

Associative Learning Definition Psychology

associative learning definition psychology: *Encyclopedia of the Sciences of Learning* Norbert M. Seel, 2011-10-05 Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The *Encyclopedia of the Sciences of Learning* provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the *Encyclopedia* provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The *Encyclopedia* also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

associative learning definition psychology: *Invertebrate Learning and Memory* Martin Giurfa, Randolph Menzel, 2013-06-18 The behavior of insects transcends elementary forms of adaptive responding to environmental changes. We discuss examples of exploration, instrumental and observational learning, expectation, learning in a social context, and planning of future actions. We show that learning about sensory cues allows insects to transfer flexibly their responses to novel stimuli attaining thereby different levels of complexity, from basic generalization to categorization and concept learning consistent with rule extraction. We argue that updating of existing memories requires multiple forms of memory processing. A key element in these processes is working memory, an active form of memory considered to allow evaluation of actions on the basis of expected outcome. We discuss which of these cognitive faculties can be traced to specific neural processes and how they relate to the overall organization of the insect brain.

associative learning definition psychology: *Neural Plasticity and Memory* Federico Bermudez-Rattoni, 2007-04-17 A comprehensive, multidisciplinary review, *Neural Plasticity and Memory: From Genes to Brain Imaging* provides an in-depth, up-to-date analysis of the study of the neurobiology of memory. Leading specialists share their scientific experience in the field, covering a

wide range of topics where molecular, genetic, behavioral, and brain imaging techniques

associative learning definition psychology: Introduction to Psychology Jennifer Walinga, Charles Stangor, This book is designed to help students organize their thinking about psychology at a conceptual level. The focus on behaviour and empiricism has produced a text that is better organized, has fewer chapters, and is somewhat shorter than many of the leading books. The beginning of each section includes learning objectives; throughout the body of each section are key terms in bold followed by their definitions in italics; key takeaways, and exercises and critical thinking activities end each section.

associative learning definition psychology: Functional Neurobiology of Aging Patrick R. Hof, Charles V. Mobbs, 2001-01-11 Some well-known age-related neurological diseases include Parkinson's disease, Alzheimer's disease, deafness, and blindness. Even more common are the problems of aging which are not due to disease but to more subtle impairments in neurobiological systems, including impairments in vision, memory loss, muscle weakening, and loss of reproductive functions, changes in body weight, and sleeplessness. As the average age of our society increases, diseases of aging continue to become more common, and conditions associated with aging need more attention by doctors and researchers. In 1991, patients over the age of 65 saw their doctors an average of eight times per year. Research funding is provided by the Neuroscience and Neuropsychology of Aging (NNA) Program, which is run by the National Institute on Aging. This book offers a comprehensive overview of all topics related to functional impairments which are related to the aging brain and nervous system. It is organized according to four general functions: movement, senses, memory, and neuroendocrine regulation. Written by the leading researchers in the field, this comprehensive work addresses both impairments associated with diseases and not associated with diseases, making it easier to understand the mechanisms involved. Functional Neurobiology of Aging is an important reference for professionals and students involved in aging research, as well as physicians who need to recognize and understand age-related impairments. - Organized by function, making it easy to find and understand the material - Addresses impairments both associated with diseases and not associated with diseases - Written by leading researchers in the field - Most comprehensive source of information on the neurobiology of aging

associative learning definition psychology: The Psychology of Learning Jan De Houwer, Sean Hughes, 2020-09-01 An introduction to the psychology of learning that summarizes and integrates findings from both functional psychology and cognitive psychology. Learning unites all living creatures, from simple microbes to complex human beings. But what is learning? And how does it work? For over a century, psychologists have considered such questions. Behavior analysts examined the ways in which the environment shapes behavior, whereas cognitive scientists have sought to understand the mental processes that enable us to learn. This book offers an introduction to the psychology of learning that draws on the key findings and major insights from both functional (behavior analysis) and cognitive approaches. After an introductory overview, the book reviews research showing how seemingly simple regularities in the environment lead to powerful changes in behavior, from habituation and classical conditioning to operant conditioning effects. It introduces the concept of complex learning and considers the idea that for verbal human beings even seemingly simple types of learning might qualify as instances of complex learning. Finally, it offers many examples of how psychological research on learning is being used to promote human well-being and alleviate such societal problems as climate change. Throughout the book, boxed text extends the discussion of selected topics and "think it through" questions help readers gain deeper understanding of what they have read. The book can be used as an introductory textbook on the psychology of learning for both undergraduate and postgraduate students or as a reference for researchers who study behavior and thinking.

