
 - 4. CS
 - 5. CR
 - B. Watson
 - 1. Little Albert
 - 2. stimulus generalization
 - C. Reversing learning
 - 1. Mary Cover Jones and counterconditioning: Peter
 - 2. extinction & spontaneous recovery
- III. Operant Conditioning: B.F. Skinner--ACTIVE
 - A. reinforcement & punishment
 - B. shaping & chaining
 - C. schedules of reinforcement
 - 1. fixed and variable ratio
 - 2. fixed and variable interval

