Figures and figure supplements

Intrinsically regulated learning is modulated by synaptic dopamine signaling

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Figure 1. Effects of the pharmacological intervention (mean ± SEM) in (a) Learning and memory scores and (b) subjective ratings. Note that subjective ratings were only measured during the learning phase of Day 1. Effects are calculated as % of change with respect to the placebo session. *p<0.05, **p<0.01.

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Figure 1—figure supplement 1. Mean plus standard error of the mean M+ scores for risperidone (black), placebo (white) and levodopa (grey) interventions separately for (A) learning and memory measures, (B) learning and memory measures separated for high (H+; black line) and low (H-; grey line) hedonic participants and (C) subjective ratings.

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Figure 2. Relation between the effect of the pharmacological intervention for the M+ condition and subjective sensitivity to reward for the learning scores (i.e., online Learning on Day 1, Words Remembered on Day 2; Recognition Rate on Day 2) obtained by (A) correlating drug effect and PAS scores (the lower the PAS values are, the higher the general hedonia); (B) computing the drug effect (mean ± SEM) according to high (Hedonic +) and low (Hedonic -) hedonic subjects (median split using the PAS). *p<0.05, **p<0.001.

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Figure 2—figure supplement 1. Correlations between the PAS and the different measures of M+ learning and memory during risperidone, placebo or levodopa interventions. Significant correlations (FDR-corrected for multiple comparisons) are marked in bold letters and with a red line.

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Figure 2—figure supplement 2. Correlations between the PAS and the M+ subjective ratings during risperidone, placebo or levodopa interventions. Significant correlations (FDR-corrected for multiple comparisons) are marked in bold letters and with a red line.

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