

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

PSY504 FINALTERM SUBJECTIVE AUGUST 2023

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Q.1 What are Geons?

Biederman (1987) argues that there are 36 basic categories of sub-objects, which he calls Geons which is abbreviation of geometric ions.

There are five geons that are making different objects.

Like number 1 geon is a part of telephone. And geon number 5 is a receiver of telephone set. He uses geons to explain the objects. He says we can vary the size of the shape and get different objects. Same type of geons makes different things of different organization. Altogether Biederman proposes there are 36 geons that can be generated in this manner and that they serve as an alphabet for composing objects, much as letters or phonemes serve as the alphabet for building up words.

Q.2 What is Interference theory?

Interference Theory - memory for other things or performance of another task interferes with memory. Two types of interferences are given below;

Retroactive interference: later occurring information interferes with earlier information.

Proactive interference: earlier occurring information interferes with later information.

Q.3 What are Prototypes?

Proto means "essential or basics" when we make new things first of all we make a proto that explain briefly the new things.

Typical features are averaged to make a mental representation. This unique representation may not match a single instance. We store information about categories in a head in the form of prototype is a problematic.

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Q.4 Types of LTM

There are different kinds of Long term memory.

1. Episodic versus Procedural

Amnesia patients forget their names but don't forget how to brush their teeth.

2. Semantic versus Sensory

Sensory memory means we remember analog representations of things. Sensory representation is analog representation .It represents original things.

3. Implicit versus Explicit

Things you learned on purpose as opposed to things you learned anyway, like teacher shouting.

Q.5 Top-Down Processing

The general context provided by the words forces the appropriate interpretation. When context or general world knowledge guides perception, we refer the processing as top- down processing, because high-level general knowledge determines the interpretation of the low-level perceptual units.

Q.6 What is Grammar?

A grammar should be able to prescribe or generate all the acceptable sentences of a language and be able to reject all the unacceptable sentences in the language.

Q.7 Levels of Categories

i) Superordinate Category:

"It is a large category at the top of the hierarchy." Such as furniture, tools, vehicles etc. furniture is a large category it has sofa, bed, table, chair etc. tool is also a large category it has electronic tool, wood tool etc. vehicles is also large category. These are subordinate categories.

ii) Basic Level Category:

"It is an intermediate category in the middle of the hierarchy." e.g. Table, chair, bed, sofa etc. We

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

have direct link with these categories. These are basic level because their subordinate category is furniture.

iii) Subordinate Category:

"It is a small category at the bottom of the hierarchy." e.g. lamp, screw-driver, truck etc. screw driver is a specialized category. There are many types of table such as, coffee table, lamp table etc. another example is car like 100 cc car 800 cc car etc.

Q.8 What are Neural Networks and connections???

Neural networks is consisted on

Nodes

Links

Excitatory

Inhibitory

Weights

Learning consists of re-adjustment of weights

Patterns of connections

Nodes are connected to each other by excitatory or inhibitory connections that differ in strength.

Excitatory connections

These are those connections that make other nodes active. Those nodes are connected with excitatory connections they are active or charged.

Inhibitory connections

Those connections that make other nodes relax and switch off.

Because of these connections the neural network exists.

Q.9 Significance of Recite in PQ4R.

After finishing a section, try to recall the information contained in it. Try answering the questions

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

you made up for the section. If you cannot recall enough, reread the portions you had trouble remembering. Recall the text as you try to answer your own questions mentally. Notice any part you remember better than others. Have another look at the material not yet learned. Try and recall it.

Q.10 Anderson Fan Effect

Anderson (1974) performed an experiment. He had subjects to memorize 26 facts. In these statements some persons were paired with only one location and some locations with only one person. Other persons were paired with two locations and other locations were paired with two persons. Each statements was followed by two numbers, reflecting the number of facts associated with the subject and the location. For instance, sentence3 is labeled 2-1 because their subject occurs in two sentences (sentences 3 and 4) and its location occurs in one sentence (sentence 3).

