

# Doshisha Symposium on Learning and Motivation

主催  
同志社大学心理学部  
共催  
同志社大学心理学会  
同志社大学こころの科学研究センター

## 講演 1. Jan De Houwer

(Ghent University, Belgium)

### **Evaluative Learning:**

A novel functional perspective on how regularities in the environment shape our likes and dislikes

## 講演 2. Sean J. Hughes

(Ghent University, Belgium)

### **Expanding the Boundaries of Evaluative Learning Research:**

How intersecting regularities shape our likes and dislikes

## 講演 3. Jeff W. Grimm

(Western Washington University, USA)

### **Incubation of Sucrose Craving:**

Behavioral and neurobiological studies



2016年8月1日(月)

14:00-17:00

同志社大学京田辺キャンパス 恵道館 (KD) 106 教室

(講演は英語で行われますが、サマリー通訳が付きます)

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# 講演要旨 1

## Evaluative learning: A Novel Functional Perspective on How Regularities in the Environment Shape Our Likes and Dislikes



**Jan De Houwer, Sean J. Hughes, & Dermot Barnes-Holmes**  
(Ghent University)

Evaluative learning can be defined as the impact of regularities in the environment on liking (De Houwer et al., 2013). Preferences are shaped by regularities in the presence of a single stimulus (i.e., mere exposure), regularities in the presence of two stimuli (i.e., evaluative conditioning), regularities in the presence of stimuli and behavior (i.e., operant evaluative conditioning), and intersections between different regularities (as recently demonstrated by Hughes et al., in press a). These functional definitions maximize freedom at the cognitive level of analysis and highlight a functional level at which these effects can also be analyzed. Within the functional level of analysis, regularities are typically conceived of as proximal causes of preferences, that is, as environmental events that change the evaluative responses that a stimulus evokes. I present an alternative functional perspective that is based on Relational Frame Theory (Hayes et al., 2001; Hughes et al., in press b). From this perspective, regularities are conceived of as symbolic cues that refer to how stimuli are related to each other. For instance, the mere spatio-temporal co-occurrence of two stimuli (as present in evaluative conditioning procedures) might function as a cue for the equivalence of those two stimuli, thus allowing for a transfer of properties under certain conditions. This novel perspective highlights previously unrecognized moderators of evaluative learning effects, thereby constrains cognitive theories of evaluative learning, and informs us about the relation between evaluative learning effects and persuasion.

De Houwer, J., Barnes-Holmes, D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic Bulletin & Review*, *20*, 631-642. DOI: 10.3758/s13423-013-0386-3

Hayes, S. C., Barnes-Holmes, D., & Roche, B. (Eds.). (2001). *Relational Frame Theory: A Post-Skinnerian account of human language and cognition*. New York: Plenum Press.

Hughes, S., De Houwer, J., & Perugini, M. (in press a). Expanding the boundaries of evaluative learning research: How intersecting regularities shape our likes and dislikes. *Journal of Experimental Psychology: General*.

Hughes, S., De Houwer, J., & Barnes-Holmes, D. (in press b). The moderating impact of distal regularities on the effect of stimulus pairings: A novel perspective on evaluative conditioning. *Experimental Psychology*.

## 講演要旨 2

### Expanding the Boundaries of Evaluative Learning Research: How Intersecting Regularities Shape Our Likes and Dislikes



**Sean J. Hughes & Jan De Houwer**  
(Ghent University)

Although humans may be biologically prepared to prefer certain stimuli over others, many of our likes and dislikes are learned through on-going interactions in and with the environment. Over the last thirty years, researchers have identified a number of important pathways through which novel preferences may be formed and existing ones altered. Most of these pathways involve regularities in the presence of a single stimulus (e.g., mere exposure), two or more stimuli (e.g., evaluative conditioning) or between behavior and its consequences (e.g., approach/avoidance learning). We offer intersecting regularities as a forth and previously undiscovered type of evaluative learning. Across several studies we found that when events in the environment (operant contingencies) intersect with one another these overlaps are sufficient to generate changes in automatic and self-reported evaluative responding. The number of potential intersections between regularities is staggering and each represents a potential conduit through which evaluative properties may be transferred from one stimulus to another. Functional (stimulus equivalence) and cognitive (propositional) explanations of this phenomenon will be offered followed by a discussion of how this new type of evaluative learning can accelerate theoretical, methodological and empirical development within attitude research.

## 講演要旨 3

### Incubation of Sucrose Craving: Behavioral and Neurobiological Studies



**Jeff W. Grimm**

(Western Washington University, USA)

Laboratory rats respond for cues previously associated with drugs or food. This seeking behavior is used as an animal model of craving, a subjective experience in humans that has been associated with likelihood of drug relapse and diet recidivism. In 2001 we reported that cocaine seeking by rats increases over 2 months of abstinence from drug self-administration. “Incubation of craving” has subsequently been observed in rats responding for cues associated with alcohol, heroin, methamphetamine, saccharin, or sucrose and in humans reacting to alcohol, cocaine, heroin, methamphetamine, or tobacco (nicotine) cues. This seminar will focus on the incubation of sucrose craving, as it is arguably a model paradigm for incubation of craving, and also as food craving is especially relevant today with obesity rates elevated worldwide. Data presented will be from studies on the behavioral and neurobiological mechanisms of the incubation of sucrose craving. It will be argued that these data support a hypothesis that the incubation of craving is mediated by an abstinence-dependent increase in motivation to respond for or in the presence of reward-paired cues and also by abstinence-dependent changes in dopamine neurotransmission. The final conclusion to be presented will include remarks on the translational significance of these findings.