

Quiz #5

Name: _____

1. Name two heuristics we studied, and describe a hypothetical example of someone making an error in judgment when using each of those heuristics. [2 pt; DM Day 2]

2. “If it is the last day of class (LDOC), all Duke students are drunk.” Based on the above statement, please evaluate the *deductive inferences* below, by labeling each one as either valid or invalid. [2 pts; DM Day 3]

- _____ “It is LDOC; therefore all Duke students are drunk”
- _____ “Not all Duke students are drunk; therefore, it is not LDOC”
- _____ “All Duke students are drunk; therefore, it is LDOC”
- _____ “It is not LDOC; therefore, not all Duke students are drunk”

3. One of our section themes was about how we can change people’s minds. Draw on your readings, podcasts/other SciComm articles, and class discussions to describe two distinct findings about what psychology suggests is the answer to this question [2 pts; DM Day 2]

4. One of our class activities focused on applying the decision-making research that we discussed over the course of three days to Science Communication. Describe one concrete application of the research to how you approach Science Communication [1 pt; DM Day 3]

5. We can reduce errors in eyewitness testimony by doing all of the following EXCEPT [1 pt; False Memory]
- A. Using a sequential line-up instead of a simultaneous line-up, since a simultaneous line-up encourages eyewitness to make relative judgments
 - B. Ensuring that the individual administering the line-up does not know if the suspect is in the line-up, preventing the likelihood of confirmation feedback bolstering eyewitness confidence
 - C. Pointing out that someone who looks familiar is likely familiar for a reason, irrespective of whether you actually know why they look familiar
 - D. Informing the witness that the suspect may or may not be in the line-up and including people who look similar to the suspect so that there will be fewer misidentification errors of innocent people

6. Which of the following statements on studying false memory is NOT true? [1 pt; False Memory]
- A. Researchers can study false memory by presenting participants with a list of words that are semantically related and then look for whether participants added in non-studied words that are thematically consistent with the others
 - B. Researchers can study false memory by testing whether participants notice details inconsistent with an older memory (e.g., childhood) and suggestively questioning participants about what they witnessed
 - C. Researchers can study false memory by investigating the conditions under which participants might witness a crime or be subjected to as suspects, such as sleep deprivation and highly arousing scenarios
 - D. Researchers can study false memory by taking participants to the scene of a new memory they hope to implant and asking them whether they've been there before

7. Compare and contrast what the Pennycook and Rand (2018) (lazy, not motivated reasoning), Fazio et al. (2015) (illusory truth), Grinberg et al. (2019) (fake news on twitter) and Vosoughi et al. (2018) (spread of true and false news) papers suggest to us about misinformation. What makes misinformation spread or makes people believe in misinformation? Give at least two examples. [2 pt; Misinformation]

8. We've read about some suggestions for how to combat misinformation, via Grinberg et al. (2019), examples of other countries, Lazer et al. (2018) (scientists summarizing psychology of fake news) and Lombrozo (2018) (interview with one of those scientists). What is one concrete suggestion made for how to combat misinformation? [1 pt; Misinformation]