The sentences were;

The doctor is in the bank. (1-1)

The fireman is in the park. (1-2)

The lawyer is in the church. (2-1)

The lawyer is in the park. (2-2)

Number of facts associated with subject and location.

Subjects were drilled on each sentence. Before beginning the reaction time phase, subjects were able to recall all the locations associated with a particular type of person (e.g. doctor) and all the people associated with a particular location (e.g. park). Then they began a speeded- recognition phase of experiment, during which they were presented with sentences and had to judge whether they recognized them from the study set. Foil sentences were created by repairing of people and locations from the study set.

Q.11 Implications of warren and warren experiment

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

A nice extension of this first study is an experiment by Warren & Warren (1970). They presented subjects with sentences such as:

It was found that the eel was on the axle

It was found that the eel was on the shoe

It was found that the eel was on the orange

It was found that the eel was on the table Wheel, heel, peel, meal

In each case, the denotes a phoneme replaced by non-speech. For the four sentences above subjects reported hearing wheel, heel, peel, and meal, depending on the context.

Implications

The implications of this experiment are:

Context fills in gaps and affects our perception just as in texts.

The identification of the critical word is determined by what comes after the critical word. Heel, peel, meal and wheel are critical words. Thus the identification of words can depend on the perception of subsequent words. In a nutshell when you ever face a problem you should grasp the context. When you grasp the context you are able to understand and handle the problem.

Q.12 Alan Baddeley's Model of Working Memory

Alan Baddeley's presented a model of working memory. The simple representation of his model is given below.

He said about sound rehearsal not meaning. He talked about a phonological rehearsal loop because of sound rehearsal. For example we revise telephone numbers not because of meaning but because we want to remember that. But on chess board we can not verbally rehearse visual image.

In our short term memory we have a sketch pad. On that sketch pad we watch important things.

He also said about central executive that control all the memory system. This central executive decides about attention, and memory. This central executive makes decision about the information

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

that it match with long term information or not. This is the broader concept of Baddley's model.

According to this sloop process every decision is made by this central executive.

Q.13 Nodes and connections

Nodes are a set of processing units. Nodes should not be confused with neurons. Nodes are hardware level description. Nodes are represented by features, letters and words in the interactive activation model. They can acquire different levels of activation. All boxes in above diagram are nodes. Lines are links. Nodes are connected through these lines.

Patterns of connections

Nodes are connected to each other by excitatory or inhibitory connections that differ in strength.

Another important concept is activation rules. These specify how a node combines its excitatory and inhibitory inputs with its current state of activation.

Excitatory connections and Inhibitory connections

Q.14 Preoperational Stages symbolic function

The second stage is characterized as spanning the period from 2 to 7 years.

Symbolic function

Unlike the younger child, a child in this period can engage in internal thought about the world, but these mental processes are intuitive and lack systematicity. For instance, a 4 year old asked to describe this painting of a farm and some animals said, first over here is a house where animals live. I live in a house. So do my mommy and daddy. This is a horse. I saw horses on TV. Do you have a TV?

Piaget explained some limitations of child;

1. Egocentrism

It means an inability to take the point of view of another person. No perspective taking skills.

2. Animistic thinking

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

The belief that inanimate objects which have certain characteristics of living things are, in fact, alive. Child can not learn the cause and effect relationship.

3. Centration

Child does not have conservation of things. Child can now walk and run.

Q.15 Categorization reduce the complexity of environment. Do you agree this statement? If yes then explain how??

Categorization reduces complexity of the environment. Like example of dog in previous lecture. There are more than 7 million discriminable colors. But we can recognize in 7 colors. And we call almost 10,000 colors in one category. We have many categories of colors. For example there are many shades of green colors, like trees, parrot, etc all having green colors but they have different shades. Red colors also have many shades like, blood color rose color etc.

