AP PSYCH
MR. AIELLO

PSYCHOLOGY

Section II

Time—45 minutes

Percent of total grade—$33\frac{1}{3}$

Directions: You have 45 minutes to answer BOTH of the following questions. It is not enough to answer a question by merely listing facts. You should present cogent arguments based on your critical analysis of the question posed.

1. Classical conditioning and operant conditioning are different learning methods.

Their differences lie in

A. the extent to which reinforcement depends on the behavior of the learner;
B. the type of behavior to which each method applies.

Their similarities are that they both produce the following basic phenomena.

A. Acquisition
B. Extinction
C. Spontaneous recovery
D. Generalization
E. Discrimination

Describe these differences and similarities, giving examples to illustrate your answer.

Grading rubrics for question 1 (conditioning).

This question will be scored in two parts: a maximum of 5 points for part 1, 4 points for part 2.

This question was designed to assess the student's degree of understanding of the operant and classical conditioning paradigms, with a focus on the differences and similarities between the two forms of conditioning. In regard to the question as a whole, the rubrics call for awarding 1 point for a correct statement of the classical conditioning paradgm, 1 point for a correct statement of the operant conditioning paradigm, 3 points for a correct statement (including appropriate examples) of the principle difference between the two paradigms, and four points for correct statements concerning four specified areas of similarity (i.e., extinction, spontaneous recovery, generalization and discrimination). In practice, scoring is facilitated by breaking the answers down into two components, each of which has subcomponents.

Part 1.

1. The explanation of differences between classical and operant conditioning, as well as the concept of acquisition will be considered part 1. The maximum of five points that can be earned for this section of the answer are broken down as follows:

A. A clear description of the classical and operant conditioning paradigms will be awarded 2 points, provided appropriate examples have been used. The crucial aspect of this description must include the following:

1. The positive or negative reinforcer in operant conditioning comes after (is contingent upon) the emitted response.

2. The reinforcer in classical conditioning (UCS or US), which produces an unconditioned response (UCR or UR), is paired or associated with a previously neutral stimulus (CS) and eventually produces a conditioned response (CR).

B. A clear distinction between the involuntary (reflexive elicited, automatic) nature of classically conditioned responses and the voluntary (non-reflexive, emitted) nature of operantly conditioned responses will be given 3 points, provided at least one appropriate example of both involuntary and voluntary responses has been included in the answer. Generally, the student receives one point for enunciating the distinction, followed by one point for a correct example of an involuntary behavior and one point for a correct example of a voluntary behavior. In some cases, students may not use the precise terminology provided above (reflexive/non-reflexive, etc.) but will use related terms (e.g., active/passive,

unconscious and automatic/actively learned), with appropriate examples and an informed discussion, indicating that they understand the basic distinction. Half points can be awarded where appropriate.

Examples such as salivating, and key pecking are common.

In Part I, credit can be given regarding acquisition in the two forms of conditioning if the process of learning is described accurately within the context of each paradigm---e.g., how a dog comes to salivate to a bell, or how any behavior (brushing teeth, doing homework, pressing a bar) is acquired through reinforcement in operant conditioning. (This credit cannot raise the total number of points awarded in Part I to more than five.)

Sometimes in Part I, the student provides a good example or description of both classical and operant conditioning, but shows no awareness of the differences between the 2 paradigms; this student would receive only 2 points in Part I. More rarely, a student will focus on the distinction between the two paradigms, and mention an axample of each (e.g., salivation, keypeck) but not go into any detail in presenting the paradigms; this student would earn the three points for making the distinction, but not receive the two extra points for explaining/describing the paradigms. If the student makes the distinction and provides good, well-developed examples of the behavior associated with each paradigm, the same examples can earn the student the full five points on Part I.

Part 2 (four points)

In this section, a point is given for a correct definition or correct example of each of the four items (extinction, spontaneous recovery, generalization, discrimination). It is <u>not</u> necessary to give both a correct definition and a correct example.

