AP Psychology Ch.6-10 Cheat Sheet Cheat Sheet

by MelissaM021004 via cheatography.com/122490/cs/22773/

People

Albert Bandura	Investigated observational learning
Alfred Binet	Pioneered formula for mental age, later used in calculating IQ
B.F. Skinner	Named "operant condition" and showed that responses are repeated if consequences are favorable; said enviro-nment governed language development
Charles Spearman	Creator of general intelligence factor
David Buss	Found women like status and ambition while men like physical aspects
David Wechsler	Made IQ test for adults
Elizabeth Loftus	Researched memory and how misinformation effect creates doubt in eye-witness testim-onies
Ellen Winner	Profoundly gifted kids suffer more from emotional/social problems than moderately gifted kids
E.L. Thorndike	One of the first to research operant conditioning with a cat in a puzzle box
Francis Galton	Interested in link between intelligence and heredity

People (cont)

Herman Ebbinghaus	First to study memory and used nonsense syllables on himself
George Miller	Short term memory; said we can hold 7+/-2 items in short term memory at a time
Howard Gardner	Theory of multiple intell-igences
Ivan Pavlov	Russian physiologist who conducted the experiment with the salivation of dogs; found classical conditioning
John B. Watson	Founder of behaviorism and conducted early study of generalization
John Garcia	Conducted studies on taste aversion
Lewis Terman	Revised Binet's IQ test and made norms for American children
Noam Chomsky	Kids learn syntax and rules of language rather than memorize specific verbal responses
Robert Sternberg	Created successful intell-igence theory
Stanley Schnaster	Created two factor theory of emotion
Sue Savage Rumbaugh	Taught Kanzi how to speak with pictures and proved animals could understand language

People (cont)

Walter Cannon	Said thalamus sends signal to cortex and autonomic system simultaneously
William James	Said emotion results from perception of autonomic arousal
William Masters and Virginia Johnson	Studied the sexual response cycle through observation and experiment

Memory

Chunk	Group of familiar stimuli stored as a single unit
Cocktail Party Phenomenon	Focusing on one aspect of something and forgetting about the rest
Elaboration	Linking stimulus to other information while encoding
Encoding	Forming a memory code
Flashbulb Memories	Vivid and detailed memories of big events (ex. 9/11)
Long-Term Memory	Infinite capacity and can store information for long periods of time
Rehearsal	Repeating information aloud or thinking about it constantly to move to long term memory
Retrieval	Recover information from storage
Self-Referent Encoding	Deciding if and how inform-ation is relevant and worthy of keeping in memory

By **MelissaM021004**

cheatography.com/melissam021004/

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Memory (cont)

Sensory Memory	Information kept in its original sensory form for 1/4 of a second
Storage	Maintaining encoded information in memory over time
Short-Term Memory	Limited capacity (5-9 items) and can store unrehearsed information for 10-20 seconds

Memory Systems

Conceptual Memory	Classification system with many levels based on common properties
Connectionist Model/ Parallel Distributed Processes	Cognitive processes rely on neurons that resemble computational networks
Declarative Memory	Handles factual information
Echoic Memory	Perfect brief (3-4 seconds) memory for sound
Episodic Memory	Chronological recollections of personal experiences
Explicit Memory	First thing we think of, normally memories or facts
Iconic Memory	A split-second perfect photograph of a scene
Implicit Memory	Unintentional memories

Memory Systems (cont)

Nondeclarative Memory	Handles memories for actions, skills, and emotional responses
Schemas	Organized cluster of knowledge about a particular topic
Semantic Memory	General knowledge not tied to time
Semantic Network	Nodes (concepts) joined by linking paths

Forgetting

Anterograde Amnesia	Loss of memory **after** onset of amnesia
Decay Theory	Things are forgotten because memory fades over time
Forgetting Curve	Graph showing forgetfulness and retention
Hindsight Bias	Shaping one's interpretation of the past to fit how events turned out
Interference Theory	People forget information because of competition for other material
Misinformation Effect	Recollection of event altered by misleading post-event information
Proactive Intereference	Previously learned information interferes with retention of new information
Tip-of-the-Tongue Phenomenon	Temporarily not being able to remember something; feeling as if information is just out of reach

Forgetting (cont)

Repression	Keeping distressing thoughts and feelings in the unconcious
Retroactive Interference	New information impairs retention of previously learned information
Retrograde Amnesia	Loss of memory **before** onset of amnesia
Serial Position Effect	Tendency to forget the middle things of a list
Source Amnesia	Not being able to remember the source of information and thinking you just knew it
Source Monitoring Effect	Memory from one source is mistaken for coming from another source

Classical Conditioning

Classical Conditioning	Stimulus can evoke a response that was evoked by another stimulus
Conditioned Response	Learned reaction to conditioned stimulus
Conditioned Stimulus	Previously neutral stimulus that provokes new reaction
Higher-Order Conditioning	Conditioned stimulus acts like an unconditioned stimulus
Instinctive Drift	Animal instincts interfere with conditioning process
Pavlonian Conditioning	Another name for classical conditioning used as a tribute to Pavlov
Stimulus Discrimination	Only providing a response to one specific stimuli

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Classical Conditioning (cont)

Stimulus Generaliz-ation	Reacting to two similar stimuli in the same way
Uncond-itioned Response	Natural reaction to a stimulus
Uncond-itioned Stimulus	Provokes a natural response

