

SENSURVEILEDNING

Emnekode og navn: PSY1122/PSY1502/PSYK4122 Introduction to Cognitive Psychology	Semester / År / Eksamenstype: V2024/ Skriftlig eksamen, 4 timer
Answer two out of the following three questions:	
Svar på to av følgende tre oppgaver:	
Oppgave 1: Eng: Does cognition influence perception? No: Påvirker kognisjon persepsjon? Nyn: Påverkar kognisjon persepsjon?	
Oppgave 2: Eng: What is language and how is it perceived by humans? No: Hva er språk og hvordan oppfattes det av mennesker? Nyn: Kva er språk og korleis vert det oppfatta av menneske?	
Oppgave 3: Eng: Describe the long-term memory systems. What kind of information can each of them store? No: Beskriv systemene for langtidshukommelse. Hvilken type informasjon kan hvert av dem lagre? Nyn: Skildre systema for langtidshukommelse. Kva type informasjon kan kvar av dei lagre?	
Relevant pensumlitteratur:	
Gilhooly, K., Lyddy, F. and Pollick, F.: Cognitive Psychology.	

Eksamenskrav:

Oppgave 1:

A body of published research has shown that our “higher order” cognitive processes such as beliefs, desires, and motivations can exert significant top-down influences on basic perceptual processes, altering our basic visual perception. The question of whether there are top-down effects of cognition on visual perception is one of the most foundational questions that can be asked about what perception is and how it works, and it is therefore no surprise that the issue has been of tremendous interest – not only in all corners of psychology, but also in neighboring disciplines such as philosophy of mind.

The relationship between cognition and perception is a complex and ongoing area of research though. While some studies suggest that higher-order cognitive processes can exert significant top-down influences on basic perceptual processes, altering our basic visual perception, other studies argue that none of these studies provide compelling evidence for "cognitive penetrability."

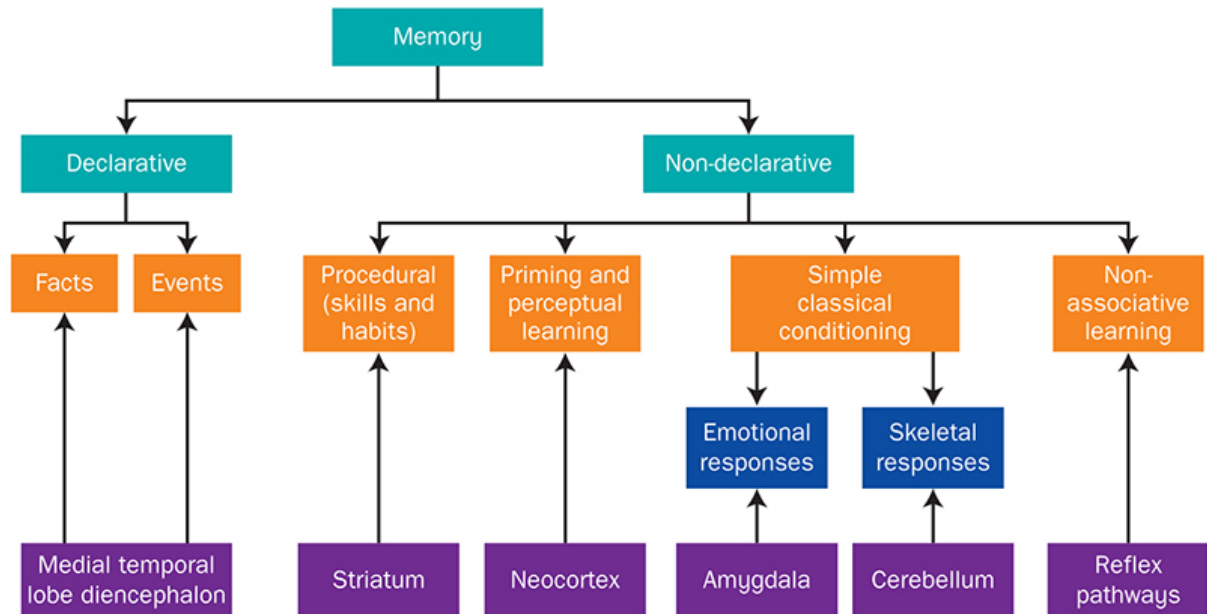
There is a growing consensus that such effects are ubiquitous, and that the distinction between perception and cognition may itself be unsustainable. However, some researchers insist that perception can proceed independently of cognition. It is clear that perception and cognition are tightly related, and perceptual information guides our decisions and actions, and shapes our beliefs. At the same time, our knowledge influences the way we perceive the world. It is possible to train and improve perception with cognitive stimulation, which requires processing information with both bottom-up and top-down processing. Overall, the relationship between cognition and perception is complex and multifaceted, and more research is needed to fully understand the nature of this relationship. If students tell a story in their answers about perception including bottom-up and top down processes that is good. They also may include the distinction of direct and indirect perception. That is fine too. Based on the knowledge from the literature and the lectures they should be able to write a knowledgeable essay on this topic.

Oppgave 2:

As this question is relatively open it will usually require for the students to narrow down to cover some topics. Depending on what students wish to focus on, diving into the more linguistic terms in defining language, as well as describing it as communication system with differences as well as similarities compared to animal communication systems would be good. This last approach could include a discussion of some or all of Charles Hockett’s criteria for language. Explanations of the challenges and fundamental processes in perceiving language are relevant: The invariance problem, segmentation, speech perception, categorical perception are all very relevant topics to discuss. So are top-down influences, audiovisual perception. An explanation of one or more models of speech perception could be included. Perception of both auditory and visual perception of language is relevant here. If something is excluded and just a few topics are focused, the answer should be more in-depth on those.

Oppgave 3:

For the structure of long-term memory, the answer could contain all or some of the systems included in this figure by Squires. A partitioning into declarative and non-declarative memory is natural and required but it is not necessary to reproduce the figure:



One could cover all topics, or one could cover a few. If the latter approach is chosen, a more in-depth explanation of the ones chosen will be required.

Karakterbeskrivelse:

<https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen>

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