

Cognition, language and learning

Supported GRE teaching and original transfer practice

Identify the evidence

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Distinguish classical and operant conditioning

Read LR.1, ME.1, LG.1, TH.1 and ME.2 for the detailed cognitive mechanisms.

Concepts 1

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Classical conditioning associates stimuli; operant conditioning changes behaviour through consequences.

Negative reinforcement removes an unpleasant condition and increases behaviour. It is not punishment.

Concepts 2

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Working memory supports current processing. Long-term memory includes explicit and implicit forms.

Language uses phonemes for sound contrasts and morphemes for meaning units.
Problem solving can be limited by fixation or biased heuristics.

Reason through the worked case

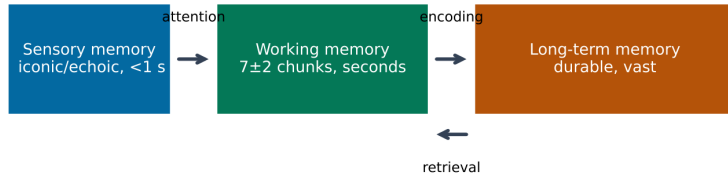
Reason through the worked case

A child hears a tune before lunch and later salivates to it. Separately, a child earns a token after reading and reads more often. Explain the different processes.

The tune predicts food; salivation to the cue fits classical conditioning. Reading produces a token and subsequently increases; adding that consequence fits positive reinforcement. A pleasant event is not automatically reinforcement: the evidence must include a change in the target action.

Read the reviewed representation

Memory stores ordered by duration and capacity



Original schematic for Memory systems, processes and forgetting. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

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Students remember a definition when shown its first letter but fail to recall it unaided. One claims the memory never existed. Evaluate and propose a comparison. Pause and write the explanation before continuing.

Check the transfer argument

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Cued retrieval succeeds, so complete absence of stored information is too strong. The difficulty may concern access without a cue. Compare free recall, cued recall and recognition for the same material, controlling exposure and test order. Recognition is easier partly because cues differ, not because it proves an entirely different permanent memory.

Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Recognition performance cannot be treated as identical to unaided recall performance.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

A learner recognizes a word but cannot recall it without a cue. Which memory distinction helps, and what would you test next?

Write your reasoning before comparing it with the methods and limits taught in this lesson.