

Chapter 4: Learning and Memory (Notes)

- **Learning**
 - A relatively permanent change in behaviour caused by experience
- **Incidental learning**
 - The casual, unintentional acquisition of knowledge
 - We learn even when we are not trying (recognise brand names, sing jingles, etc.)
- Two key theories on learning
 - *Behavioural* - Actions and observed behaviour
 - *Cognitive* - Mental activities including memory

LO1a: Understand and apply behavioural learning theories of classical conditioning

- **Behavioural learning theories**
 - Assume that learning takes place as the result of responses to external events
 - View the mind as a 'black box' (stimulus --> black box/consumer --> response)
 - Two major types of learning: classical conditioning & instrumental conditioning
- Classical conditioning
 - **Classical conditioning**
 - A learning process where a stimulus is paired with another stimulus and over time the second stimulus causes a similar response because it is associated with the first stimulus
 - E.g. spraying powder in a dog's mouth to induce salivation & ringing a bell at same time
 - Key terms
 - **Unconditioned stimulus (UCS)**
 - A stimulus that is naturally capable of causing a response (e.g. powder)
 - **Conditioned stimulus (CS)**
 - A stimulus that produces a learned reaction through association overtime (e.g. bell)
 - **Conditioned response (CR)**
 - A response that has been learned through association overtime (e.g. drooling)
 - Conditioning effects are more likely to occur after the UCS & CS have been paired several times
 - **Stimulus generalisation**
 - Occurs when similar stimuli to the CS evoke similar conditioned responses
 - Can result in 'piggy-backing', where brands package products similar to market leader
 - **Stimulus discrimination**
 - Process that occurs when consumers learn to differentiate one stimulus from another
 - Marketing applications of:
 - Classical conditioning
 - **Brand equity**
 - Brand has strong positive associations in a consumer's memory and commands a lot of loyalty
 - **Extinction**
 - A learned connection between two stimulus and a response is eroded & can no longer be used

LO1b: Understand and apply behavioural learning theories of **instrumental conditioning**

- Instrumental conditioning
 - **Instrumental (operant) conditioning**
 - Occurs when a consumer learns to perform behaviours that produce positive outcomes and to avoid those that yield negative ones
 - **Shaping**
 - Learning of a desired behaviour overtime by rewarding immediate actions until final result is obtained
 - Occurs in one of three ways
 - **Positive reinforcement**
 - The process whereby rewards provided by the environment strengthen responses to the stimuli and appropriate behaviour is learned
 - E.g. A man gets compliments after wearing Lynx cologne, so he will wear it again
 - **Negative reinforcement**
 - The process whereby the environment weakens responses to stimuli so that inappropriate behaviour is avoided
 - E.g. An ad of a man sitting alone on a Saturday night because he didn't wear Lynx
 - **Punishment**
 - The learning that occurs when a response is followed by unpleasant events
 - E.g. Being ridiculed on social media for a particular post
 - Marketing applications of instrumental conditioning principles
 - Reinforcement of consumption
 - E.g. Excitement of Tinder
 - **Frequency marketing**
 - A marketing technique that reinforces regular purchasers by giving them prizes with values that increase along with the amount purchased
 - E.g. Frequent flyer programs
 - **Gamification**
 - The application of game elements such as points, competition, and rules to encourage engagement with a brand, product, or organisation.
 - E.g. buy-10-get-one-free cards
 - **Endowed progress effect**
 - People are more motivated to attain a goal when they are provided with the illusion of a 'head start', even though the actual effort required to complete the challenge is the same
 - E.g. Carwash gave buy-8-get-one-free cards, and buy-10-get-one-free cards with the first two holes punched in. Twice as many people redeemed the latter.

LO2: Understand and apply cognitive learning theories of developmental and observational learning

- **Cognitive learning theory**
 - Approaches that stress the importance of internal mental processes.
- Developmental approaches to cognitive learning
 - Environmental approach
 - The environment and experience are the key factors that drive learning
 - Maturation approach

- Development of cognitive structures over time (i.e. based on age) dictated the way people learn
 - **Assimilation**
 - The process where we respond to a situation based on our existing knowledge
 - **Accommodation**
 - When there is no schema for a particular situation, our cognitive structure needs to be modified through learning
 - E.g. shopping in a foreign country
- Observational approach
 - **Observational learning**
 - People learn by watching the actions of others and taking note of the reinforcements they receive for their behaviours - learn vicariously
 - **Modelling**
 - Imitating the behaviour of others

LO3: Explain and apply learning processes to memory storage and survival

- **Memory**
 - A process of acquiring information and storing it overtime so that it will be available when needed
- Three stages:
 - **Encoding**
 - Information is entered in a way the system will recognise
 - **Storage**
 - Knowledge is integrated with what is already in memory 'warehouse'
 - **Retrieval**
 - Person accesses desired information
- **Cognitive outsourcing**
 - The use of people or digital devices to perform mental tasks such as calculations, reminders, or managing lists
- How is information encoded?
 - Types of meaning
 - **Sensory meaning**
 - The meaning given to physical attributes as detected by the five senses
 - **Sematic meaning**
 - Symbolic associations (e.g. 'rich people drink champagne')
 - Memory systems
 - **Sensory memory**
 - The temporary storage of information received from the senses (1-2 seconds)
 - E.g. smelling fresh bread while walking past a bakery
 - **Short-term memory (STM)**
 - The mental system that allows us to retain information for a short period of time (< 20sec)
 - **Chunking**
 - Information is stored by combining smaller pieces into larger ones
 - E.g. a brand name may be a chunk that summarises the brand
 - **Long-term memory**
 - The system that allows us to retain information for a long period of time (long or permanent)
 - E.g. catchy slogans or jingles