Categorization is means by which objects are identified. For example pattern recognition. Dog is a category even there are many kinds of dogs. If we have never seen particular object before but we can recognize it because of its category.

Categorization reduces the need for constant learning. We don't need to learn about the new dog but we know this is dog because it can bite and bark. No need to learn about every single object.

Because we have learnt it before.

Categorization helps us decide appropriate action. We have categorized the thing that's why they are easy to learn and remember. For example we know about the things whether they are good or bad, poisonous or non-poisonous. We know how to behave in front of dog if the dog is guard dog or kept dog. So our response is according to the category.

Categorization helps us order and relate object. For example a category of chair, there are many types of categories like there drawing room chair, kitchen chair, kid's high chair, dinning room chair,

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

wheel chair. But the category is chair we have many sub categories. It makes difference and allows us to make a hierarchy of system that helps us in ordering and relating things. Like Chair, highchair, furniture.

Q.16 Stephen Read Categorization conclusion

At the top row the faces were named category one and the second row was named the category 2. The last row was called novel faces. After showing the first row and second row subjects were shown a novel face and were asked if this face belonged to category one or category two.

Categorization rules

They developed some rules prior to the experiment. These rules were;

1. Nearest neighbor rule

Matches an item to the test item is called nearest neighbor rule. Subjects compare the novel face with both categories and included this face to the above given categories.

2. Average distance rule

Matches test item on the basis of average similarity is called average distance rule. On the average this face is matched with one category or second category.

3. Prototype rule

Matches prototype with test item is called prototype rule. By averaging all faces subjects make a prototype and then match novel face with this prototype.

4. Feature frequency rule

Selects on Most feature matches is called feature frequency rule. The answers were included in one category according to the frequency.

Results:

58% subjects said that they averaged the features.

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Over 50% used prototype.

Over 20% use the feature frequency rule.

Subjects were shown 25 novel faces.

Conclusion:

Prototype strategy was the most frequently used strategy.

Feature frequency rule was the second best.

Q.17 Sternburg memory size

implications

Sternberg argues that subjects compare target letter with each letter in the set. The time taken by each comparison is 38ms. His model was called Serial processing model. Anderson proposes that target letter is compared with all the letters at the same time; the duration increases because the activation is spread across letters.

Assimilation

Assimilation means modifying one's environment so that it fits into one's already developed ways of thinking and acting. For example, when a child hoists a banana and runs around in a circle shouting Look- it's a jet. The child is assimilating the banana into ways of thinking and behaving that are already in place.

2. Accommodation

Accommodation means modifying oneself so as to fit in with existing characteristics of the environment. For example the child who, for the first time, manages to peel a banana and adjust his mouth so that the banana will fit into it has accommodated his ways of thinking and behaving to the banana as it really is.

Q.20 Episodic versus Procedural

Amnesia patients forget their names but don't forget how to brush their teeth.

~~Like in films or movies, hero or heroine is injured and his or her memory is lost. They forget about~~

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

themselves but they know how to wear dress or how to make shave. So in amnesia episodic memory become upset.

In semantic memory we remember meanings of things.

Q.21 Why researchers discounted the experiment that was conducted by Penfield

Penfield (1959) conducted an experiment to report this notion.

In that experiment as a neurosurgical procedure, he electrically stimulated parts of patients' brains and asked them to report what they experienced (patients were conscious during the surgery but the stimulation technique was painless). In this way Penfield was able to determine the function of various portions of the brain. Stimulation of the temporal lobes led to reports of memories that patients were unable to report in normal recall, for instance, events from their childhood.

It was as if Penfield's stimulation activated portions of the memory network that spreading activation could not reach. Unfortunately, it is hard to know whether the patient's memory reports were accurate, since going back in time to check on whether the events reported actually occurred was nearly impossible. Therefore, although suggestive, the Penfield experiments are generally discounted by memory researchers. Even so, the question of forgotten memories and its importance remains the same.

