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Q1: Explain what is meant by Classical Conditioning? Give examples.

ANSWER:

CLASSICAL CONDITIONING:

Definition: Classical conditioning is a learning technique associated with the relation between a stimulus and its response. In other words, it is a method that involves stimulating a subject's mind to get a particular response from it.

HISTORY OF CC:

Ivan Pavlov (1849–1936) was a Russian scientist whose work with dogs has been influential in understanding how learning occurs. Through his research, he established the theory of classical conditioning.

Classical conditioning process:

- Unconditioned stimulus. This is the thing that triggers an automatic response. Food is the unconditioned stimulus in Pavlov's dog experiment.
- Unconditioned response. This is what response naturally occurs when you experience the unconditioned stimulus, such as salivating from the food.
- Conditioned stimulus. This is considered a neutral stimulus. When you're presented with it over and over before the unconditioned stimulus (e.g., food), it will start to evoke the same response. The bell before the food is the conditioned stimulus.
- Conditioned response. This is the acquired response to the conditioned stimulus (the bell), which is often the same response as the unconditioned response. So, the dogs salivated for the bell the same way they salivated for the food in front of

them.

STAGES OF CLASSICAL CONDITIONING:

There are three stages of classical conditioning. At each stage the stimuli and responses are given special scientific terms.

1.) Before Conditioning:

In this stage, the unconditioned stimulus (UCS) produces an unconditioned response (UCR) in an organism.

In basic terms, this means that a stimulus in the environment has produced a behavior / response which is unlearned (i.e., unconditioned) and therefore is a natural response which has not been taught. In this respect, no new behavior has been learned yet.

2.) During Conditioning:

During this stage, a stimulus which produces no response (i.e., neutral) is associated with the unconditioned stimulus at which point it now becomes known as the conditioned stimulus (CS).

3.) After Conditioning:

Now the conditioned stimulus (CS) has been associated with the unconditioned stimulus (UCS) to create a new conditioned response (CR).

EXAMPLES:

1. Smartphone Tones and Vibes

If you've ever been in a public area and heard a familiar notification chime, this classical conditioning example will certainly ring true for you. You hear that tone and instinctively reach for your smartphone, only to realize it's coming from someone else's phone.

The chime or tone is a neutral stimulus. Through classical conditioning, you've come to associate it with the positive feeling of reading a message. It's the same reason why you might reach for your phone when you think you feel it vibrating in your pocket, even if it isn't.

2. Restaurant Aromas

Many real-world classical conditioning examples are near perfect parallels for Pavlov's original experiment. When you're greeted with the familiar smell of pizza fresh out of the oven, you might already start salivating, even before you take your first bite. The aroma of the food to come serves the same role as Pavlov's ringing bell.

3. Exam Anxiety

The pencil, the printed sheets of paper, the desk, the chalkboard, and all the other inanimate objects that surround writing a test or exam in school are all neutral stimuli in and of themselves. It's only because students come to associate them, along with the dead silence of the room or the nervously-ticking wall clock, to the stress of writing a test that they elicit a negative response.

QUESTION: 2

What is the difference between sensation and perception? Explain the Perceptual Process.

Answer:

Sensation and perception are two separate processes that are very closely related. Sensation is input about the physical world obtained by our sensory receptors, and perception is the process by which the brain selects, organizes, and interprets these sensations.

1.The Perceptual Process

The perceptual process is the sequence of psychological steps that a person uses to organize and interpret information from the outside world. ... A person observes. The person uses perception to select objects. The person organizes the perception of objects. The person interprets the perceptions.

1: Perception is the process of selecting, organizing, and interpreting information. This process includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences. Although perception is a largely cognitive and psychological process, how we perceive the people and objects around us affects our communication.

2:Exposure

We take in information through all five of our senses, but our perceptual field (the world around us) includes so many stimuli that it is impossible for our brains to process and make sense of it all. Consumers are bombarded with messages on television, radio, magazines, the Internet, and even bathroom walls. The average consumer is exposed to about three thousand advertisements per day (Lasn, 1999). Consumers are surfing the Internet, watching television, and checking their cell phones for text messages simultaneously. Some, but not all, information makes it into our brains. Selecting information we see or hear (e.g., television shows or magazines) is called selective exposure.