1 point for extinction (cessation of learned behavior) as a consequence of not presenting the reinforcer--e.g., in classical conditioning dog stops salivating at sound of bell when presentation of bell has not been followed by presentation of food powder a number of times; in operant conditioning, rat stops pressing bar when bar pressing no longer followed by food.
(N.B., On each of these four items, it is not necessary to give a correct example from both operant and classical conditioning; a correct example from either of the two earns the point.)

1 point for spontaneous recovery as long as it is not confused with reacquisition (i.e., behavior reinforced again after extinction). It must be clear from the answer that spontaneous recovery follows extinction.

1 point for generalization, i.e., producing the learned response to stimuli that are similar to those present in acquisition--e.g., dog salivates to different tones of bell in classical conditioning; rat presses bars of different sizes, shapes, or heights in operant conditioning.

1 point for discrimination, i.e., learning to respond differentially to different stimuli--e.g., dog salivates to tones that have been followed by food, and doesn't salivate to tones that have not been associated with food (classical conditioning); rat presses bar when light on (because has been reinforced for doing so) but does not press when light is off (operant conditioning).

Half points can be awarded during quantitative rating of answers; this rating should be followed by a qualitative evaluation to make a final determination of the number of points that should be awarded to the full essay; sometimes half points will be rounded up and sometimes down, depending on overall organization and quality of thinking.

AP PSYCHOLOGY - 1992

SCORING LEGEND

Question 1

Sample	Score
F	9
D	8
H	7
A	6
C	5
BB	4
CC	3
I	2
EE	1

SAMPLES: QUESTION 1

(F)

Score: 9

This essay provided excellent examples of operant and classical conditioning in Part I, and of the four similarities in Part II. While the student does not explicitly state the voluntary/involuntary distinction between operant and classical conditioning, the essay is so consistently correct in its description of the two forms of conditioning that the qualitative evaluation compelled a final score of 9.

(D)

Score: 8

This essay received the full 5 points on part 1, lost a point on part 2 because spontanteous recovery was confused with relearning in the examples the student provided. The student makes an error in describing Little Albert case as involving shock therapy, but points are not taken off for incorrect information. All of the required elements needed for points are present except for the correct description of spontaneous recovery.

(H)

Score: 7

This essay received 4 out of 5 points on Part I. The full 3 points were awarded for the voluntary/involuntary description (i.e., credit was given for describing the response in classical conditioning as an "unconscious bodily reaction") and one additional point was awarded for the description of operant conditioning, which includes the notion of contingency between behavior and reward. However, no additional point is given for classical conditioning; the description is not full enough, particularly in regard to the temporal relation between the UCS and CS to warrant the additional point.

(A)

Score: 6

In Pt. 1, the essay was given credit for the distinction between innate and non-innate responses, and the examples of classical and operant conditioning that accompanied the distinction. The paradigms were not described in sufficient detail to warrant two additional points in Pt. I. In Pt. 2, the explanation of each of the following components resulted in the awarding of 1 point: discrimination, generalization, and extinction.

(C)

Score: 5

This essay received two points in Part I, 1 each for the descriptions of the two paradigms. In Part II, it received credit for each of the similarities except spontaneous discovery, which was confused with relearning.

(BB)

Score: 4

This essay received 1 point each for the examples from classical and operant conditioning, although the student does not show clear understanding of the differences between the two paradigms. In Part II, credit was given for generalization; only half credit was given for discrimination; no credit was given for extinction and spontaneous recovery; the final score was rounded up to 5 on the basis of the qualitative evaluation.

(CC)

Score: 3

This essay was awarded two points in Pt. 1--1 each for the descriptions of classical and operant conditioning. In Pt. II, it received just one point, for extinction.

(I)

Score: 2

This essay received 1 point each for the description of classical and operant conditioning. Partial points considered in relation to the Part 2 answers were rounded down on the basis of the qualitative evaluation.