Q.22 Enlist Biederman's three stages in recognition of object?

Biederman (1987) proposed three stages in recognition of an object as a configuration of simpler components

1. Segmentation into sub-objects

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

2. Classify the category of each sub-object
3. Recognition as a pattern made of sub-objects

Q.23 Concept of phonological rehearsal

The phonological loop allows people to rehearse or practice verbal information so that it is more easily remembered at a later time. It also helps people stay focused. For example, people often talk to themselves when they need to concentrate on a difficult task.

This phonemic information is then readily available for manipulation during phonological awareness tasks. Nonword repetition (e.g., repeat /pæg/) is one example of a phonological working memory task.

Q.24 Enlist three mnemonic techniques that are used to improve memory

1. acronyms and acrostics
2. chunking
3. method of loci.
4. songs and rhymes

Mnemonic techniques can include **songs, poems, rhymes, outlines, images and acronyms.**

Mnemonics give meaning to something ordinary to make it more memorable when you try to recall it. This technique is useful for storing information in both your short- and long-term memory.

Q.25 Short-term memory is limited, it is blessing of Allah. Explain

Short-term memory, often referred to as working memory, is the cognitive function that temporarily holds and processes information we need for immediate tasks. It's like a mental workspace that allows us to manipulate and use information in our daily activities. From a perspective that involves religious beliefs, some may interpret the limitations of short-term memory as a blessing from Allah (God). This limitation encourages us to focus on the present moment, helps prevent information

overload, and encourages mindfulness and reliance on Allah for guidance. It's a reminder of our

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

human nature and the need to remain present and connected to our surroundings and the tasks at hand.

26. M.C.Q" is example of recogniton explain? 3 marks

M.c.q is an example of recognition.

In recognition we choose the correct answer from given options.

Option are given to choose correct answer.

E.g

Loci mean

A. Locus

B. Location

Option B is correct.

Q.27 Linguistic Intuition

Another feature that linguists want a grammar to explain is the linguistic intuitions of speakers of the language. Linguistic intuitions are judgments about the nature of linguistic utterances or about the relationship between linguistic utterances.

Some examples of linguistic intuition are given in Urdu.

For example,

Larki nay Larkay ko maara

Larkay nay larki say maar khai

Psy504 Finalterm July 2024

Paper # 1

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Q.1 What is categorization?

Categorization is means by which objects are identified. For example pattern recognition. Dog is a category even there are many kinds of dogs. If we have never seen particular object before but we can recognize it because of its category. Categorization reduces the need for constant learning. We don't need to learn about the new dog but we know this is dog because it can bite and bark. No need to learn about every single object. Because we have learnt it before. Categorization helps us decide appropriate action.

Q.2 Different links of nodes pattern.

Excitatory connections

These are those connections that make other nodes active. Those nodes are connected with excitatory connections they are active or charged.

Inhibitory connections

Those connections that make other nodes relax and switch off. Because of these connections the neural network exists.

Q.3 Role of imaginary in case of athletes?

Imagery and Athletes

Russian psychologist Gregory Raiport (1972-1976) trained athletes to perform mental rehearsals. Good performance needs practice. But in every situation practice is not possible and physical practice also have limit. Gregory worked on imagery with athletes to increase their performance. The athletes are taught to imagine or visualize themselves performing the different stages of the event. They found that neuromuscular practice is very beneficial and valuable for athletes. Athletes should store moving images in their minds.

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Q.4 What is encoding?

Encoding is a process of transfer the information from short term memory to long term memory through codes. Encoding in LTM is happened and there is a relationship between STM and LTM.

Q.5 Enlist 3 Word start with WOR".

Here are three words that start with "WOR":

1. World
2. Worry
3. Work

Q.6 Penfield experiment?

