

Chapter 1: An Introduction to Learning

Test Bank

Multiple Choice

1. Which of the following statements is true about the learning process?

- A. learning produces an automatic change in behavior.
- B. learning is the result of an existential process.
- C. changes in behavior potential occur as a result of experience.
- D. behavior changes in learning are always permanent.

Ans: C

Learning Objective: 1-1: Define the term *learning*.

Cognitive Domain: Knowledge

Difficulty Level: Easy

2. Which of the following statements is not true about the learning process?

- A. learning reflects the change in potential for a behavior to occur.
- B. learning does not automatically lead to a change in behavior.
- C. behavior changes in learning are always permanent.
- D. changes in behavior can occur to maturation or motivation.

Ans: C

Learning Objective: 1-1: Define the term *learning*.

Cognitive Domain: Knowledge

Difficulty Level: Medium

3. Instincts found in humans and animals that serve to guide behavior is a statement a _____ would make.

- A. behaviorist
- B. empiricist
- C. pavlovian
- D. functionalist

Ans: D

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Comprehension

Difficulty Level: Medium

4. Behavioral Psychology focused primarily on _____ while Functional Psychology focused on _____.

- A. learned behavior; instinctive behavior
- B. associations; the law of readiness
- C. instinctive behavior; the law of readiness

D. complex ideas; simple ideas

Ans: A

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism. | 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

5. Our human instincts to be clean, express sympathy toward others, and experience love are related to which theory?

A. behaviorism

B. functionalism

C. association

D. empiricism

Ans: B

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Comprehension

Difficulty Level: Medium

6. The father of functionalism was _____.

A. B. F. Skinner

B. James

C. Locke

D. Dewey

Ans: D

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Knowledge

Difficulty Level: Easy

7. Which of the following individuals was not a functionalist?

A. james

B. dewey

C. brucke

D. watson

Ans: D

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Knowledge

Difficulty Level: Easy

8. The reason we engage in high risk behavior is because our dopamine system in the prefrontal cortex makes us feel good when we do the behavior. This is a statement a _____ would make.

A. british empiricist

- B. behaviorist
- C. functionalist
- D. associationist

Ans: C

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Application

Difficulty Level: Medium

9. In the 1920s, American Psychology began to move away from the instinct explanation of human behavior and began to emphasize the importance of _____ in the control of behavior

- A. learning
- B. unconscious motivation
- C. perception
- D. personality

Ans: A

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Knowledge

Difficulty Level: Easy

10. Which of the following statements best represents the Behaviorist view regarding the role of instincts and controlling behavior?

- A. instincts are the major motivational and behavioral determinants of behavior and animals.
- B. instincts combine with learning to control the behavior of humans and animals.
- C. learning from experience is more important than instincts and controlling behavior.
- D. instincts exist in most nonhuman animals but not in humans, chimpanzees or their close relatives.

Ans: C

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Application

Difficulty Level: Hard

11. If two things are touching in space and time, one will bring the other two minds. This is a statement a _____ would make.

- A. watson
- B. dewey
- C. aristotle
- D. hull

Ans: C

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

12. Black, white; hot, cold; fever, chills. Each of these pairings are examples of which concept?

- A. temporal contiguity
- B. empiricistic logic
- C. associations
- D. behavioral contrast

Ans: C

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Analysis

Difficulty Level: Hard

13. Nothing is innate instead, our ideas are as a result of experience. This is a statement _____ would make.

- A. thordike
- B. locke
- C. dewey
- D. pavlov

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

14. When we are born, our mind is like a blank slate upon which new information is placed. This concept was promoted by which group of theorists?

