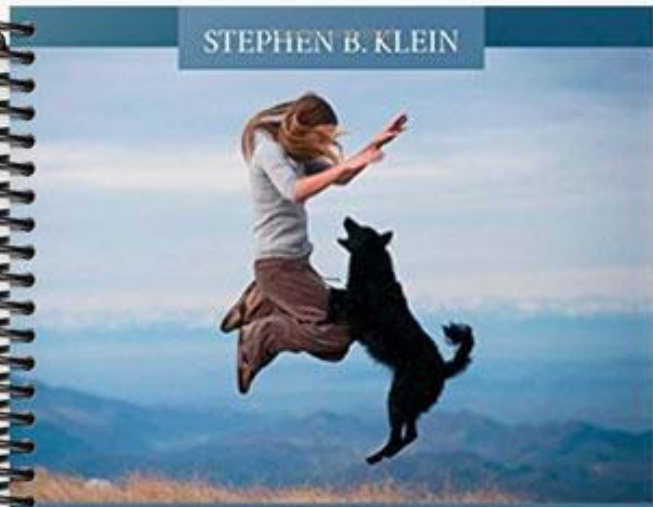# TEST BANK

STEPHEN B. KLEIN

LEARNING

Principles and Applications

6

EDITION

SAGE

True/False

1. S-R theories of learning in general assume that learning takes place more or less automatically, and do not require and "thought" by humans or nonhumans.

ANS: T   REF: P.18

2. Hull's theory of learning is represented in a mathematical equation and includes "expectancy" as an important variable.

ANS: F   REF: P.19

3. In Hull's theory, conditioned inhibition is said to develop when animals learn which responses lead to reward.

ANS: F   REF: P.21

4. In Hull's theory, organisms must first be in a state of drive before they can learn, because drive reduction is the basis of reinforcement.

ANS: T   REF: P.19

5. According to Hull, habit strength increases as drive increases, and it decreases when drive decreases.

ANS: F   REF: P.20-21

6. For Hull, habit strength, symbolized as sHr, is analogous to learning.

ANS: T   REF: P.19

7. In the famous experiment by Crespi (1942), shifts in the level of drive produced corresponding shifts in the strength of behavior for rats running down an alley for food reward. (false, p. 24

ANS: F   REF: P.24

8. According to Rescorla and Solomon, the r_G-s_G mechanisms operates in the central nervous system to guide organisms to reward.

ANS: T   REF: P.25

9. According to Guthrie, in order to have learning the organism must experience drive reduction following the occurrence of a response.

ANS: F   REF: P.25

10. Guthrie believed that practice improves the efficiency of learned behavior in part because with practice, the animals learn to associate more and more cues with the learned response.

ANS: T   REF: P.27

11. Tolman's theory represents a more "cognitive" view of the learning process than Hull's theory.

ANS: T   REF: P.31

12. For Tolman, reward is a necessary motivating condition for the occurrence of learned behavior.

ANS: T   REF: P.32

13. Tolman, like Hull, believed that learning was automatic and mechanistic.

ANS: F   REF: P.31

14. Skinner developed the first comprehensive theory of learning in which habit, drive, and incentive combine to control the strength of behavior.

ANS: F   REF: P.34

15. Skinner believed that contingencies of reinforcement could explain most, if not all learned behavior.

ANS: T   REF: P.34

Fill-in-the-Blank

1. Of the various variables in the equation that Hull proposed to predict behavior, the one that most clearly represents the learning process is called _____.

ANS: habit strength   REF: P. 19

2. According to Hull, the defining characteristic of a reward is its ability to reduce _____.

ANS: drive   REF: P. 21

3. Hull suggested that when animals respond to achieve a reward, _____ accrues to any response that is not consistently rewarded.
ANS: conditioned inhibition REF: P. 21

4. _____ was the theorist who suggested that environmental cues associated with reward could elicit anticipatory goal responses that motive approach behavior.