(EE)

Score: 1

This essay received credit only for the description of operant conditioning.

Write in the box the number of the question you are answering as it is designated in the examination.

1

F1

Classical Conditioning (AKA Pavlovian Conditioning after Ivan Pavlov) and Operant Conditioning have many similarities + differences. The differences deal with the reinforcement + type of behavior to which each method applies.

In Operant conditioning, whose leader is B.F. Skinner, the response is determined by the stimulus. ~~For instance, positive~~ Reinforcers increase the probability that a response will follow whereas a punisher decreases the probability. For example, positive reinforcement is when you pat your dog after you tell him to sit + he does. This will increase the chances of him sitting when you tell him to do so. There are also negative reinforcers. An example is when you put on your seatbelt to stop an annoying buzzing sound. The ~~so~~ sound ~~makes~~ increases the ~~chance~~ probability that you'll put it on. Positive punishers reduce response. For instance, your dog pees on the rug. You bring her nose to it and swat her butt. This will decrease her actions of peeing on the carpet. ~~These~~ These techniques are used for

F2

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animals + people to. They are used mainly by behaviorists like Skinner + Watson. Behaviorists believe in S-R response. There is a stimulus and always a response.

Classical conditioning was done on dogs by Ivan Pavlov. Here, there is an unconditional Stimulus (food is an example) and an unconditional response (salivation). When the US is paired with a neutral stimulus (a bell sounding), that neutral stimulus becomes a conditioned stimulus. The CS will illicit a conditioned response, similar to the UR - salivation. So in classical conditioning the response follows a stimulus, whereas in operant, the response precedes a stimulus, which affects the response.

Operant conditioning is used in the classroom often. Teachers reward students for obeying. AKA "M+M theory" Classical conditioning is also present in school. When we hear the lunch bell, we salivate.

The two types of learning also have similarities. Acquisition is when the subject becomes accustomed

F3

Write in the box the number of each question you are answering as it is designated in the examination.

to and acquires the response due to the stimulus. In both cases, it takes several trials before acquisition takes place. Extinction is when the response dies out. Spontaneous recovery is when the response suddenly reappears. For instance, it takes several trials before a dog realizes it will be rewarded for sitting when asked (positive reinforcement). If the dog is not reinforced for a while, it will stop sitting when asked. This is extinction. After a little later, the dog sits when asked; this is spontaneous recovery.

In classical, the dog may stop salivating when the bell rings (extinction) but one day may salivate again after hearing a bell (Spontaneous recovery).

Generalization is when the animal cannot distinguish between 2 stimuli. For example, a bird is supposed to peck when it hears a guitar sound, and it will get food. If it pecks at when it hears a piano, it is generalization. How to get rid of this is to not reward the bird for pecking at the

F-4

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piano + only at the guitar. It will learn and acquire stimulus discrimination. Clearly, these two types are similar + different in many ways.

Write in the box the number of the question you are answering as it is designated in the examination.

#1

Classical conditioning and operant conditioning are different methods of learning which contain difference and similarities. Classical conditioning, with pioneers such as Ivan Pavlov and Watson, centers around controlling involuntary behavior or basically innate needs. On the other hand, operant conditioning reinforces and shapes voluntary behavior by using rewards, such as positive reinforcers, and aversive control.

In the method of classical conditioning, the stimulus precedes the response. Thus, the behavior of the learner does not have any effect on the reinforcement. Furthermore, classical conditioning provides a conditioned response to a conditioned stimulus and a neutral stimulus. Classical conditioning involves reflex behaviors, and involuntary behaviors. Basic biological + fundamental needs are manipulated, such as food. Shock therapy is also used to produce a conditioned response, as with Baby Albert, who developed learned helplessness.