associative learning definition psychology: The Routledge Handbook of Philosophy of Animal Minds Kristin Andrews, Jacob Beck, 2017-07-06 While philosophers have been interested in animals since ancient times, in the last few decades the subject of animal minds has emerged as a major topic in philosophy. The Routledge Handbook of Philosophy of Animal Minds is an outstanding

reference source to the key topics, problems, and debates in this exciting subject and is the first collection of its kind. Comprising nearly fifty chapters by a team of international contributors, the Handbook is divided into eight parts: Mental representation Reasoning and metacognition Consciousness Mindreading Communication Social cognition and culture Association, simplicity, and modeling Ethics. Within these sections, central issues, debates, and problems are examined, including: whether and how animals represent and reason about the world; how animal cognition differs from human cognition; whether animals are conscious; whether animals represent their own mental states or those of others; how animals communicate; the extent to which animals have cultures; how to choose among competing models and explanations of animal behavior; and whether animals are moral agents and/or moral patients. The Routledge Handbook of Philosophy of Animal Minds is essential reading for students and researchers in philosophy of mind, philosophy of psychology, ethics, and related disciplines such as ethology, biology, psychology, linguistics, and anthropology.

associative learning definition psychology: *Attentional Capture* Bradley S. Gibson, Charles Folk, Jan Theeuwes, 2008 The notion that certain mental or physical events can capture attention has been one of the most enduring topics in the study of attention owing to the importance of understanding how goal-directed and stimulus-driven processes interact in perception and cognition. Despite the clear theoretical and applied importance of attentional capture, a broad survey of this field suggests that the term capture means different things to different people. In some cases, it refers to covert shifts of spatial attention, in others involuntary saccades, and in still others general disruption of processing by irrelevant stimuli. The properties that elicit capture can also range from abruptly onset or moving lights, to discontinuities in textures, to unexpected tones, to emotionally valenced words or pictures, to directional signs and symbols. Attentional capture has been explored in both the spatial and temporal domains as well as the visual and auditory modalities. There are also a number of different theoretical perspectives on the mechanisms underlying capture (both functional and neurophysiological) and the level of cognitive control over capture. This special issue provides a sampling of the diversity of approaches, domains, and theoretical perspectives that currently exist in the study of attentional capture. Together, these contributions should help evaluate the degree to which attentional capture represents a unitary construct that reflects fundamental theoretical principles and mechanisms of the mind.

associative learning definition psychology: *Mechanisms of Memory* J. David Sweatt, 2009-09-28 This fully revised second edition provides the only unified synthesis of available information concerning the mechanisms of higher-order memory formation. It spans the range from learning theory, to human and animal behavioral learning models, to cellular physiology and biochemistry. It is unique in its incorporation of chapters on memory disorders, tying in these clinically important syndromes with the basic science of synaptic plasticity and memory mechanisms. It also covers cutting-edge approaches such as the use of genetically engineered animals in studies of memory and memory diseases. Written in an engaging and easily readable style and extensively illustrated with many new, full-color figures to help explain key concepts, this book demystifies the complexities of memory and deepens the reader's understanding. - More than 25% new content, particularly expanding the scope to include new findings in translational research. - Unique in its depth of coverage of molecular and cellular mechanisms - Extensive cross-referencing to Comprehensive Learning and Memory - Discusses clinically relevant memory disorders in the context of modern molecular research and includes numerous practical examples

associative learning definition psychology: *How People Learn* National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, 2000-08-11 First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions

for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

associative learning definition psychology: *Health and Behavior* Institute of Medicine, Board on Neuroscience and Behavioral Health, Committee on Health and Behavior: Research, Practice and Policy, 2001-10-18 *Health and Behavior* reviews our improved understanding of the complex interplay among biological, psychological, and social influences and explores findings suggested by recent research-including interventions at multiple levels that we can employ to improve human health. The book covers three main areas: What do biological, behavioral, and social sciences contribute to our understanding of health—including cardiovascular, immune system and brain functioning, behaviors that influence health, the role of social networks and socioeconomic status, and more. What can we learn from applied research on interventions to improve the health of individuals, families, communities, organizations, and larger populations? How can we expeditiously translate research findings into application?

