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*What is Psychology?*

## **Cognition & Learning**

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## Introduction

This PowerPoint® presentation is designed to offer your students an overview of key events, personalities, and concepts. Created by a classroom teacher, the slide show places a premium on ease of use and succinctness. We developed this title to:

- Engage students with visual elements
- Outline key historical issues
- Make learning clear and relevant
- Provide a customizable template for differentiated instruction

On the slides themselves, bullet points highlight central elements, and numerous images help to provide a visual context for the presentation. Extensive notes for each slide offer detailed information to help elaborate bullet points. Handouts provide a convenient way for students to make connections between the ideas presented, and the culminating quiz provides a convenient way to assess student comprehension.

It is not necessary to cover every bullet point on every slide. One of the real benefits of this medium is the flexibility it affords you. We realize that each class and each student has different needs that require different approaches to teaching. Use this presentation to help customize your teaching. Use the “View” menu in PowerPoint® to sort through the slides visually, to view the presentation as a table of contents, or to see the larger groupings of sections and chapters.

If you want to focus on certain images or make a more detailed exploration of a particular area, you can easily add or delete slides. Simply copy the presentation to your own computer and modify it to create the exact messages that you want to convey. You may also wish to search the Web for additional images, sounds, graphs, timelines, or even video clips to incorporate into the presentation.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others’ experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we’re also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. We look forward to hearing from you.

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# Cognition and Learning



Slide # 1

Albert Einstein did not begin to speak until he was three years old. His parents feared he would never talk. As a child, Thomas Edison had trouble with grammar and spelling. His head was so large his parents thought he might be retarded. How can you tell if someone is learning? When we observe an improvement in some aspect of a child's performance, we usually assume that learning has taken place. In this presentation, we will explore human cognition and the ways in which we learn. We will also explore memory and language.

# Phobias and Conditioning



- Phobias are irrational fears of specific objects, animals, or situations
- People acquire phobias through conditioning

Slide # 2

Are you afraid of heights? What about small, enclosed spaces like closets and elevators? People are afraid of all different kinds of things: dogs, cats, heights, snakes, tunnels, bridges, and even the number 13 (this fear is called triskaidekophobia, from the Greek word for 13). Why do people develop phobias? It usually happens through a process known as “conditioning.” Jane (pictured in this slide) may not really understand why she’s so terrified of elevators. Perhaps when she was very young she got stuck in an elevator or a closet. Such an experience could have conditioned her to have a fear of elevators.

# Classical Conditioning



- A learning procedure in which subjects make associations between a natural stimulus and a neutral stimulus
- Ivan Pavlov
- Tuning fork/salivation

Slide # 3

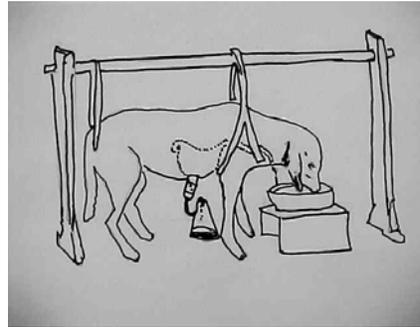
Bullet # 1 Learning occurs when experience causes a permanent change in behavior. Classical conditioning is a relatively simple form of learning.

Bullets # 2–3 Ivan Pavlov (pictured in this slide) was a Russian psychologist who discovered classical conditioning while experimenting with dogs to study the process of digestion. Pavlov wanted to know how a dog's stomach prepared to digest food. In the course of his testing, he noticed that the sight or smell of food made the dogs salivate. He decided to find out if he could use something other than food to get the dogs to salivate.

Quote from Pavlov (1849–1936) “While you are experimenting, do not remain content with the surface of things. Don't become a mere recorder of facts but try to penetrate the mysteries of their origin.”

## The Experiment

- A neutral stimulus can replace a natural stimulus if it's presented just before that stimulus
- Food = unconditioned stimulus (US)
- Salivation = unconditioned response (UR)

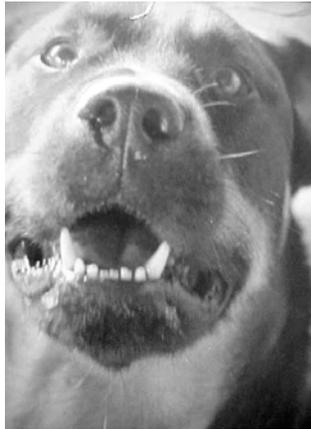


Slide # 4

Bullets # 1–3 In a famous experiment, Pavlov rang a tuning fork then immediately put meat powder on a dog's tongue. The dog eventually came to associate the sound of the tuning fork with food, and consequently, the dog would begin to salivate every time it heard the fork ring. Pavlov used the term “unconditioned” to refer to natural stimuli and the automatic involuntary responses they cause. For example, a dog does not have to be taught to salivate when it smells food. The mere presence of the unconditioned stimulus causes an unconditioned response. Unconditioned responses are very much like reflex actions.

Under normal conditions, the sound of a tuning fork or a bell would not cause a dog to salivate. The animal has to be conditioned to associate the sound of the bell with the imminent arrival of food.

## Other Terms

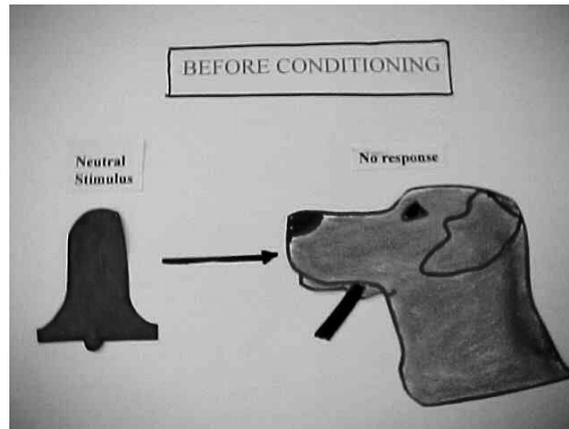


- Conditioned stimulus (CS) = tuning fork
- Salivation = conditioned response (CR)
- Conditioned responses are learned, not natural or reflexive

Slide # 5

Bullets # 1–3 Pavlov found that a number of different events could trigger salivation. He learned that he could condition the dogs to salivate at the mere sight of food or even at the sight of the experimenter entering the room. In other words, Pavlov used different conditioned stimuli (CS) to produce a conditioned response (CR) that would not naturally have occurred.

# Classical Conditioning



Slide # 6

The dog initially shows no response to the neutral stimulus: the ringing of the bell.