3: Attention

Attention is the next part of the perception process, in which we focus our attention on certain incoming sensory information. Since we can't tune in to each and everyone of the thousands of messages and images we're exposed to daily, we tend to only pay attention to information that we perceive to meet our needs or interests. This type of selective attention can help us meet instrumental needs and get things done.

QUESTION : 3

What are the Stages of Memory? Elaborate your answer by giving details of each stage.

ANSWER:

Stages of memory:

There are three stages of memory: encoding, storage, and retrieval.

1:Encoding: the process of receiving, processing, and combining information. Encoding allows information from the outside world to reach our senses in the forms of chemical and physical stimuli. In this first stage we must change the information so that we may put the memory into the encoding process.

2:Storage: the creation of a permanent record of the encoded information. Storage is the second memory stage or process in which we maintain information over periods of time.

3:Retrieval (or recall, or recognition): the calling back of stored information in response to some cue for use in a process or activity. The third process is the retrieval of information that we have stored. We must locate it and return it to our consciousness. Some retrieval attempts may be effortless due to the type of information.

QUESTION : 4

Describe different types of reinforcement schedules with examples.

ANSWER:

Part of Skinner's analysis of behavior involved not only the power of a single instance of reinforcement, but the effects of particular schedules of reinforcement over time.

The most notable schedules of reinforcement presented by Skinner were interval (fixed or variable) and ratio (fixed or variable).

Continuous reinforcement — constant delivery of reinforcement for an action; every time a specific action was performed the subject instantly and always received a

reinforcement. This method is impractical to use, and the reinforced behavior is prone to extinction.

Interval Schedules : based on the time intervals between reinforcements.

Fixed Interval Schedule (FI) : An operant conditioning principle in which reinforcements are presented at fixed time periods, provided that the appropriate response is made.

Variable Interval Schedule (VI) : An operant conditioning principle in which behaviour is reinforced based on an average time that has expired since the last reinforcement.

Both FI and VI tend to produce slow, methodical responses because the reinforcements follow a time scale that is independent of how many responses occur.

Ratio Schedules : based on the ratio of responses to reinforcements

Fixed Ratio Schedule (FR) : An operant conditioning principle in which reinforcement is delivered after a specific number of responses have been made.

Variable Ratio Schedule (VR) : An operant conditioning principle in which the delivery of reinforcement is based on a particular average number of responses (ex. slot machines).

VR produce slightly higher rates of responding than FR because organism doesn't know when next reinforcement is. The higher the ratio, the higher the response rate tends to be.

QUESTION : 5

How do you think memories influence our personalities? Use examples from your own life to narrate how your memories have shaped your personality.

ANSWER:

A new study suggests the factors that influence the way memories affect us include gender, personality and the methods used to moderate feelings.

"We're looking at traits that are associated with the way that people process the emotional world and the way that they respond to it," said University of Illinois psychology professor Dr. Florin Dolcos.

"We wanted to look not only at how personality traits might influence what and how people remember, but also to examine how that impacts their (subsequent) emotional state."

Previous studies of personality and its relationship to autobiographical memory have tended to focus only on women and only on negative memories, Dolcos said. Researchers have been drawn to women because they are more likely to be

diagnosed with emotional disorders such as depression or anxiety, which are associated with an increased focus on negative emotions.

Investigators have found that individuals with strong neurotic behavior — the tendency to focus on negative emotions, particularly in times of stress — also “are more disposed to become ill with affective disorders like depression and anxiety-related problems.

For instance a child who has grown up with parents who have never admitted their mistakes , always fear confrontations and run away from such situations that requires explanations. This memory has affected his personality in a way that he is afraid of confrontations.

Similarly the relationship of parents do determine child's view of love and relationships. Hence memories do influence the personality and behaviour of a child.