associative learning definition psychology: *Environmental Neuroscience* National Academies of Sciences, Engineering, and Medicine, Division on Earth and Life Studies, Health and Medicine Division, Board on Environmental Studies and Toxicology, Board on Health Sciences Policy, Forum on Neuroscience and Nervous System Disorders, 2021-01-22 Humans are potentially exposed to more than 80,000 toxic chemicals in the environment, yet their impacts on brain health and disease are not well understood. The sheer number of these chemicals has overwhelmed the ability to determine their individual toxicity, much less potential interactive effects. Early life exposures to chemicals can have permanent consequences for neurodevelopment and for neurodegeneration in later life. Toxic effects resulting from chemical exposure can interact with other risk factors such as prenatal stress, and persistence of some chemicals in the brain over time may result in cumulative toxicity. Because neurodevelopmental and neurodegenerative disorders - such as attention-deficit hyperactivity disorder and Parkinson's disease - cannot be fully explained by genetic risk factors alone, understanding the role of individual environmental chemical exposures is critical. On June 25, 2020, the National Academies of Sciences, Engineering, and Medicine's Forum on Neuroscience and Nervous System Disorders hosted a workshop to lay the foundation for future advances in environmental neuroscience. The workshop was designed to explore new opportunities to bridge the gap between what is known about the genetic contribution to brain disorders and what is known, and not known, about the contribution of environmental influences, as well as to discuss what is known about how genetic and environmental factors interact. This publication summarizes the presentation and discussion of the workshop.

associative learning definition psychology: *Cognitive Psychology For Dummies* Peter J. Hills, Michael Pake, 2016-03-15 Demystify the core concepts of cognitive psychology Written specifically for psychology students - and not other academics - *Cognitive Psychology For Dummies* is an accessible and entertaining introduction to the field. Unlike the dense and jargon-laden content

found in most psychology textbooks, this practical guide provides readers with easy-to-understand explanations of the fundamental elements of cognitive psychology so that they are able obtain a firm grasp of the material. Cognitive Psychology For Dummies follows the structure of a typical university course, which makes it the perfect supplement for students in need of a clear and enjoyable overview of the topic. The complexities of a field that explores internal mental processes – including the study of how people perceive, remember, think, speak, and solve problems – can be overwhelming for first-year psychology students. This practical resource cuts through the academic-speak to provide a clear understanding of the most important elements of cognitive psychology. Obtain a practical understanding of the core concepts of cognitive psychology Supplement required course reading with clear and easy-to-understand overviews Gain confidence in your ability to apply your knowledge of cognitive psychology Prepare for upcoming exams or topic discussions Cognitive Psychology For Dummies is the perfect resource for psychology students who need a clear and readable overview of the core concepts of cognitive psychology.

associative learning definition psychology: Methods of Behavior Analysis in Neuroscience Jerry J. Buccafusco, 2000-08-29 Using the most well-studied behavioral analyses of animal subjects to promote a better understanding of the effects of disease and the effects of new therapeutic treatments on human cognition, *Methods of Behavior Analysis in Neuroscience* provides a reference manual for molecular and cellular research scientists in both academia and the pharmaceutical

associative learning definition psychology: Associative Memory Cells: Basic Units of Memory Trace Jin-Hui Wang, 2019-09-10 This book focuses on associative memory cells and their working principles, which can be applied to associative memories and memory-relevant cognitions. Providing comprehensive diagrams, it presents the author's personal perspectives on pathology and therapeutic strategies for memory deficits in patients suffering from neurological diseases and psychiatric disorders. Associative learning is a common approach to acquire multiple associated signals, including knowledge, experiences and skills from natural environments or social interaction. The identification of the cellular and molecular mechanisms underlying associative memory is important in furthering our understanding of the principles of memory formation and memory-relevant behaviors as well as in developing therapeutic strategies that enhance memory capacity in healthy individuals and improve memory deficit in patients suffering from neurological disease and psychiatric disorders. Although a series of hypotheses about neural substrates for associative memory has been proposed, numerous questions still need to be addressed, especially the basic units and their working principle in engrams and circuits specific for various memory patterns. This book summarizes the developments concerning associative memory cells reported in current and past literature, providing a valuable overview of the field for neuroscientists, psychologists and students.