- A. british empiricism
- B. functionalists
- C. associationists
- D. relationalists

Ans: A

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Analysis

Difficulty Level: Hard

15. The Greek philosopher Aristotle was important for the development of Behaviorism because he introduced the _____.

- A. rules of association
- B. concept of instinct
- C. view that the nervous system is important for controlling instincts.
- D. concept of reinforcement

Ans: A

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Knowledge

Difficulty Level: Medium

16. Understanding sounds, smells, and tastes, are examples of _____.

- A. associations
- B. simple ideas
- C. contiguity
- D. contrast

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Analysis

Difficulty Level: Medium

17. You remember a photograph that was taken of you and your dog. This is an example of the principal called _____.

- A. contiguity
- B. resemblance
- C. associations
- D. time and effect

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Analysis

Difficulty Level: Medium

18. When recall thinking about the pain on your knee when you fell down. This is an example of the principal called _____.

- A. contiguity
- B. resemblance
- C. associationism
- D. cause and effect

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Analysis

Difficulty Level: Medium

19. Which one of the following individuals was not a philosopher?

- A. hall
- B. locke
- C. hume
- D. aristotle

Ans: A

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Knowledge

Difficulty Level: Easy

20. According to British Empiricists complex ideas are _____.

- A. a simple reflex responses
- B. combinations of simple ideas
- C. a passive impression received by the senses
- D. an innate idea

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Knowledge

Difficulty Level: Medium

21. Thorndike demonstrated learning in an experiment involving a puzzle box. This experiment required _.

- A. a rat to run down an alley for water
- B. a cat to learn a complicated maze for food
- C. a dog to make a conditioned response for food
- D. a cat to pull a string for food

Ans: D

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Knowledge

Difficulty Level: Easy

22. The strengthening of an association followed by a satisfying event was called _.

- A. the law of exercise
- B. the law of reinforcement
- C. the law of effect
- D. the law of mass action

Ans: C

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Comprehension

Difficulty Level: Medium

23. There are three principles that connect simple ideas into a complex ideas. Which is not one of these principles?

- A. cause and effect
- B. resurgence
- C. resemblance
- D. contiguity

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Knowledge

Difficulty Level: Medium

24. You are approaching the ocean. As you get closer you smell the saltwater, feel the moisture on your face and hear the noise of the waves. Each of these stimuli are examples of _____.

- A. complex ideas
- B. simple ideas
- C. constructive ideas
- D. imperialistic ideas

Ans: B

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Analysis

Difficulty Level: Hard

25. Thorndike put cats in a puzzle box. When he put them in the first time, what happened?

- A. the cats would claw, scratch, and meow.
- B. the cats would pull a string.
- C. the cats will jump out of the box.
- D. the cat sat down and did not move.

Ans: A

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Knowledge

Difficulty Level: Easy

26. Thorndike's law of effect proposed that _____.

- A. rewards strengthen the stimulus–response association
- B. learning occurs only when a stimulus is followed by a response
- C. the subject must be motivated to form associations
- D. learning only occurs when the response is followed by some stimulus

Ans: B

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Knowledge

Difficulty Level: Medium

27. Mark is learning to tie a new and difficult sailors knot. After each step, Mark was informed he correctly tied one part of the knot. Ultimately Mark learns to tie the knot. The next time, Mark ties the knot faster when informed he is tying it correctly after each step. After several times, Mark can tie the knot blindfolded. This is an example of _____.

- A. habit strength
- B. associationism
- C. the law of readiness
- D. the law of effect

Ans: D

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Application

Difficulty Level: Medium

28. You have to be motivated in order to learn. This concept relates to Thorndike's _____.

- A. law of effect
- B. law of reward
- C. law of readiness
- D. law of motivation

Ans: D

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Comprehension

Difficulty Level: Medium

29. I put a dog biscuit in front of my dog. When the dog reaches for the dog biscuit I tell it to "speak" and it barks. After a number of trials, the word "speak" causes the dog to bark. This is an example of _____.