Penfield (1959) conducted an experiment to report this notion. In that experiment as a neurosurgical procedure, he electrically stimulated parts of patients' brains and asked them to report what they experienced (patients were conscious during the surgery but the stimulation technique was painless). In this way Penfield was able to determine the function of various portions of the brain. Stimulation of the temporal lobes led to reports of memories that patients were unable to report in normal recall, for instance, events from their childhood. It was as if Penfield's stimulation activated portions of the memory network that spreading activation could not reach. Unfortunately, it is hard to know whether the patient's memory reports were accurate, since going back in time to check on whether the events reported actually occurred was nearly impossible. Therefore, although suggestive, the Penfield experiments are generally discounted by memory researchers. Even so, the question of forgotten memories and its importance remains the same.

Q.7 Sensory memory and semantic difference

Sensory memory means we remember analog representations of things. Sensory representation is

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

analog representation .It represents original things.

Sensory Memory

Sensory memory is the shortest-term element of memory, capturing sensory information from the environment. It lasts only a few seconds.

Example: Seeing a lightning flash or hearing a sound. For instance, when you look at a scene, your sensory memory retains a brief snapshot of the entire image, but details quickly fade unless you pay attention to them.

Semantic Memory

Semantic memory is a type of long-term memory involving the capacity to recall general knowledge and facts about the world. It can last from days to years.

Example: Knowing that Paris is the capital of France or that a lemon is sour. For instance, recalling that the Eiffel Tower is in Paris is a piece of information stored in your semantic memory

Q8. Enlist last three stages of PQ4R

This is also an important technique it is consisted on these phases. The PQ4R method drives its name from the six phases these are

Preview

Questions

Read (Answer questions)

Reflect (Link with what you already know)

Recite (Recall)

Review (go through it mentally, answer questions)

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Psy504 paper #2

Q.1 Define subordinate category with example

"It is a small category at the bottom of the hierarchy." e.g. lamp, screw-driver, truck etc. screw driver is a specialized category. There are many types of table such as, coffee table, lamp table, etc. another example is car like 100 cc car 800 cc car etc.

We can explain these three levels in this way :

Level 1. Furniture

Level 2. Chair

Level 3. Drawing room chair

Q.2 Peter'son and Peter'son details and result

Peterson & Peterson (1959) conducted an experiment to illustrate the transient character of short term memory at Indiana University. They had subjects study three consonants (KCB) and then asked for recall of the letters after various intervals of time up to 18 seconds. And then had subjects count backward by three during the retention interval. Thus, following presentation of the letters, subjects might be asked to count backward by threes as fast as possible from 506, 509, 512 and so on. They asked subjects count backward until the signal (light). This diagram is showing the results. There is retention interval on X-axis and there is percent correct on y-axis.

Implications

Peterson and Peterson concluded. Information in STM decays very quickly. In 18 seconds subjects are performing at less than 20% accuracy level. But is it decay or interference?

For giving this answer of this question Waugh & Norman (1965) conducted a clever experiment. They

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

said decay is due to interference. In their experiment they presented list of 16 single digits. The last digit (probe) had occurred only once before in the list. The task was to report the letter after the probe. For example the list is ...1, 2,7,6,8, 2 the correct answer = 7. Subject had to listen list and then reported what is the last number of last word. They varied the number of interfering items. They varied the rate as 1 digit or 4 digits per second. The purpose of varying the rate of presentation was that they thought when we vary the presentation then we can capture time factor.

Q.3 Alan baddeley explain with central executive

Alan Baddeley's presented a model of working memory. The simple representation of his model is given below.

He said about sound rehearsal not meaning. He talked about a phonological rehearsal loop because of sound rehearsal. For example we revise telephone numbers not because of meaning but because we want to remember that. But on chess board we cannot verbally rehearse visual image. In our short term memory we have a sketch pad. On that sketch pad we watch important things. He also said about central executive that control all the memory system. This central executive decides about attention, and memory. This central executive makes decision about the information that it match with long term information or not. This is the broader concept Baddeley's model. According to this loop process every decision is made by this central executive.

