

Cyber Psych Links for

GENERAL PSYCHOLOGY: WITH SPOTLIGHTS ON DIVERSITY

Chapter 5

THE BASICS AND PROCESSES OF CLASSICAL CONDITIONING (pp. 159-163)

A point we make early in Chapter Five is the over-riding importance of learning (and, of course, memory). The Internet can be useful for broadening perspectives in two directions. There is a wealth of historical background information, and there is a range of materials on contemporary investigations of the process.

<http://nobelprize.org/medicine/laureates/1904/pavlov-bio.html>

This site provides a wealth of information, including a very nice biography, a copy of the speech given at the presentation, and a copy of Pavlov's Noble Lecture on "Physiology of Digestion." There is more—a game, teaching a dog to drool, and a wonderful link to the Pavlov Institute of Physiology of the Russian Academy of Sciences.

<http://www.ivanpavlov.com>

A brief biography and links to translations of 23 of Pavlov's lectures.

<http://evolution.massey.ac.nz/lecture9/lect900.htm>

(a simply wonderful essay/lecture on all matters of things related to classical conditioning—with some internal links to click [although a few are no longer available, give it a try anyway])

THE SIGNIFICANCE OF CLASSICAL CONDITIONING (pp. 164-168)

If classical conditioning were somehow relevant only to the salivation reflex of dogs, it is unlikely that we would be discussing Pavlov or his work in a beginning psychology class. No, the importance of Pavlov and the significance of classical conditioning resides in the wide range of applications that can be found in everyday living.

<http://www.phobialist.com/treat.html>

A brief piece on treating phobias and classical conditioning.

<http://www.guidetopsychology.com/sysden.htm>

As nice a summary of self-administered systematic desensitization as you will find.

THE BASICS OF OPERANT CONDITIONING AND REINFORCEMENT (pp. 169-174)

We now turn to Thorndike and the Law of Effect, Skinner and the operant chamber, Tolman and latent learning, and Bandura and social learning theory. A search of the Internet for any of these is richly rewarded. (A search for “operant conditioning” at Google yielded over 50,000 websites.) Those listed below are—as always—just a sample, but a sample that provides good information as well as direct links to more.

<http://www.wagntrain.com/OC>

A slight diversion from the academic—a website called “An Animal Trainer’s Introduction to Conditioning.” The emphasis here is practical and the focus is on positive reinforcement and shaping.

<http://www.bfskinner.org>

A website hosted by the B. F. Skinner Foundation presents an overview—albeit rather non-critical—of everything Skinnerian, with several great links.

<http://ww2.lafayette.edu/~allanr/autobio.html>

“B. F. Skinner ... A Brief Autobiography.”

<http://psychclassics.yorku.ca/Skinner/Theories>

A copy of Skinner’s classic: “Are Theories of Learning Necessary?”—1950.

<http://www.mcli.dist.maricopa.edu/proj/nru>

If you are having trouble with “negative reinforcement,” you are not alone. Visit this website, entitled “*negative reinforcement university*.”

<http://chiron.valdosta.edu/whuitt/col/behsys/operant.html>

(on operant conditioning in general, but particularly good on reinforcement schedules)

PUNISHMENT (pp. 183-185)

Using punishment as a means of behavioral control is one of the least understood issues in psychology. The use of reinforcers and punishers falls under the heading of operant conditioning. There surely are times when the use of punishment may be justified, but how punishers are usually (or at least often) used in real life seldom meets the criteria for their effective use. Maybe the Internet can shed some light on the matter.

<http://www.apa.org/releases/spanking.html>

An article from the APA website.

<http://www.stopspanking.com>

<http://www.neverhitachild.org>

The titles give away the gist of these websites, and you can guess the point of view. Neither is terribly even-handed, but both provide some good links.

<http://cms.psychologytoday.com/articles/pto-20021002-000031.html>

(an article from Psychology Today magazine on this issue of spanking)

COGNITIVE APPROACHES TO SIMPLE LEARNING (pp. 185-189)

Both classical and operant conditioning may be referred to as “behavioral” approaches to learning, because the end result is some observable change in overt behavior, be it salivating, pecking a disk, pressing a lever, or driving a car. However, the “relatively permanent change” that takes place in a great deal of learning does not have as its immediate consequence any change in overt behavior at all. What changes as a result of experience or practice in this case is the state of an organism’s cognitions, its ideas, beliefs, knowledge, if you will.

<http://psychclassics.yorku.ca/Tolman/formula.htm>

From Tolman, himself, in a 1922 article, “A New Formula for Behaviorism.”

<http://tip.psychology.org/bandura.html>

A site that provides a nice summary of Bandura’s theories, a bibliography, and links to much, much more.

<http://www.muskingum.edu/~psych/psycweb/history/bandura.htm>

A very nice site on Bandura and his work.