

learning

contingency

is understood with contingency and demonstrates the importance of the conditioned stimulus's predictability in the effectiveness of

second order conditioning

occurs when a conditioned response is learned for a conditioned stimulus that is not directly associated with it, and is a type of

extinction

has a property by which the conditioned response fades over time without reinforcement

generalization

has a property by which the conditioned response can be elicited by stimuli that are similar to the conditioned stimulus

can have several negative effects on people's lives, as in the case of PTSD, where subject is over-

fear conditioning

involves a conditioned fear response to a harmless conditioned stimulus and is an example of

Pavlov

discovered/pioneered the study of

classical conditioning

is a major form of

includes

who studied forms of

notable scientists

demonstrate the power of various forms of

the limits of conditioning

Skinner

was one of the

was one of the

B.F. Thorndike

studied

operant conditioning

is a major form of

reward value

decreased result in lower effectiveness of

is one of the

is used in language acquisition, and elicits without conditioning demonstrating

latent learning

is an example of

extinction motivation

is a type of

intrinsic motivation

is the opposite of

law of effect

formulated the

states that the consequence of a response determines if it is strengthened or weakened, and is the key principle of

explains why rewarding behaviour with only can lead to lower effectiveness of

created the operant chamber to study the effects of different reinforcement schedules on

Concept Mapping Study Guide

Bernard Lawrence Potvin



Concept Mapping Study Guide:

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Student Study Guide for Biology [by] Campbell/Reece/Mitchell Martha R. Taylor, 1999

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Effective School Interventions, Second Edition Natalie Rathvon, 2008-08-14 This highly practical resource and text presents 70 interventions that have been demonstrated to improve the classroom learning environment, academic achievement, and student behavior and social competence. Each intervention is presented in a brief, standardized format with step-by-step procedures that can easily be implemented by Pre-K-12 teachers and other school-based professionals. The volume includes best practice guidelines for designing, implementing, and evaluating evidence-based school interventions, as well as strategies for combining multiple interventions to create a comprehensive program at the individual class or schoolwide level.

Study Guide and Workbook to Accompany Zimbardo and Weber's Psychology, Second Edition Peter C. Gram, Philip G. Zimbardo, 1997 Psychology Third Edition builds upon the experience and reputations of Phil Zimbardo and Ann Weber with the addition of a new co-author Bob Johnson who has a wealth of teaching experience at the community college level. This brief, less expensive book presents psychology in a meaningful, manageable format that focuses on the key questions and core concepts of psychology. Introductory psychology covers such a wide range of topics and issues that it becomes difficult for readers to see the forest for the trees. To make key psychological concepts more meaningful, the authors found inspiration in a classic chess study. This study showed that experts did no better than novices at remembering the location of pieces on a chess board when they were placed randomly. Only when the patterns represented actual game situations did they make sense and therefore become more easily memorable for the experts. Clearly, meaningful patterns are easier to remember and

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