On the other hand, operant conditioning, the reinforcement depends greatly on the behavior of the learner. ~~[illegible]~~ after a response, the reinforcer will provide the stimulus. Positive enforcers, and negative enforcers (the withdrawal of aversive conditions) come after a desirable behavior, while aversive control, a punishment may follow an undesirable

#1

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response. This method, ~~which~~ was used by B. F. Skinner in his Skinner box. In this box, he manipulated the behavior of rats by giving reward and punishments ~~after~~ such as foods and shocks after voluntary behavior. Voluntary behavior, unlike classical conditioning, is stressed and the motivation is not merely fundamental, ~~but was~~ but can be psychological.

Despite their difference, classical + operant conditioning both produce varied basic phenomena. Both methods have a basic time needed for learning, or acquisition. Furthermore, if the reinforcements no longer continue, the conditioned behavior + the rewarded + punished reward-inforced behavior will no longer continue. This is known as extinction. With operant conditioning, continuous reinforcement is most effective. Operant conditioning has different schedules in which extinction is slower + acquisition takes longer. Examples of this is variable-ratio and variable-interval. Both methods have generalization, in which they produce the same response, even if the stimulus is slightly different. An example of this (in classical cond.) is being scared of wolves, even after a fox has bitten you. Discrimination also is a similarity in which the person learns to distinguish one

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#1

stimulus, ~~[illegible]~~ thus they don't produce the same behavior. In spontaneous recovery, after extinction the behavior is relearned. It usually takes less time for spontaneous recovery than for acquisition.

1

Write in the box the number of the question you are answering as it is designated in the examination.

Question 1

In classical conditioning, Pavlov's experiement triggered the response from an unconscious bodily reaction, an unconscious behavior. ~~when one walks into the house~~ The dog salivating was an unconscious behavior that with the pairing of a reinforcement was caused to react to a bell. In operant conditioning, the behavior is conscious and cognitive, in that when one understands what certain behavior is good, ~~and the~~ one tends to repeat it for the reinforcement. when a child colors on the wall and is punished for it, negatively reinforced, the child is not likely to repeat the action.

The similarities they have are the production of acquisition, extinction, spontaneous recovery, generalization, and discrimination. Both operant and classical produce acquisition in that something is acquired in each aspect. With the dog, the ~~occurance~~ reaction of saliva to the bell, is acquired, and in operant the knowledge of whether one is ~~right~~ good or bad, according to reinforcement is acquired. Extinction is when the reinforcement is ceased from the action. If the dog hears the bell and is not reinforced, and this occurs several times he will stop salivating. classical example If a child does something good and is not reinforced, the child may not realize

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Question 1

what it is doing is good, an operant example Spontaneous recovery is the ending of extinction in that it is when the reaction to the stimulus reoccurs after extinction. If the dog experiment is returned to normal, the dog will then return to salivating to the bell. Same with the child, if the child is reinforced, they will continue this or her behavior or learning. Generalization is assuming something with like characteristics is the same as something else. In ~~to~~ an experiment, a dog is reinforced when ~~barked~~. it barks at a circle when shown shapes similar to a circle, it still barks because it has the same characteristics when a child learns what a dog is, ~~the~~ The child might think all fuzzy, four legged creatures are dogs, an operant example lastly, discrimination, is finding the differences between objects and discriminating between the two. In a classical conditioning experiment, a dog ~~was~~ would only be reinforced if it barked at an elipse. The discrimination was difficult and caused frustration. When learning new things, children discriminate by using all characteristics to try to differ things such as what makes each fish different fish, colors, shape, and size.

Though classical and operant conditioning are different in ways, they are also similar and both invaluable in describing learning methods.

A1

Write in the box the number of the question you are answering as it is designated in the examination.

Question 1

In Psychology, classical conditioning and operant conditioning remain the basic forms of conditioning an organism. The classical method, championed by Ivan Pavlov, focused on basic stimulus-response reactions. B.F. Skinner, however, championed operant conditioning with its rewards and punishments. Yet as there are differences in the two methods, though, they both tend to achieve a number of similar results.