associative learning definition psychology: Pedagogy and Practice Patricia Murphy, Kathy Hall, Janet Soler, 2012-06-21 This book foregrounds pedagogy in a way that challenges readers to reflect on themselves as teachers and learners, and to be reflexive about their own practices and contexts. Learning involves a transformation of identity which occurs through negotiation and repositioning, through new ways of relating, and through different ways of participating in practices. This book examines the meaning and implications for pedagogy in educational and workplace settings, and the role of the teacher in this sociocultural view of learning. By illustrating the mediated nature of agency and identity, the chapters (re)conceptualise the teacher and the learner and show different ways of supporting learning and being a teacher. The settings represented range from nursery to university and from out-of-school to institutionally-based and work place situations. Curricular aspects represented include popular culture, critical literacy, multimodality, the arts, and new technologies. Teachers and student teachers, as learners, are also represented in the accounts assembled. The book takes a sociocultural view of learning and considers the pedagogical implications of this view. It explores different meanings of pedagogy and considers notions of cultural bridging and the process of transforming identities. The contributions challenge ways of

thinking about practice, both teaching and assessment, and argue for practices that bridge between learners' worlds, their communities and educational institutions. Drawing on the international literature, this book will be essential reading for students of curriculum learning and assessment in all sectors from pre-primary to further and higher education. It is suitable as a core text for masters and taught doctorate programmes. It will also be of interest to a wide range of professionals involved with curriculum, learning and the practice of teaching and assessment. This book is relevant to those in work-based and professional education and training, and in informal educational settings, as well as traditional educational institutions at all levels. A unique collection in a field that is underrepresented, it will also be of interest to an academic audience.

associative learning definition psychology: Encyclopedia of Behavioral Neuroscience, 2010-06-03 Behavioral Neuroscientists study the behavior of animals and humans and the neurobiological and physiological processes that control it. Behavior is the ultimate function of the nervous system, and the study of it is very multidisciplinary. Disorders of behavior in humans touch millions of people's lives significantly, and it is of paramount importance to understand pathological conditions such as addictions, anxiety, depression, schizophrenia, autism among others, in order to be able to develop new treatment possibilities. Encyclopedia of Behavioral Neuroscience is the first and only multi-volume reference to comprehensively cover the foundation knowledge in the field. This three volume work is edited by world renowned behavioral neuroscientists George F. Koob, The Scripps Research Institute, Michel Le Moal, Université Bordeaux, and Richard F. Thompson, University of Southern California and written by a premier selection of the leading scientists in their respective fields. Each section is edited by a specialist in the relevant area. The important research in all areas of Behavioral Neuroscience is covered in a total of 210 chapters on topics ranging from neuroethology and learning and memory, to behavioral disorders and psychiatric diseases. The only comprehensive Encyclopedia of Behavioral Neuroscience on the market Addresses all recent advances in the field Written and edited by an international group of leading researchers, truly representative of the behavioral neuroscience community Includes many entries on the advances in our knowledge of the neurobiological basis of complex behavioral, psychiatric, and neurological disorders Richly illustrated in full color Extensively cross referenced to serve as the go-to reference for students and researchers alike The online version features full searching, navigation, and linking functionality An essential resource for libraries serving neuroscientists, psychologists, neuropharmacologists, and psychiatrists

associative learning definition psychology: Conditioning and Associative Learning Nicholas John Mackintosh, 1983 Recent innovations in the laboratory study of conditioning and learning in animals have prompted the author to reexamine such traditional topics as classical and instrumental conditioning, reward and punishment, avoidance learning, excitatory and inhibitory conditioning and discrimination learning.

