Quiz #6
Name: _____

1. What was your favorite section topic this term? Describe two things that you thought was interesting from that section topic [2 pt; Any]. To refresh your memory, we have discussed:

- Perception,
- Attention (Days 1 & 2),
- Emotion (Days 1 & 2),
- Language,
- Working Memory / Cognitive Training,
- Long Term Memory: Structure,
- Long Term Memory: Processes & Mechanisms,
- Autobiographical Memory,
- Knowledge / Categorization,
- Decision-Making,
- Motivated Reasoning,
- Cognitive Biases,
- False Memory,
- Misinformation,
- Collective Memory,
- Creativity & Problem-Solving,
- Learning & Motivation,
- Imagery,
- Education (yesterday & today).

Use the blank space to the right of the bullets for #1.

2. Hard et al. (2019) asked student participants: "(1) What did you learn in Intro Psych that has been useful to you in your other classes? (2) What did you learn in Intro Psych that has been useful to you in your life in general?" Can you answer these questions, but as they relate to this class, Intro Cog Psych? [1 pt; Education]

3. Which of these is NOT true of insight? [1 pt; Creativity & Problem-Solving]

A. It is part of the information processing approach to problem-solving
B. Overcoming functional fixedness is one example of it
C. It is defined as the sudden realization of a problem's solution
D. It is thought to be preceded by restructuring the initial representation of the problem

4. According to the information processing approach to problem solving, the purpose of subgoals is to [1 pt; Creativity & Problem-Solving]

A. Bring the problem solver closer and closer to the goal state
B. Create insight
C. Move the problem solver directly from the initial state to the goal state
D. Avoid the need to perform a means-end analysis

5. Which of the following is NOT evidence for perception and imagery sharing similar cognitive mechanisms? [1 pt; Imagery]

A. fMRI studies showing that when you're perceiving whether the stripes in one quadrant are longer than others activates similar brain regions as when you're relying on your mental image of the stripes display
B. TMS studies showing that participants have performance decrements across perception and imagery when targeting the same brain region (e.g., visual area)
C. A neuropsychological patient who, after a surgery to remove part of her visual cortex, needed to mentally walk farther before an image filled her visual field
D. Neuropsychological patients who have separate brain regions that are lesioned, but who show deficits in perception but not imagery, and imagery but not perception

6. Which of the following has been used as an argument AGAINST the idea that imagery is spatial in nature? [1 pt; Imagery]

A. The results of scanning experiments
B. Depictive representations
C. The tacit-knowledge explanation
D. The distinction between propositional and spatial representations

7. Describe one concrete difference between collective memory and history and one example of how this was exemplified in the paper discussing collective memory of WWII [1 pt; Collective Memory].

8. Describe what prediction error is and how it might be used to study curiosity (like, for example, in the Marvin and Shohamy paper we discussed) or decision-making related topics (like, for example, if you applied the concept to other research) [1 pt; Learning and Motivation].

9. Describe one educational intervention that we discussed either today or yesterday: what is it and how does it work? [1 pt; Education].