• Classical conditioning brought forth the idea of connecting a certain stimulus to some other occurrence. Pavlov conducted an experiment in which he gave a dog food immediately after a bell rang. After a while, the dog continued to salivate in response to the expectation of food when the bell was rung, even though none was presented. Here, however, lies two distinct differences between the classical method and the operant method. First, the dog innately began to salivate when the bell rang. In Operant conditioning, this is not the case. Positive reinforcers or negative reinforcers must be used to influence a behavior. A child might be given candy or a spanking to stop crying or any undesirable behavior. However, if the parents were to ring a bell and then constantly spank the child over a period of time, then it might be considered classical in nature. Also, in classical conditioning little of reinforcement depends upon the subject's behavior, because it is entirely innate. However, in operant conditioning it is the opposite

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As with the Skinner box, as the rat come close to their goal they are given reinforcement until they back away from the pedal that stops electrocution. Therefore, this behavior influences the reinforcement.

There are however, some similarities. In each case there are tendencies to do certain things. Subjects may often generalize things by relating one stimulus to other related stimuli. The dog in Pavlov's experiment might salivate to any form of bell, in the baby Albert experiment, Albert might fear anything of the color white or other animals. Also, discrimination may occur, in which the opposite happens. The subjects may discriminate after trials between the differing stimuli. If no reinforcement occurs over time, extinction may occur with the return of the reaction to the stimulus and reinforcement. Finally, if the reinforcer and the original stimulus return together, a spontaneous recovery will often result. The rat in the Skinner box would immediately jump onto the pedal to read electrocution when it finds out that it once again works for even though there are profound differences in classical and Operant conditioning, they do often achieve the same results.

C1

Write in the box the number of the question you are answering as it is designated in the examination.

1

CLASSICAL CONDITIONING & OPERANT CONDITIONING EACH DEAL W/ DIFFERENT LEARNING METHODS. THESE DIFFERENCES LIE IN THE EXTENT TO WHICH REINFORCEMENT DEPENDS ON THE BEHAVIOR OF THE LEARNER AND THE TYPE OF BEHAVIOR TO WHICH EACH METHOD APPLIES. THERE ARE ALSO MANY SIMILARITIES INVOLVED IN BOTH CONDITIONINGS.

THE BEST KNOWN SCIENTIST IN CLASSICAL CONDITIONING IS PAVLOV. PAVLOV IS WELL-KNOWN FOR HIS DOG EXPERIMENTS DEALING W/ DIFFERENT STIMULI'S AND RESPONSES. FOR EXAMPLE, CONDITIONED STIMULUS (CS) & CONDITIONED RESPONSE (CR) ARE WELL-KNOWN IN CLASSICAL CONDITIONING. IN DEALING W/ PAVLOV'S DOG EXPERIMENT, THE CS WOULD BE THE FOOD AND THE CR WOULD BE SALIVATION THAT OCCURRED. IN HIS EXPERIMENT, PAVLOV THEN BEGAN BLOWING A WHISTLE BEFORE BRINGING THE DOG THE FOOD. THE DOG THEN BEGAN SALIVATING IN RESPONSE TO THE WHISTLE, INSTEAD OF THE DOG. THE WHISTLE BECAME AN UNCONDITIONED RESPONSE (UCS) AND THE SALIVATING THAT OCCURRED BECAUSE OF IT BECAME AN UNCONDITIONED RESPONSE (UCR). AFTER A WHILE PAVLOV WOULD BLOW THE WHISTLE BUT WOULD NOT BRING ANY FOOD IN THE DOG STILL SALIVATED THE FIRST FEW TIMES BUT EVENTUALLY THE DOG STOPPED RESPONDING TO THE STIMULI. THIS IS EXTINCTION. ONCE THE DOG IS SHOWN THE FOOD AGAIN W/ THE WHISTLE, THE DOG SALIVATES TO THE WHISTLE AGAIN. THIS IS CALLED SPONTANEOUS OR COVERT DISCRIMINATION. IS WHEN THE THE ITEM BEING TESTED (DOG, IN THIS CASE) IS ABLE TO DIFFERENTIATE BETWEEN THE TWO STIMULI AND RESPOND TO THE APPROPRIATE ONE. GENERALIZATION OCCURS

1

Write in the box the number of the question you are answering as it is designated in the examination.

