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| **PROGRESS TEST 1: UNIT 6: LEARNING** |

**MULTIPLE CHOICE QUESTIONS**

1. Learning is best defined as
   1. any behavior produced by an organism without being provoked.
   2. a change in the behavior of the organism.
   3. a relatively permanent change in the behavior of an organism due to experience.
   4. behavior based on operant rather than respondent conditioning.
2. The type of learning associated with Skinner is:
   1. classical conditioning
   2. operant conditioning
   3. respondent conditioning
   4. observational learning
3. In Pavlov’s original experiment with dogs, the meat served as a(n):
   1. CS
   2. CR
   3. US
   4. UR
4. In Pavlov’s original experiment with dogs, the tone was initially a(n) \_\_\_\_\_\_\_\_ stimulus; after it was paired with meat, it became a(n) \_\_\_\_\_\_\_\_\_ stimulus.
   1. conditioned; neutral
   2. neutral; conditioned
   3. conditioned; unconditioned
   4. unconditioned; conditioned
5. In order to obtain a reward a monkey learns to press a lever when a 1000-Hz tone is on but not when a 1200-Hz tone is on. What kind of training is this?
   1. extinction
   2. generalization
   3. classical conditioning
   4. discrimination
6. Which of the following statements concerning reinforcement is correct?
   1. Learning is most rapid with intermittent reinforcement, but continuous reinforcement produces the greatest resistance to extinction.
   2. Learning is most rapid with continuous reinforcement, but intermittent reinforcement produces the greatest resistance to extinction.
   3. Learning is fastest and resistance to extinction is greatest after continuous reinforcement.
   4. Learning is fastest and resistance to extinction is greatest following intermittent reinforcement.
7. Cognitive processes are:
   1. unimportant in classical and operant conditioning.
   2. important in both classical and operant conditioning.
   3. more important in classical than in operant conditioning.
   4. more important in operant than in classical conditioning.
8. The highest and most consistent rate of response is produced by a \_\_\_\_\_\_\_\_\_\_\_\_ schedule.
   1. fixed-ratio
   2. variable-ratio
   3. fixed-interval
   4. variable-interval
9. A response that leads to the removal of an unpleasant stimulus is one being:
   1. positively reinforced
   2. negatively reinforced
   3. punished
   4. extinguished
10. When a conditioned stimulus is presented without an accompanying stimulus, \_\_\_\_\_\_\_\_\_ will soon take place.
    1. generalization
    2. discrimination
    3. extinction
    4. aversion
11. One difference between classical and operant conditioning is that:
    1. in classical conditioning the responses operate on the environment to produce rewarding or punishing stimuli.
    2. in operant conditioning the responses are triggered by preceding stimuli.
    3. in classical conditioning the responses are automatically triggered by stimuli.
    4. in operant conditioning the responses are reflexive.
12. In Garcia and Koelling’s studies of taste-aversion learning, rats learned to associate:
    1. taste with electric shock
    2. sights and sounds with sickness.
    3. taste with sickness.
    4. taste and sounds with electric shock.
13. In Pavlov’s original experiment with dogs, salivation to meat was the
    1. CS
    2. CR
    3. US
    4. UR
14. Learning by imitating other’s behaviors is called \_\_\_\_\_\_\_\_\_\_ learning. The researcher best known for this type of learning is \_\_\_\_\_\_\_\_\_\_.
    1. secondary; Skinner
    2. observational; Bandura
    3. secondary; Pavlov
    4. observational; Watson
15. Punishment is a controversial way of controlling behavior because:
    1. behavior is not forgotten and may return.
    2. punishing stimuli often create fear.
    3. punishment often increases aggressiveness.
    4. all of the above reasons.
16. Classical conditioning experiments by Rescorla and Wagner demonstrate that an important factor in conditioning is :
    1. the subject’s age.
    2. the strength of the stimuli.
    3. the predictability of an association.
    4. the similarity of stimuli.
17. Which of the following is an example of reinforcement?
    1. presenting a positive stimulus after a response
    2. removing an unpleasant stimulus after a response
    3. being told that you have done a good job
    4. all of the above are examples
18. Which of the following is a form of associative learning?
    1. classical conditioning
    2. operant conditioning
    3. observational learning
    4. all of the above
19. For the most rapid conditioning, a CS should be presented:
    1. about 1 second after the US
    2. about one-half second before the US
    3. about 15 seconds before the US
    4. at the same time as the US
20. Mirror neurons are found in the brain’s \_\_\_\_\_\_\_\_ and are believed to be the neural basis for \_\_\_\_\_\_\_\_\_.
    1. frontal lobe; observational learning
    2. frontal lobe; classical conditioning
    3. temporal lobe; operant conditioning
    4. temporal lobe; classical conditioning

**MATCHING ITEMS**

Match each definition or description with the appropriate term

\_\_\_\_\_\_\_\_1. presentation of a desired stimulus

\_\_\_\_\_\_\_\_2. tendency for similar stimuli to evoke a CR

\_\_\_\_\_\_\_\_3. removal of an aversive stimulus

\_\_\_\_\_\_\_\_4. an innately reinforcing stimulus

\_\_\_\_\_\_\_\_5. an acquired reinforce

\_\_\_\_\_\_\_\_6. responses are reinforced after an unpredictable

amount of time

\_\_\_\_\_\_\_\_7. the motivation to perform a behavior for its own

sake

\_\_\_\_\_\_\_\_8. reinforcing closer and closer approximations of a

behavior

\_\_\_\_\_\_\_\_9. the reappearance of a weakened CR

\_\_\_\_\_\_\_\_10. presentation of an aversive stimulus

\_\_\_\_\_\_\_\_11. learning that becomes apparent only after

reinforcement is provided

\_\_\_\_\_\_\_\_12. each and every response is reinforced

\_\_\_\_\_\_\_\_13. a desire to perform a behavior due to promised

Rewards

1. shaping
2. punishment
3. spontaneous recovery
4. latent learning
5. positive reinforcement
6. negative reinforcement
7. primary reinforcer
8. generalization
9. conditioned reinforcer
10. continuous reinforcement
11. variable-interval schedule
12. extrinsic motivation
13. intrinsic motivation