Q.4 Implementation of Priming

Priming in psychology refers to the effect where exposure to one stimulus influences the response to another stimulus. This concept has wide applications in cognitive psychology, behavioral science, and marketing. Here's a simplified guide to understanding its implementation.

Steps for Implementing Priming

1. Identify the Target Response: Determine the desired behavior or reaction.

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

2. Select the Prime: Choose a stimulus that is likely to activate related memories or concepts.
3. Expose the Prime: Present the prime to the individual.
4. Measure the Response: Observe and measure the effect of the prime on the target behavior.

Priming is a powerful tool that can subtly influence behavior and responses. By understanding and implementing priming techniques, one can harness its potential in various fields, from marketing to education.

Q.5 Encoding variability

This is a way in which context influences memory. It is referred encoding effects because the contexts affecting what is encoded into the memory trace that records the event. Learn the same material in different rooms. Try and change places, positions and contexts. Research evidence points to need for variety of situation.

Q.6 Recognition of Object

Third, having identified the pieces out of which the object is composed and their configuration, one recognizes the object as the pattern composed from these sub-objects or pieces. Thus, recognizing an object is like recognizing a letter; the sub-objects become the features. Minor details and variations don't matter. As in the case of letter recognition there are many small variations on the underlying features geons that should not be critical for recognition. Edges are more important than texture to define geons. Color, texture, and small detail should not matter. This predicts that schematic line drawings of complex objects which allow the basic geons to be identified should be recognized as quickly as detailed color photographs of the objects.

Q.7 Waugh & Norman Implications

Waugh & Norman (1965) concluded that it is difficult to maintain information in working memory. It

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

has a limited capacity. Information decays quickly in working memory. If unattended the item in working memory will rapidly decay a way in their level of activation. Some people gave the idea that there are some slots in working memory. Working memories have a fixed number of slots?

Psy504 paper #3

Q.1 Discuss schema theory.

Schema is a Greek word which means frame. Schema Theory refers to a collection of models presuming that we encode such knowledge clusters into memory and use them to comprehend and store our experiences.

Q.2 Categorization rules

They developed some rules prior to the experiment.

These rules were;

1. Nearest neighbor rule

Matches an item to the test item is called nearest neighbor rule. Subjects compare the novel face with both categories and included this face to the above given categories.

2. Average distance rule

Matches test item on the basis of average similarity is called average distance rule. On the average this face is matched with one category or second category.

3. Prototype rule

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Matches prototype with test item is called prototype rule. By averaging all faces subjects make a prototype and then match novel face with this prototype.

4. Feature frequency rule

Selects on Most feature matches is called feature frequency rule. The answers were included in one category according to the frequency.

Q.3 Recall versus recognition which is better human behavior?

Consistent with the hypothesis that there exists in memory information that we cannot recall is the fact that we can recognize many things we cannot recall. This phenomenon suggests that information can be in memory even though it cannot be activated in the recall test situation. The memory network analysis makes clear the reason that recognition often works even when recall fails. So, recognition is generally better than recall.

Q.4 write Piaget's Cognitive Development stages

Jean Piaget (1970), a Swiss biologist, philosopher, and a Psychologist studied own children in great detail. And he has developed the most detailed and comprehensive theory of cognitive development. Piaget proposed his cognitive development theory that consists of distinct Stages.

5. Sensorimotor stage 0-2

6. Preoperational stage 2-7

7. Concrete operational stage 7-11

8. Formal operational stage 11 onwards

Q.5 Magic number 7

John Miller was a great cognitive psychologist. He presented model of memory

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

He wrote in an article, "My problem is that I have been persecuted by an integer. For seven years this number has followed me around, has intruded in my most private data, and has assaulted me from the pages of our most public journals. This number assumes a variety of disguises, being sometimes a little larger and sometimes a little smaller than usual, but never changing so much as to be unrecognizable. The persistence with which this number plagues me is far more than a random accident. There is, to quote a famous senator, a design behind it, some pattern governing its appearances. Either there really is something unusual about the number or else I am suffering from delusions of persecution."