WHEN THE TEST ITEM (DOG AGAIN) CANNOT DIFFERENTIATE BET. TWO STIMULI, ACQUISITION IS THE ACQUIRING OF THE STIMULI.

OPERANT CONDITIONING IS CONDITIONING BY LEARNING WHAT IS ACCEPTED AND WHAT IS NOT, THE MOST KNOWN SCIENTIST FOR THIS IS SKINNER. AN EXAMPLE IN OPERANT CONDITIONING IS POSITIVE REINFORCEMENT. THIS IS WHERE THE ITEM BEING DEALT W/ IS GIVEN A REWARD FOR DOING SOMETHING GOOD. FOR EXAMPLE, PETTING A DOG WHEN HE SITS. A NEGATIVE REINFORCEMENT IS WHEN THE ITEM BEING DEALT WITH IS WHEN SOMETHING UNPLEASANT IS REMOVED BY DOING SOMETHING GOOD. FOR EXAMPLE, IF AN ANNOYING CAR NOISE DISAPPEARS AFTER PUTTING ON YOUR SEAT BELT, A NEG. REINFORCEMENT HAS OCCURRED. POSITIVE PUNISHMENT DEALS W/ REMOVING SOMETHING GOOD IN AN EFFORT TO GET A DESIRED ACTION DONE. BY REMOVING PETTING A DOG WHEN HE DOES NOT SIT AS HE IS ASKED TO, A POS. PUNISHMENT HAS BEEN EXHIBITED. A PRIMARY REINFORCER IS GIVING THE SUBJECT SOMETHING THAT IS ESSENTIAL TO SURVIVAL WHEN SOMETHING GOOD IS DONE. A SECONDARY REINFORCER IS WHEN AN ADDITIONAL REINFORCER (SUCH AS MONEY) IS GIVEN WHEN SOMETHING GOOD IS DONE.

Write in the box the number of the question you are answering as it is designated in the examination.

1

88

Reinforcement is required more in operant conditioning than in classical conditioning. Classical conditioning applies to the type of behavior usually associated with a past experience, while operant conditioning refers to a desired response.

A man practically trembles with fear each time he spots lightning in the sky, but his fear is the result of classical conditioning. When he was small, he saw a bolt of lightning set fire to a nearby house. ~~this does not~~ The only reinforcement required here is the sight of lightning, and the man remembers his past experience. Just like if a man has a fear of large dogs because he had been bitten by one as a child, the sight of lightning makes the man dread another bad experience. This is the cause of his fear.

Operant conditioning, on the other hand, requires more reinforcement. Just before a dog is given its food, the owner blows a whistle. After a while, the dog learns to associate mealtime with hearing the noise. This is operant conditioning. With repetition, the owner got the animal to come eat by blowing a whistle. This was the desired behavior (the dog coming when the whistle was blown), but the owner had to

continue to reinforce the stimulus.

Classical and Operant conditioning are alike in that they both deal with acquisition, extinction, Spontaneous Recovery, Generalization and Discrimination. In both instances the stimuli were responded to. (and acquisition took place) The dog comes to dinner upon hearing the sound of a whistle, and the man becomes frightened upon seeing lightning. Once the whistle is no longer blown and once the lightning subsides, extinction occurs. The dog will fail to come to dinner because the stimulus has disappeared, and the man will not be afraid. Spontaneous recovery, however, takes place when a new storm begins or when the owner of the dog blows the whistle after refraining for a while. The man will once again remember his experience when he sees lightning, and he will become afraid again. The dog will remember that the whistle is associated with food, and it will come to dinner.