ANS: Spence REF: P. 23

5. Guthrie suggested that _____ was sufficient for learning to occur.

ANS: contiguity   REF: P. 25

6. For _____ reward functioned to change the stimulus situation and preserve the S-R relationship established by contiguity.
(p. 26, Guthrie

ANS: Guthrie   REF: P. 26

7. According to Tolman, basic drives such as hunger can motivate behavior, but this motivation can be transferred to environmental events. This transference process is called _____.

ANS: cathexis   REF: p. 31

8. Tolman's equivalence belief principle is analogous to Spence's _____.

ANS: anticipatory goal response   REF: P. 31

9. According to _____, the empirical analysis of contingencies was more important than the investigation of "hypothetical constructs".

ANS: Skinner   REF: P. 34

10. For Skinner, a _____ is an environmental event that increases the probability of a response.

ANS: reinforcer   REF: P. 34

Multiple-Choice

1. In Hull's theory, which of the following variables represents the influence of reward on performance?
a. H
b. D
c. K
d. I

ANS: C   REF: P. 19

2. Hull proposed that neutral events may arouse an internal drive state. What principles of learning account for acquired drives?
a. instrumental conditioning principles
b. classical conditioning principles
c. counterconditioning principles
d. operant conditioning principles

ANS: B   REF: P. 20

3. Hull called the learning of a response "habit strength". Which of the following conditions is necessary for the development of habit strength?
a. The learning must experience no drive at the time that habit strength is being acquired.
b. The learner must experience conditioned inhibition following the completion of a response.
c. The learner must experience drive reduction following the completion of a response.
d. All competing responses must be extinguished.

ANS: C   REF: P. 20-21

4. Crespi studied how hungry rats change their running speed when the amount of reward suddenly changed. His findings forced Hull to conclude that:
a. the amount of reward directly influences the motivation for behavior.
b. the amount of reward has no direct effect on motivation.
c. sudden change in reward causes forgetting of the learned response.
d. changes in reward attract the animal's attention and increases habit strength.

ANS: A   REF: P. 24

5. Hull's theory assumes that only those events that reduce drives are rewards for behavior. This assumption was shown inaccurate by Olds and Milner who found that:
a. rats would bar press for food even when not hungry.
b. rats would bar press for a saccharine solution that has no nutritional value.
c. rats would bar press for the opportunity to explore a new environment.
d. rats would bar press for electrical stimulation of the brain.

ANS: D   REF: P. 22

6. Spence attempted to explain how reward influences the strength of behavior leading to reward. He assumed that experiences with reward produce:
a. conditioning of an internal state that reinforces the behavior leading to reward.
b. conditioning of an anticipatory goal response that produces internal stimulus changes that motivate behavior leading to reward.
c. an internal cognitive map of the environment guiding behavior to obtain reward.
d. a state of excitement that leads to extinction of the learned response.

ANS: B   REF: P. 23

7. Spence claimed that the influence of reward on instrumental behavior is controlled by establishment of an r_g-s_g mechanism. What controls the acquisition of the r_G-s_G mechanism?
a. The law of effect
b. The law of exercise
c. Cognitive maps
d. Pavlovian conditioning

ANS: D   REF: P. 24

8. Responses no longer followed by reward usually weaken in strength and disappear. According to Amsel, the extinction of a response is due to the occurrence of:
a. frustration.
b. anxiety.
c. repression.
d. fear.

ANS: A   REF: P. 24

9. Sheffield argued that drive _____ not drive reduction strengthens instrumental behavior.
a. deduction
b. induction
c. conduction
d. reduction

ANS: B   REF: P. 23

10. Spence's anticipatory goal response is analogous to which type for motivation?
a. achievement
b. drive
c. esteem
d. incentive

ANS: D   REF: P. 23

11. Rescorla and Solomon concluded that the influence of incentive factors such as reward, fear, frustrations, and relief are due to the establishment of _____ motive states.
a. peripheral
b. autonomic
c. central
d. mental

ANS: C   REF: P. 25

12. Which of the following is not true regarding Guthrie's theory of learning?
a. The maximum strength of a S-R association is reached in a single conditioning trial.
b. The strength of the S-R association increases with reinforcement or reward.
c. Reward serves change the stimulus situation so that new behaviors are not conditioned.
d. Although many stimuli are present during learning, only some of these stimuli will be attended to.