This number is 7. He said it is very important. It is limit of items how many items we can keep in our memory. Plus minus 2 is range of 7. some people can remember 5 numbers and some can remember 9 numbers. It means $7-2=5$, $7+2=9$.

Q.6 Anderson Fan Effect

Anderson (1974) performed an experiment. He had subjects to memorize 26 facts. In these statements some persons were paired with only one location and some locations with only one person. Other persons were paired with two locations and other locations were paired with two persons. Each statements was followed by two numbers, reflecting the number of facts associated with the subject and the location. For instance, sentence 3 is labeled 2-1 because their subject occurs in two sentences (sentences 3 and 4) and its location occurs in one sentence (sentence 3).

The sentences were;

The doctor is in the bank. (1-1)

The fireman is in the park. (1-2)

The lawyer is in the church. (2-1)

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

The lawyer is in the park. (2-2)

Q.7 Dual theory

Dual theory in psychology refers to models that describe two systems or types of thinking in human cognition. These models are often used to explain how people process information and make decisions.

Applications

Decision Making: Understanding when to rely on intuition (System 1) versus analytical thinking (System 2).

Problem Solving: Recognizing the need for different approaches depending on the nature of the problem.

Examples

Daily Life: Deciding what to wear (System 1) vs. planning a financial investment (System 2).

24 July 2024 12:00 pm psy504 paper #4

Q.1 Enlist three essential features that make a mango orange and apple belong to same category.

Dictionary Definition of Fruit (A category):

"The edible product of a plant or a tree consisting of a seed and its envelop. The envelop is juicy and pulpy." e.g. apple, orange and plum etc.

features:

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Edible, Contains seed and juicy/pulpy envelope

Examples: Orange, Apple, Mango

Q.2 Three stages of Biederman sub objects

Biederman (1987) has proposed that there are three stages in recognition of an object as a configuration of simpler components.

1. Segmentation into sub-objects
2. Classify the category of each sub-object
3. Recognition as a pattern made of sub-objects

Q. 3 Which game is the queen of game and why?

Chess is a queen of games. Because it needs high level of thinking.

Q.4 Two stages of Piaget cognitive development

Sensorimotor stage 0-2

Preoperational stage 2-7

Q.5 Brewer & Treyns theory 3 main results

Results

The results of that experiment were

29 out of 30 recalled Chair, desk, and walls

Only 8 subjects recalled it had a skull

9 subjects recalled it had books which it did not.

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Q.6 Long term memory

A memory that lasts more than 20 seconds is Long term memory. So if you can recall something after 20 seconds it is in your LTM. Long Term Memory is an infinite storehouse.

Different Kinds of long term memory are;

1. Procedural versus Semantic Memory
2. Episodic Memory

Encoding in LTM is happened and there is a relationship between STM and LTM. Different experiments on this relationship have been conducted and models were presented such as Atkinson & Shiffrin, and Andersen models.

Q. 7 Rules of categorization

1. Nearest neighbor rule

Matches an item to the test item is called nearest neighbor rule. Subjects compare the novel face with both categories and included this face to the above given categories.

2. Average distance rule

Matches test item on the basis of average similarity is called average distance rule. On the average this face is matched with one category or second category.

3. Prototype rule

Matches prototype with test item is called prototype rule. By averaging all faces subjects make a prototype and then match novel face with this prototype.

4. Feature frequency rule

PSY504 FINALTERM SUBJECTIVE

REGARDS: Be Kind To Yourself(S.malik)

Selects on Most feature matches is called feature frequency rule. The answers were included in one category according to the frequency.