Generalization would occur if the man who is afraid of lightning saw ~~another~~ headlights, for example. He might automatically become afraid because he believes that the headlights are lightning. The dog could also fail to discriminate between the sound of the whistle and the

Write in the box the number of each question you are answering as it is designated in the examination.

1

BB

sound of the doorbell. When the doorbell rings, the dog would come to dinner if generalization is taking place. If the man recognizes the light outside as headlights rather than lightning and if the dog can tell the difference between the whistle and the doorbell, then discrimination is taking place. The man will not be afraid and the dog will not come to dinner because they can ~~[illegible]~~ tell the difference between the two conditions.

CC1

Write in the box the number of the question you are answering as it is designated in the examination.

1

Classical conditioning and opeiant conditioning are different methods applied to reinforce a type of behavior. Classical conditioning is a way of modifing behavior to recieve the results you want. When Pavlo trained the dog to salivate when he rang a bell the dog learned under ~~the~~ classical conditioning. Opeiant conditiong is a response to a primary or secondary need. Bob works hard for money to buy food (a primary need). Reinforcement depends upon the behavior of the learner such as the dog - how many times it took for the dog to salivate at the sound of the bell.

Both conditionings have similarities. Extinction is easily seen in both behaviors. When the food for which the dog ~~is~~ expected, and money for Bob to remain fed is taken away extinction happens. The dog will not respond to the bell and Bob will give up on his job. Yet, spontaneous recovery is still able to happen. If given another chance with Reinforcers the subject will respond Both conditionings can easily be generalized. The dog may respond to a telephone ring, a door bell etc Bob may find working at a easier job still gives him money. Discrimination between reinforcers may change the subjects response.

Classical conditioning and opeiant conditioning are used in many situations. You will find that young children are easily trained by reinforcements. Both conditionings have positive reinforcements which give the child the will to

1

Write in the box the number of the question you are answering as it is designated in the examination.

cc2

behave as the parent wishes.

I

Write in the box the number of the question you are answering as it is designated in the examination.

1

In Pavlov's experiments with dogs he used classical conditioning to acquire certain desired responses. This method of learning required the experimenter to use stimuli that elicited certain responses. These stimuli ~~[illegible]~~ may be broken down into the conditioned stimulus and unconditioned stimulus. And the responses ~~[illegible]~~ are likewise conditioned and unconditioned. Much of classical conditioning deals with extrinsic ~~[illegible]~~ or overt behavior. As in Pavlov's dog, ~~as~~ the animal became conditioned as he became aware of the rewards or simply became accustomed to the stimulus and immediate response. However as the experiment was changed and certain stimuli left out or mixed other responses ~~[illegible]~~ became apparent.

Operant Conditioning ~~Behavior~~ relies more heavily on ~~[illegible]~~ methods such as molding, shaping, and positive reinforcement. As the subject begins to come closer to the desired response, the response is either reinforced or the subject is punished. Operant Behavior deals more with moral and social ideals being instilled, than with a certain physical response.

As in Classical conditioning, Acquisition, extinction, spontaneous recovery, generalization, and discrimination may all be reached or lost the same as with operant conditioning.

Write in the box the number of the question you are answering as it is designated in the examination.

1

EE

Classical conditioning and operant conditioning have both differences and similarities. In operant conditioning we see that ~~the~~ learner is always reinforced where in classical conditioning doesn't meet the need to be reinforced. An example could be of a child picking up a good trait like manners if the parent is around he or she will provide the child with affection or any kind of reward in classical conditioning the child may pick up things from friends, media. and school. The child will now display what he or she has learned but will not ~~to~~ need to be rewarded by an adult.

Another difference may apply as where what type of method applies to the behavior being studied. In lower beings It would be probably that Operant conditioning would be used In order to study the subject and for it to be responsive it must be given a reward. In a maze where mice must find their way around, food my be supplied at the end so that the will be motivated to get to the end of a maze It will work for them because food would be a primary factor to it.

conditioning would be more