

**CHAPTER 5**  
**Learning**  
**LEARNING OBJECTIVES**

1. Define learning. (p. 162)
2. Define classical conditioning. Give an example that illustrates the process of classical conditioning, identifying the unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response in your example. (pp. 162–164)
3. Describe and give examples of the processes of extinction, reconditioning, and spontaneous recovery. (p. 164)
4. Define and give examples of stimulus generalization and stimulus discrimination. (p. 165)
5. Describe the role that timing, predictability, signal strength, and attention play in the development of conditioned responses. Define and give an example of second-order conditioning. (p. 166)
6. Define and give examples of biopreparedness. Explain why conditioned taste aversion is a special case of classical conditioning. (p. 167)
7. Discuss the role of classical conditioning in the development and treatment of phobias and in the diagnosis of Alzheimer’s disease. (pp.168-169)
8. Discuss the role of habituation in Solomon’s opponent-process theory. Explain how opponent-process theory applies to drug addiction. (p. 169)
9. Describe operant conditioning and explain how it differs from classical conditioning. (p. 170)
10. Define and give examples of operants, reinforcers, positive reinforcement, and negative reinforcement. (p. 171)
11. Define and give examples of escape conditioning and avoidance conditioning. (p. 171–172)
12. Define discriminative stimuli. Explain how the concepts of stimulus discrimination and stimulus generalization complement each other. (p. 172)
13. Define and give an example of shaping. (p. 173)
14. Compare and contrast primary and secondary reinforcers. Discuss how the timing and size of a reinforcer influences its effectiveness. (p. 174)
15. Explain the difference between continuous and partial reinforcement schedules. Compare and contrast fixed-ratio, variable-ratio, fixed-interval, and variable-interval schedules. Describe how describe how the various schedules affect response patterns. Describe the partial reinforcement extinction effect. (pp. 175–177)
16. Define punishment and describe its role in operant conditioning. Explain how punishment differs from negative reinforcement. Discuss the disadvantages of and guidelines for using punishment. (pp. 177–178)
17. Discuss how operant conditioning can be used to treat problematic behavior. (p.180)
18. Define and give an example of learned helplessness. Discuss the experiments investigating learned helplessness. (pp. 181–182)
19. Define and give examples of latent learning and cognitive maps. (p. 183)

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20. Define insight. Discuss how insight differs from classical and operant conditioning. (pp. 184–185)
21. Define observational learning and discuss the research on vicarious conditioning. (pp. 185–186)
22. Describe the research examining the effects of television violence on behavior. State what conclusions are most reasonable based on the available evidence. (pp.187-189)
23. Describe the potential causes of cultural differences in scholastic achievement. (pp.189-190)
24. Define and give examples of active learning. (p. 190)
25. Describe the roles of practice and feedback in skill learning. (p. 191)