ANS: B   REF: P. 25

13. Joan is a 5-year-old child who is having a temper tantrum in the store. Her mother has threatened her with punishment if she does not stop crying but this has no effect. According to Guthrie's theory, Joan is still crying because:
a. Joan does not believe her mother's threats.
b. Joan enjoys crying in the store.
c. Joan does not have enough habit strength to stop crying.
d. Joan has not yet experienced contiguity between the threat and punishment.

ANS: D   REF: P. 26

14. According to the text, the major difficulty with Guthrie's theory of learning is his assumption that:
a. reward changes the stimulus conditions that are needed to elicit behavior.
b. drive reduction is necessary for learning to take place.
c. punishment is effective in controlling behavior.
d. learning of a response can occur in a single trial.

ANS: A   REF: P. 29

15. Voeks conducted a study in which the conditioning of a human eyeblink response occurred in a single trial. This result favors _____ theory.
a. Spence's
b. Hull's
c. Guthrie's
d. Skinner's

ANS: C   REF: P. 29

16. Hull believed that behavior was an automatic response to a stimulus. In contrast, Tolman believed that behavior:
a. has purpose and direction.
b. was under the control of instincts.
c. resulted from the formation of S-R associations.
d. is controlled by learning only.

ANS: A   REF: P. 31

17. According to Tolman's view of motivation, depriving a rat of food:
a. increases the rat's tendency to explore its environment.
b. produces an internal state for food called demand.
c. activates the innate learning process allowing the rat to find food.
d. automatically reduces the activity level of the rat.

ANS: B   REF: P. 31

18. Tolman used the term _____ to indicate that objects acquire reward value through the learning process.
a. incentive
b. acquired drive
c. drive reduction
d. cathexis

ANS: D   REF: P. 31

19. Tolman's view that expectation of reward guides behavior is represented in Hull's theory by:
a. drive reduction.
b. habit strength.

c. r$_G$-s$_G$.
d. S$_F$-R$_F$

ANS: C   REF: P. 31

20. Skinner maintained that reinforcement is the most important event that controls behavior. Skinner defined a reinforcer as:
a. any event that reduces a drive.
b. any event that produces pleasure.
c. any event the relieves pain.
d. any event that increases the probability of the behavior that preceded it.

ANS: D   REF: P. 34

21. Skinner used the term contingency to indicate the:
a. specific relationship between an operant response and reinforcement.
b. presence of reward in a situation.
c. ability of the rat to determine reinforcement probability.
d. formation of S-R associations.

ANS: A   REF: P. 34

22. Skinner rejected the use of:
a. reinforcement.
b. hypothetical constructs.
c. animals as research subjects.
d. operant responses.

ANS: B   REF: P. 34

23. Which of the following statements represents Skinner's unique approach to the study of behavior?
a. Theories and hypotheses interfere with the understanding of the factors that control behavior.
b. Reinforcement has little direct effect on behavior.
c. He used the concept of drive and incentive motivation to explain cognitive processes.
d. Behavior seems to have direction and purpose.

ANS: A   REF: P. 34

24. As described in the text, a major change has taken place in the nature of learning theory since the late 1960s. This change is an increasing focus on:
a. drive reduction.

b. instincts.
c. cognitions.
d. animal behavior.

ANS: C   REF: P. 33

25. A major difference between the various S-R theories presented in the text involves:
a. the role of punishment.
b. the role of motivation.
c. the role of learning.
d. the role of reinforcement.

ANS: D   REF: ENTIRE CHAPTER