associative learning definition psychology: Learning and Memory: Learning theory and behaviour John H. Byrne, 2008

associative learning definition psychology: The SAGE Encyclopedia of Abnormal and Clinical Psychology Amy Wenzel, 2017-03-16 Abnormal and clinical psychology courses are offered in psychology programs at universities worldwide, but the most recent major encyclopedia on the topic was published many years ago. Although general psychology handbooks and encyclopedias include essays on abnormal and clinical psychology, such works do not provide students with an accessible reference for understanding the full scope of the field. The SAGE Encyclopedia of Abnormal and Clinical Psychology, a 7-volume, A-Z work (print and electronic formats), will be such an authoritative work. Its more than 1,400 entries will provide information on fundamental approaches and theories, various mental health disorders, assessment tools and psychotherapeutic interventions, and the social, legal, and cultural frameworks that have contributed to debates in abnormal and clinical psychology. Key features include: 1,400 signed articles contained in 7 volumes and available in choice of print and/or electronic formats Although organized A-to-Z, front matter includes a Reader's Guide grouping related entries thematically Back matter includes a Chronology,

Resource Guide, Bibliography, and detailed Index Entries conclude with References/Further Readings and Cross-References to related entries The Index, Reader's Guide themes, and Cross-References between and among entries all combine to provide robust search-and-browse features in the electronic version.

associative learning definition psychology: 21st Century Psychology: A Reference Handbook Stephen F. Davis, William Buskist, 2008 Highlights the most important topics, issues, questions, and debates in the field of psychology. Provides material of interest for students from all corners of psychological studies, whether their interests be in the biological, cognitive, developmental, social, or clinical arenas.

associative learning definition psychology: Human Associative Memory John R. Anderson, G. H. Bower, 2014-02-25 First published in 1973. This book proposes and tests a theory about human memory, about how a person encodes, retains, and retrieves information from memory. The book is especially concerned with memory for sentential materials. We propose a theoretical framework which is adequate for describing comprehension of linguistic materials, for exhibiting the internal representation of propositional materials, for characterizing the interpretative processes which encode this information into memory and make use of it for remembering, for answering questions, recognizing instances of known categories, drawing inferences, and making deductions.

associative learning definition psychology: Encyclopedia of Animal Behavior , 2019-01-21 Encyclopedia of Animal Behavior, Second Edition, Four Volume Set the latest update since the 2010 release, builds upon the solid foundation established in the first edition. Updated sections include Host-parasite interactions, Vertebrate social behavior, and the introduction of 'overview essays' that boost the book's comprehensive detail. The structure for the work is modified to accommodate a better grouping of subjects. Some chapters have been reshuffled, with section headings combined or modified. Represents a one-stop resource for scientifically reliable information on animal behavior Provides comparative approaches, including the perspective of evolutionary biologists, physiologists, endocrinologists, neuroscientists and psychologists Includes multimedia features in the online version that offer accessible tools to readers looking to deepen their understanding

associative learning definition psychology: The Evolution of the Sensitive Soul Simona Ginsburg, Eva Jablonka, 2019-03-12 A new theory about the origins of consciousness that finds learning to be the driving force in the evolutionary transition to basic consciousness. What marked the evolutionary transition from organisms that lacked consciousness to those with consciousness—to minimal subjective experiencing, or, as Aristotle described it, "the sensitive soul"? In this book, Simona Ginsburg and Eva Jablonka propose a new theory about the origin of consciousness that finds learning to be the driving force in the transition to basic consciousness. Using a methodology similar to that used by scientists when they identified the transition from non-life to life, Ginsburg and Jablonka suggest a set of criteria, identify a marker for the transition to minimal consciousness, and explore the far-reaching biological, psychological, and philosophical implications. After presenting the historical, neurobiological, and philosophical foundations of their analysis, Ginsburg and Jablonka propose that the evolutionary marker of basic or minimal consciousness is a complex form of associative learning, which they term unlimited associative learning (UAL). UAL enables an organism to ascribe motivational value to a novel, compound, non-reflex-inducing stimulus or action, and use it as the basis for future learning. Associative learning, Ginsburg and Jablonka argue, drove the Cambrian explosion and its massive diversification of organisms. Finally, Ginsburg and Jablonka propose symbolic language as a similar type of marker for the evolutionary transition to human rationality—to Aristotle's "rational soul."

associative learning definition psychology: Learning & Memory John H. Byrne, 2003 Contains alphabetically arranged articles that provide information on key topics in learning and memory, written by experts in the field, and includes biographical sketches of notable individuals, now deceased, who have contributed to the understanding of learning and memory.