- A. behavioral contrast
- B. the law of readiness
- C. associative shifting
- D. secondary reinforcement

Ans: C

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Application

Difficulty Level: Medium

30. Pavlov received the Nobel Prize for his work on _____.

- A. instinctive behavior
- B. classical conditioning
- C. developing the operant chamber
- D. digestion

Ans: D

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

31. Eye blinking due to an air puff is an example of a _____.

- A. conditioned stimulus
- B. unconditioned stimulus
- C. unconditioned response
- D. conditioned response

Ans: C

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Application

Difficulty Level: Easy

32. A fire alarm causes you to jump. In this case, the fire alarm is a _____.

- A. unconditioned stimulus
- B. unconditioned response
- C. conditioned stimulus
- D. conditioned response

Ans: A

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Application

Difficulty Level: Medium

33. When I opened the refrigerator to get some food, my dog Jasmine would come to the kitchen and I would give her a snack. After a while, every time I opened the refrigerator Jasmine would run to the kitchen. In this example, opening the refrigerator is an example of _____.

- A. a conditioned stimulus
- B. a conditioned response
- C. an unconditioned stimulus
- D. an unconditioned response

Ans: A

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Analysis

Difficulty Level: Medium

34. When I opened the refrigerator to get some food, my dog Jasmine would come to the kitchen and I would give her a snack. After a while, every time I opened the refrigerator Jasmine would run to the kitchen. In this example, running to the kitchen is an example of _____.

- A. a conditioned stimulus
- B. a conditioned response
- C. an unconditioned stimulus
- D. an unconditioned response

Ans: B

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Analysis

Difficulty Level: Medium

35. For Pavlov, _____.

- A. definite rules determined which behavior occurred in a learning situation
- B. the learning process was trial and error
- C. behavior had genetic components
- D. motivation was necessary for learning to occur

Ans: A

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

36. Mark is a heroin addict who always shoots heroin in his apartment. One day Mark goes to a different city, injects heroin in his hotel room and overdoses. Why did Mark overdose?

- A. the heroin acted as a different unconditioned stimulus that prepared Mark's body for the heroin.
- B. the apartment acted as a conditioned stimulus that prepared Mark's body for the heroin.
- C. the different city acted as a conditioned stimulus that prepared Mark's body for the heroin.
- D. the different city acted as an unconditioned stimulus that prepared Mark's body for the heroin.

Ans: B

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Analysis

Difficulty Level: Hard

37. The unconditioned stimulus along with the unconditioned response make up the _____.

- A. conditioned reflex
- B. unconditioned reflex
- C. conditioned response
- D. colloquial response

Ans: B

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

38. A dog is given some food and salivates. After the dog salivates at a high steady rate a bell is rung, the food is given and the dog salivates. After a period of time the dog salivates to the bell. Then, when the bell is rung but no food is given, the animal's salivation level decreases. This is called _____.

- A. generalization
- B. discrimination
- C. extinction
- D. reinforcement

Ans: C

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Application

Difficulty Level: Medium

39. The conditioning process _____.

- A. only works in animals
- B. only works in humans
- C. works in both humans and animals
- D. does not work well in either humans or animals

Ans: C

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

40. According to Pavlov, the connection between the UCS and UCR _____.

- A. is learned
- B. is innate
- C. the subject to extinction
- D. results from counterconditioning

Ans: B

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

41. Which of the following events indicates that learning is taking place in classical conditioning?

- A. the CS solicits a CR.
- B. the UCS elicits the UCR.
- C. the CS elicits the UCS.
- D. the UCS elicits the UR.

Ans: A

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

42. Which of the following best illustrates Pavlov's concept of generalization?

- A. after your first course in math, the second course is more difficult.
- B. when you see a red sign while driving your car you know to stop.
- C. you take a course in sign language and the more you practice the better you become.
- D. after learning to cook a steak, you are able to easily teach someone else

Ans: B

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Analysis

Difficulty Level: Hard

43. In Pavlov's early studies of classical conditioning, he used _____ as a CS and _____ as a UCS.

- A. food; bell
- B. bell; water
- C. metronome; meat powder
- D. gong; bell

Ans: C

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Easy

44. Pavlov demonstrated that his dogs would show extinction of the conditioned response. How did Pavlov accomplish the extinction?

