**Question no 1**

**Classical conditioning:** when two stimulus are linked together to produce a newly learned response in a person or animal. OR a learning process that occurs when two stimuli are repeatedly paired: a response which is at first elicited by the second stimulus is eventually elicited by the first stimulus alone

**Examples**: 1) whenever a food is served to dog and every time the food is served the bell rings the dog stomach craves and knows the food is coming this is called classical conditioning. The things linked to classical conditioning are lets take an example Drugs are the unconditioned stimulus (UCS), vomiting is the unconditioned response (UCR), the doctor's office is the conditioned stimulus (CS) after being paired with the UCS, and nausea is the conditioned response (CR).

**Example** 2) lets say in a classroom the teacher trained the students that every time he/she claps the whole class become quite now every time the teacher claps the students will become quite its called classical conditioning.

**Question no 2**

**Sensation:** sensation is an input of sensory information from the outside world processing the receiving , converting and converting the information.

**Sensory systems**

Vision

Hearing

Smell (olfaction)

Taste (gustation)

Vestibular sense (balance)

Kinethesis (body movement)

Touch (pressure, pain, temperature)

Sensory reduction – filtering and analyzing the messages of sensations before they are sent to the brain

Transduction - process of converting receptor energy into neural impulses the brain can understand

Adaptation- decreased sensory response to continuous stimuli

**Perception:** Perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. ... Perception not only creates our experience of the world around us; it allows us to act within our environment.

OR

A constructive process by which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation”.

**Perceptual Processing**

**Top bottom**: this processing happens when we starts to look at the large objects ,idea, concepts making our perception even before working our ways towards the tiny details.

perception is guided by higher-level knowledge, experience, expectations, and motivations

**Bottom up**:  refers to the way it is built up from the smallest pieces of sensory information

perception that consists of recognizing and processing information about the individual components of the stimuli.

**Question no 3**

**Stages of memory**

Three memory stores that differ in function, capacity and duration

Sensory Memory: Sensory memory is a very brief memory that allows people to retain impressions of sensory information after the original stimulus has ceased. It is the first stage of memory that involves tremendous amount of information from the surroundings but its for a very shorFunction —process for basic physical characteristics

Capacity—large

It can hold many items but for a short period of time

Duration—very brief retention of images

3 sec for visual info

2 sec for auditory info

**Divided into two types:**

**iconic memory**–visual information e.g an image and lasts for one quarter sec

**echoic memory**– auditory information e.g hearing and lasts from few seconds to 1 minute

Attention is needed to transfer information to working memory

**2) Short term memory**

It is the memory that lasts longer then sensory memory and we can avail this by paying more attention to the sensory memory.

Function—conscious processing of information

where information is actively worked on

Capacity—limited (holds 7+/-2 items)

Duration—brief storage (about 30 seconds)

**Maintenance rehearsal:** repeating the information verbally can increase the memory and you can easily memories and lasts longer to remember the information than the usual 30 seconds

**Chunking**: chunking helps the in grouping small units of information into larger group of information it becomes easier to remember and can expands the memory time to remember

**Long term memory**: it tends to be stable and can lasts long time often for years it refers to the storage of information for a longer period

Function—organizes and stores information

more passive form of storage than working memory

Unlimited capacity

Duration—thought by some to be permanent

Encoding—process that controls movement from working to long-term memory store

Retrieval—process that controls flow of information from long-term to working memory store

**Question no 4**

**Schedules of Reinforcement**

Continuous reinforcement: in continuous reinforcement a desirable behavior is reinforced every time it occurs ,its works best during the initial time in getting what is desired and a strong link between the behavior and response the problems may occur previous habits may be lost and organism maybe glutted with the reinforcer.

**Example:** learning your dog to shake hand by giving him a treat every time he shakes hand .

Intermittent Reinforcement

Once the response is firmly established, a continuous reinforcement schedule is usually switched to a partial reinforcement schedule.1﻿ In partial (or intermittent) reinforcement, the response is reinforced only part of the time. Learned behaviors are acquired more slowly with partial reinforcement, but the response is more resistant to extinction.

Think of the earlier example in which you were training a dog to shake and. While you initially used continuous reinforcement, reinforcing the behavior every time is simply unrealistic. In time, you would switch to a partial schedule to provide additional reinforcement once the behavior has been established or after considerable time has passed.

**There are four schedules of partial reinforcement:**

**Fixed-Ratio Schedules**

Fixed-ratio schedules are those in which a response is reinforced only after a specified number of responses. This schedule produces a high, steady rate of responding with only a brief pause after the delivery of the reinforcer. An example of a fixed-ratio schedule would be delivering a food pellet to a rat after it presses a bar five times.

**Variable-Ratio Schedules**

Variable-ratio schedules occur when a response is reinforced after an unpredictable number of responses. This schedule creates a high steady rate of responding. Gambling and lottery games are good examples of a reward based on a variable ratio schedule. In a lab setting, this might involve delivering food pellets to a rat after one bar press, again after four bar presses, and then again after two bar presses.

**Fixed-Interval Schedules**

Fixed-interval schedules are those where the first response is rewarded only after a specified amount of time has elapsed. This schedule causes high amounts of responding near the end of the interval but slower responding immediately after the delivery of the reinforcer. An example of this in a lab setting would be reinforcing a rat with a lab pellet for the first bar press after a 30-second interval has elapsed.

**Variable-Interval Schedules**

Variable-interval schedules occur when a response is rewarded after an unpredictable amount of time has passed. This schedule produces a slow, steady rate of response.

An example of this would be delivering a food pellet to a ​rat after the first bar press following a one-minute interval; a second pellet for the first response following a five-minute interval; and a third pellet for the first response following a three-minute interval.

**Question no 5**

Memories influence our personalities a lot the way you are brought up and how you were treated all become memories and it starts to influence your personality. Memories could be sad or happy like if you had good memories from your childhood and never faced any tragedy then your personality will be a happy one but if you faced many tragedies in your childhood like you been bullied or something then it affects your personality as you grow up you would feel useless and less happy and your self esteem would go down if you face the same thing in your adult stage , like our unconscious mind when we are kid mainly at the age of 7 our unconscious mind is more active then our conscious mind they way we are treated and brought up or if we faced any difficult times at that stage its actually stored in our unconscious mind and it keeps there until we face the same situation again our memory recalls that thing back from our unconscious mind and we respond accordingly .

When I was a kid a faced a lightning strike just a few meters away from me that bright light in front of my eyes and the clouds roar like tearing the ear drums almost burned my clothes luckily it stroked the electrical wire I almost lost my conscious , after that even after so many years whenever I see clouds or lightening or a stormy weather I gets scared a lot that it might hit me again and this time God wont miss the shot :3.