associative learning definition psychology: Causal Learning , 1996-09-26 The Psychology of Learning and Motivation publishes empirical and theoretical contributions in cognitive and

experimental psychology, ranging from classical and instrumental conditions to complex learning and problem solving. This guest-edited special volume is devoted to current research and discussion on associative versus cognitive accounts of learning. Written by major investigators in the field, topics include all aspects of causal learning in an open forum in which different approaches are brought together. - Up-to-date review of the literature - Discusses recent controversies - Presents major advances in understanding causal learning - Synthesizes contrasting approaches - Includes important empirical contributions - Written by leading researchers in the field

associative learning definition psychology: New Directions in Human Associative Learning Andy J. Wills, 2005-01-15 The editor and authors of this book present a synthesis of work on human associative learning, tracing some of its historical roots but concentrating mainly on recent developments. It is divided into three sections: an introduction to the recent data and controversies in the study of human associative learning; recent developments in the formal theories of how associative learning occurs; and applied work on human associative learning, particularly its application to depression and to the development of preferences. The book is designed to be accessible to undergraduates, providing a clear illustration of how principles most commonly introduced in animal cognition courses are relevant to the contemporary study of human cognition.

associative learning definition psychology: Hilgard and Marquis' Conditioning and Learning Ernest Ropiequet Hilgard, 1961

associative learning definition psychology: Learning and Memory: A Comprehensive Reference , 2017-07-07 Learning and Memory: A Comprehensive Reference, Second Edition, Four Volume Set is the authoritative resource for scientists and students interested in all facets of learning and memory. This updated edition includes chapters that reflect the state-of-the-art of research in this area. Coverage of sleep and memory has been significantly expanded, while neuromodulators in memory processing, neurogenesis and epigenetics are also covered in greater detail. New chapters have been included to reflect the massive increase in research into working memory and the educational relevance of memory research. No other reference work covers so wide a territory and in so much depth. Provides the most comprehensive and authoritative resource available on the study of learning and memory and its mechanisms Incorporates the expertise of over 150 outstanding investigators in the field, providing a 'one-stop' resource of reputable information from world-leading scholars with easy cross-referencing of related articles to promote understanding and further research Includes further reading for each chapter that helps readers continue their research Includes a glossary of key terms that is helpful for users who are unfamiliar with neuroscience terminology

associative learning definition psychology: *The Association of Ideas* William James, 2020-10-20 How do we create complex ideas out of simple sensations? How do we form deep concepts by combining shallow ones? William James (1842-1910) is considered as one of the founding fathers of psychology as a scientific discipline. He also established the psychological tradition of Pragmatism along with Charles Sanders Peirce and John Dewey. James was very well educated on philosophy, physiology, and psychology. In this book, James questions the foundations of human consciousness. He is trying to answer the following questions by applying to his vast knowledge of the human brain and philosophical literature: How different ideas come together by obeying the laws of association? What are the underlying neural mechanisms for association? How is the train of thoughts possible? Do we really merge simple sensations to create even the most complex concepts? How do we learn? How do we forget? How do we remember? James' writings address any reader with any background. He writes very clearly and directly to the point. Without further ado, here are some passages from the book: Two great philosophic efforts to this end have been made. The one is called the associationist philosophy of England, the other the Herbartian system of Germany. Professor Bain's books are generally regarded as the most successful expression of the first movement. Most of us, however, are better organized than this, and our musings pursue an erratic course, swerving continually into a new direction traced out by the shifting play of interest as it irradiates always some partial item in each complex representation that is evoked. In the pages that

follow I accept all these laws save that of contrast; and that I do not reject, but simply ignore and disregard on the present occasion. I try to show how they all may follow from certain variations in a fundamental process of activity in the brain. In particular I reduce Contiguous and Similar Associations to one, by exhibiting their most pronounced forms as mere extremes of a common mode. Professor Bain, reverting to Hume's standpoint, supplements the law of Contiguity by that of Similarity, and, in a subordinate degree, by that of Contrast. All the materials of thought, without conception, are in his psychology pushed or drawn before the footlights of consciousness by the working of these laws and by them alone. If you are ready to make this essential reading of psychology a part of your collection, then click Buy now with 1-click(R) button.