- A. he presented the UCS without the UCR.
- B. he presented the CS without the UCS.
- C. he presented the UCR without the UCS.
- D. he presented the CR without the CS.

Ans: B

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Knowledge

Difficulty Level: Medium

45. In classical conditioning, generalization is said to have occurred when _____.

- A. the UCS elicits the UCR.
- B. the CS elicits the UCS.
- C. a similar CS elicits the CR.
- D. a similar UCS elicits the CR.

Ans: C

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Comprehension

Difficulty Level: Medium

46. Watson and Raynor conducted the little Albert experiment to determine whether _____.

- A. a salivary reaction can be conditioned to the side of food
- B. humans possess instincts that can be used in learning
- C. associations and humans are like those in cats
- D. fear can be classically conditioned and humans

Ans: D

Learning Objective: 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Knowledge

Difficulty Level: Medium

47. Jimmy has met his grandmother only once. However, the experience was so great that every time he sees another elderly woman, he runs over to her with a big smile and his arms open. This is an example of _____.

- A. generalization
- B. extinction
- C. behavioral contrast
- D. instinctual behavior

Ans: A

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Analysis

Difficulty Level: Hard

48. If a CS elicits conditioned fear, one way to reduce this fear is to present the stimulus again and again. This type of paradigm is called _____.

- A. generalization
- B. discrimination
- C. extinction
- D. behavioral contrast

Ans: C

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Analysis

Difficulty Level: Hard

49. Phoebe has taught her cat Sonia to rollover in order to obtain a piece of cat food. One morning after feeding, Phoebe tries to get Sonia to roll over but Sonja refuses to comply. Which of Thorndike's laws best explains this failure?

- A. law of effect
- B. law of contiguity
- C. law of contingency
- D. law of readiness

Ans: D

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Application

Difficulty Level: Medium

50. Jesse was trying to train a dog to roll over on command. Each time her dog rolled over she immediately clapped her hands. However, the dog did not roll over on command. How would Thorndike explain this?

- A. clapping hands is not an effective UCS.
- B. clapping hands does not produce a satisfying state of affairs for the dog.
- C. clapping hands is not an effective CR.
- D. jesse should have done nothing.

Ans: B

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Analysis

Difficulty Level: Medium

51. After little Albert was conditioned to fear a white rat, he also displayed responses to a white rabbit and a white coat. This is an example of _____.

- A. extinction
- B. contingency learning
- C. behavioral contrast
- D. generalization

Ans: D

Learning Objective: 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Application

Difficulty Level: Medium

52. The person who established Behaviorism as the dominant point of view in American psychology was _____.

- A. pavlov
- B. thorndike
- C. hall
- D. watson

Ans: D

Learning Objective: 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Knowledge

Difficulty Level: Medium

53. Individuals who used unpleasant stimuli in studying the conditioning process included _____.

- A. watson and Raynor
- B. bechtereve and Watson
- C. thorndike and Pavlov

D. pavlov and Watson

Ans: B

Learning Objective: 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Knowledge

Difficulty Level: Medium

54. Bill just began working at a local convenience store. Each time a customer enters the store a bell rings. Now each time any bell rings, Bill looks up. Bill is demonstrating the concept of _____.

A. extinction

B. behavioral contrast

C. generalization

D. discrimination

Ans: C

Learning Objective: 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Application

Difficulty Level: Medium

55. Which of the following statements represents the main principle used to judge the ethics of human research?

A. the study will advance the field of psychology and the personal career of the researcher.

B. the subjects will experience little stress–strain research.

C. the study will use a large sample to ensure reliable results.

D. the study will produce an increase in knowledge with minimal risk to the subjects.

Ans: D

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Medium

56. Once a person begins an experiment as a subject, _____.

A. they must complete the experiment

B. the subject is free to withdraw at any time

C. the experimenter can do anything they want

D. the individual can only stop their participation if a medical emergency occurs

Ans: B

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Medium

57. At the end of an experiment, _____.

A. the subject is free to leave

B. the experimenter can tell them they must participate in other studies

C. the experimenter needs to debrief the participant

D. the experimenter can tell others what happened with the participant

Ans: C

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Easy

58. Reasons for using animals in research do not include _____.

- A. it's easier to show causal relationships
- B. some types of research cannot be ethically conducted on humans
- C. animal models show ways how human brains may work
- D. all of these are correct

Ans: D

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Medium

59. Animal research _____.

- A. has led to significant advances for some human disorders
- B. is easier to show cause-effect relationships
- C. has led to significant advances in veterinary medicine
- D. all of these

Ans: D

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Medium

60. Before any experiment begins with a human, the participant needs to _____.

- A. be paid
- B. sign a verbal informed consent agreement
- C. sign a written informed consent agreement
- D. receive credit for their participation

Ans: C

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Medium

True/False

1. Behavior changes that cause learning are always permanent.

Ans: F

Learning Objective: 1-1: Define the term *learning*.

Cognitive Domain: Knowledge

Difficulty Level: Easy

2. Behavioral changes are only due to performance processes such as maturation or motivation.

Ans: F

Learning Objective: 1-1: Define the term *learning*.

Cognitive Domain: Knowledge

Difficulty Level: Easy

3. Functionalism proposes that the function of behavior is to promote survival through adaptive behavior.

Ans: T

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Knowledge

Difficulty Level: Easy

4. Two major individuals that were important to functionalism were James and Dewey.

Ans: T

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Knowledge

Difficulty Level: Medium

5. Simple ideas include individual colors, smells, and textures of an object.

Ans: T

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

6. The principles of resemblance, contiguity, and cause and effect were proposed by Locke to explain how simple ideas became complex ideas.

Ans: F

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

7. The principles of resemblance, contiguity, and cause and effect were proposed by Hume to explain how simple ideas became complex ideas.

Ans: T

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

8. Functionalism is a school of psychology that emphasizes conditioning to aid adaption to the environment.

Ans: F

Learning Objective: 1-2: Describe the way instincts affect behavior according to functionalism.

Cognitive Domain: Comprehension

Difficulty Level: Medium

9. As a school of Psychology, Behaviorism emphasized the role of experience in controlling behavior.

Ans: T

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

10. According to Thorndike, the “Law of Effect” applies to both humans and nonhumans.

Ans: T

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior.

Cognitive Domain: Knowledge

Difficulty Level: Medium

Short Answer

1. Provide a definition of learning by Klein. What are its important components?

Ans: Learning is defined as a relatively permanent change in behavior potential that results from experience. It has two important components: Learning reflects a change in the potential for a behavior to occur but does not lead to a change in behavior.

Second, we must be significantly motivated to translate learning into behavior.

Learning Objective: 1-1: Define the term *learning*.

Cognitive Domain: Comprehension

Difficulty Level: Medium

2. List and define Hume’s three principles of association.

Ans: Resemblance: stimuli that are similar or resemble each other become easily associated. The principle is based on the similarity and/or appearance of the two events.

Contiguity: Closeness in time or space. Principles are based on the temporal pairing of two events.

Cause and effect: When one event reliably preceded a second event, we come to believe that the first causes a second. Although we “come to believe” there is a cause and effect relationship that does not always mean that Event A always causes Event B.

Learning Objective: 1-3: Explain how associations are formed according to the British empiricists.

Cognitive Domain: Comprehension

Difficulty Level: Medium

3. Define UCS, CS, UCR, and CR.

Ans: Unconditioned Stimulus: Biologically relevant stimuli that involuntarily elicits a particular response.