associative learning definition psychology: Social Learning In Animals Cecilia M. Heyes, Bennett G. Galef Jr., 1996-05-23 The increasing realization among behaviorists and psychologists is that many animals learn by observation as members of social systems. Such settings contribute to the formation of culture. This book combines the knowledge of two groups of scientists with different backgrounds to establish a working consensus for future research. The book is divided into two major sections, with contributions by a well-known, international, and interdisciplinary team which integrates these growing areas of inquiry. - Integrates the broad range of scientific approaches being used in the studies of social learning and imitation, and society and culture - Provides an introduction to this field of study as well as a starting point for the more experienced researcher - Chapters are succinct reviews of innovative discoveries and progress made during the past decade - Includes statements of varied theoretical perspectives on controversial topics - Authoritative contributions by an international team of leading researchers

associative learning definition psychology: Schizophrenia Research Trends Konstance V. Almann, 2007 Schizophrenia is a chronic, severe, and disabling psychosis, which is an impairment of thinking in which the interpretation of reality is abnormal. Psychosis is a symptom of a disordered brain. Approximately One percent of the population worldwide develops schizophrenia during their lifetime. Although schizophrenia affects men and women with equal frequency, the disorder often appears earlier in men, usually in the late teens or early twenties, than in women, who are generally affected in the twenties to early thirties. People with schizophrenia often suffer symptoms such as hearing internal voices not heard by others, or believing that other people are reading their minds, controlling their thoughts, or plotting to harm them. The current evidence concerning the causes of schizophrenia are many. It is quite clear that multiple factors are involved. These include changes in the chemistry of the brain, changes in the structure of the brain, and genetic factors. Viral infections and head injuries may also play a role. New molecular tools and modern statistical analyses allow focusing in on particular genes that might make people more susceptible to schizophrenia by affecting, for example, brain development or neurotransmitter systems governing brain functioning. State-of-the-art imaging techniques are being used to study the living brain. They have recently revealed specific, subtle abnormalities in the structure and function of the brains of patients with schizophrenia. In other imaging studies, early biochemical changes that may precede the onset of disease symptoms have been noted, prompting examination of the neural circuits that are most likely to be involved in producing those symptoms. This book presents new and important research in the field.

associative learning definition psychology: A World Beyond Physics Stuart A. Kauffman, 2019-04-01 How did life start? Is the evolution of life describable by any physics-like laws? Stuart Kauffman's latest book offers an explanation-beyond what the laws of physics can explain-of the progression from a complex chemical environment to molecular reproduction, metabolism and to early protocells, and further evolution to what we recognize as life. Among the estimated one hundred billion solar systems in the known universe, evolving life is surely abundant. That evolution is a process of becoming in each case. Since Newton, we have turned to physics to assess reality. But physics alone cannot tell us where we came from, how we arrived, and why our world has evolved past the point of unicellular organisms to an extremely complex biosphere. Building on concepts from his work as a complex systems researcher at the Santa Fe Institute, Kauffman focuses

in particular on the idea of cells constructing themselves and introduces concepts such as constraint closure. Living systems are defined by the concept of organization which has not been focused on in enough in previous works. Cells are autopoietic systems that build themselves: they literally construct their own constraints on the release of energy into a few degrees of freedom that constitutes the very thermodynamic work by which they build their own self creating constraints. Living cells are machines that construct and assemble their own working parts. The emergence of such systems-the origin of life problem-was probably a spontaneous phase transition to self-reproduction in complex enough prebiotic systems. The resulting protocells were capable of Darwin's heritable variation, hence open-ended evolution by natural selection. Evolution propagates this burgeoning organization. Evolving living creatures, by existing, create new niches into which yet further new creatures can emerge. If life is abundant in the universe, this self-constructing, propagating, exploding diversity takes us beyond physics to biospheres everywhere.

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why it's wise to interleave subjects and concepts when learning any new skill, and when it's smarter to stay up late prepping for that presentation than to rise early for one last cram session. And if this requires some suspension of disbelief, that's because the research defies what we've been told, throughout our lives, about how best to learn. The brain is not like a muscle, at least not in any straightforward sense. It is something else altogether, sensitive to mood, to timing, to circadian rhythms, as well as to location and environment. It doesn't take orders well, to put it mildly. If the brain is a learning machine, then it is an eccentric one. In *How We Learn*, Benedict Carey shows us how to exploit its quirks to our advantage.

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