Conditioned stimulus: An event that is neutral until repeatedly paired with an unconditioned stimulus.

Unconditioned response: The response that is involuntarily elicited by an unconditioned stimulus.

Conditioned response: A response elicited by the conditioned stimulus.

Learning Objective: 1-5: Explain how Pavlov showed that digestive responses could be conditioned.

Cognitive Domain: Comprehension

Difficulty Level: Medium

4. How did Watson's work differ from Pavlov's?

Ans: Pavlov used positive or pleasant unconditioned stimuli, Watson used aversive or unpleasant stimuli. Watson also was able to show that abnormal as well as normal behavior is learned.

Learning Objective: 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Comprehension

Difficulty Level: Medium

5. What is the purpose of an informed consent form?

Ans: It is an agreement that explains to the participant the nature of the study, their rights and responsibilities, confidentiality and anonymity, and confirms the subject's willingness to participate. It must be informed, which provides all the relevant information about the study.

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Comprehension

Difficulty Level: Medium

Essay

1. What is learning according to Klein? What does it include, what does it not include?

Ans: Learning is defined as a relatively permanent change in behavior that results from experience. It has two important components. One, learning reflects a change in the potential for a behavior to occur. However, it does not automatically lead to a change in behavior. Thus, we must be significantly motivated to translate learning into behavior. Second, behavior changes are not always permanent. This occurs because new experiences may override previously learned behavior. We may also forget the previously learned behavior.

The definition also contends that changes in behavior can result from motivation rather than learning. Finally, many behavioral changes are the result of maturation.

Learning Objective: 1-1: Define the term *learning*.

Cognitive Domain: Comprehension

Difficulty Level: Medium

2. Compare and contrast Functionalism with Behaviorism. Who were the major players in each group?

Ans: The Functionalists emphasized the instinctive origins and adaptive functions of behavior. They believed that instincts guide behavior and these instincts impact our interaction with the environment and thus, survival. In essence, what is the function of some behavior or some physical mechanism, and how does that impact our environment were important for the Functionalists. Two major players in the Functionalists area were Dewey and James.

In contrast, the Behaviorists is believed that experience was the most important aspect in governing behavior. Their goal was to determine the laws governing learning.

Building on the work of the British Empiricists and their ideas regarding associations, the Behaviorists believed that stimuli elicited responses. Two initial theorists in this area were Pavlov and Thorndike. Pavlov demonstrated the process of classical conditioning while Thorndike demonstrated in cats that associations between stimuli and responses cause organisms to behave in a particular manner. Ultimately he theorized Law of Effect, the Law of Readiness, and others. Ultimately, work from both theorists was conceptualized and expanded upon by John Watson's who wrote the classic book, *Psychology from the Standpoint of a Behaviorist*. He also demonstrated that many human abnormal behaviors (fear) were also learned.

Learning Objective: 1-4: Recall the way Thorndike investigated the effect of rewards on behavior. | 1-5: Explain how Pavlov showed that digestive responses could be conditioned. | 1-6: Recount how Watson showed that emotions could be learned.

Cognitive Domain: Analysis

Difficulty Level: Medium

3. Compare and contrast conducting research ethics with human subjects and animal subjects.

Ans: First, there are limits in both types of research. Second, there are different regulations governing both animal and human research and governing boards to ensure that regulations are followed. In humans, informed consent is critical. Further, for any study to be conducted, the study must maximize potential gain and minimize potential risks to the participant. In animal research, similar principles apply. However, it is easier to show causal relationships in lower animals than humans and some types of research cannot be ethically conducted on humans (damaging particular brain areas).

Regardless, research in lower animals should not be done needlessly and discomfort should also be minimized.

Learning Objective: 1-7: Discuss how to conduct ethical animal and human research.

Cognitive Domain: Analysis

Difficulty Level: Medium