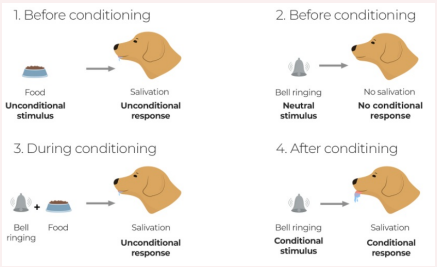
Operant Conditioning

Bobo Doll Experiment	Kids shown aggressive adults to see if they were aggressive (they were)
Condit-ioned Reinforcers	Have reinforcing qualities similar to primary reinforcers
Escape Learning	Response developed to end undesirable event
Law of Effect	Positive behavioral conseq-uences lead to behaviors being repeated while punish-ments cause the extinction of that behavior
Negative Reinfo-rcement	Removing something undesi-rable in order for an event to be repeated
Operant Condit-ioning	Conditioning that involves consequences
Positive Reinfo-rcement	Adding something desirable in order to an event to be repeated
Primary Reinforcers	Reinforcements needed to live (ex. food)
Punishment	Adding/removing something so that an action is not repeated
Reinfo-rcement	Events following response that increase likelihood of that response being repeated

Operant Conditioning (cont)

Secondary Reinfo-rcers	Reinforcers based on one's wants (ex. phone)
Shaping	Using reinforcements and punishments to get a certain behavior
Skinner Box	Rats were shocked slightly until they pushed a lever to receive food

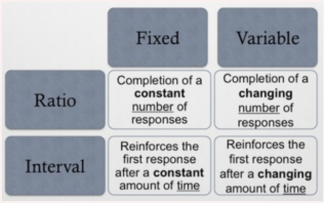
Pavlonian Conditioning



Reinforcement Schedules

Continuous Reinfo-rcement	Everything in a response is reinforced
Fixed-Int-erval Schedule	Reinforcer given after a period of time
Fixed-Ratio Schedule	Reinforcer given after set number of unreinforced responses
Intermitt-ent/Partial Reinfo-rcement	Only reinforcing designated response sometimes
Variable-Int-erval Schedule	Reinforcer given a random time period after first response
Variable--Ratio Schedule	Reinforcer given after random number of non-re-inforced responses

Reinforcement Schedules



Types of Intelligences

Crysta-llized Intell-igence	Ability to apply acquired skills and knowledge to problems
Emotional Intell-igence	Ability to perceive, understand, manage, and use emotions
Fluid Intell-igence	Ability to reason, memory capacity, and speed of inform-ation processing
Intell-ectual Disability	Subnormal mental ability and deficiencies in every day things before the age of 18
Practical Intell-igence	Sees all aspects of a problem; good decisions; poses problems in an optimal way
Social Intell-igence	Accepts others for what they are; thinks before speaking; sensitive to other people's needs and desires
Verbal Intell-igence	Verbally fluent; speaks clearly; knowledgeable in a certain field; reads with high compre-hension

Sex

Bisexual	Seek emotional sexual relati-onships with members of either sex
Estrogen	Primary female hormone

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Sex (cont)

Hetero-sexual	Seek emotional sexual relationships with the opposite sex
Homosexual	Seek emotional sexual relationships with the same sex
Refractory Period	Time after orgasm in which males are unresponsive to further stimulation
Sexual Disorder	A problem that consistently impairs sexual arousal or function
Sexual Orientation	A person's preference or emotional and sexual relati-onships in their sex
Sexual Response Cycle	Excitement, plateau, orgasm, resolution
Testos-terone	Primary male hormone
Vasoconge-stion	Engorgement of blood vessels to produce an erection

Parts of Language

Language	Symbols that convey meaning with rules on how to put them together to mean an infinite number of things
Morphemes	Smallest unit of speech; 100 possible but 40 in English
Phonemes	Smallest distinguishable unit of speech; 50,000 in English (root words, prefixes, suffixes)
Semantics	Concerned with meaning of words and their combin-ations; deepest way to encode
Syntax	System of rules in a language (grammar rules)

Learning Language

Fast Mapping	When young kids remember a word by only seeing it once
Language Acquis-ition Device	Innate process that helps one learn a language
Overex-tension	Child uses a word for a wider set of objects or actions than intended (calls every circular thing a ball)
Overre-gulari-zation	Incorrect application of grammatical rules (feets instead of feet)
Telegr-aphic Speech	Consists or two word phrases (Give food)
Undere-xtension	Child uses a word for a smaller range of objects than intended (only calls their dog a dog)

Problem Solving

Algorithm	Step-by-step procedure for trying all alternatives searching for a solution
Decision Making	Evaluating alternatives and making decisions
Framing	The way in which questions are worded
Functional Fixedness	Seeing an item as its most common use
Heuristic	Guiding principle used in solving problems or making decisions (going right is always right)
Incubation	New solutions arising after taking a break from solving

Problem Solving (cont)

Insight	Suddenly discovering correct solution to a problem after struggling for a while
Mental Set	Using something again because its worked before
Problem Solving	Efforts made to discover what must be done to achieve a goal
Problem Space	Set of possible pathways to a solution considered by the problem solver
Risky Decision Making	Making uncertain choices
Semantic Slanting	Choosing words to elicit an emotional response and gain a certain reaction or solution
Theory of Bounded Ration-ality	Using simple decision making strategies which often result in irrational decisions (choosing C on a test when you're lost)

Heuristics/ Fallacies

Availability Heuristic	Basing estimates on what one has seen
Belief Bias	Illogical conclusions to confirm previous beliefs
Belief Persev-erance	Maintain a belief even after evidence contradicts it

Heuristics/ Fallacies (cont)

Conjunction Fallacy	Estimating that odds of two events happening together are greater than them happening by themselves
Gambler's Fallacy Heuristic	Believing probability of something happening will increase if it hasn't happened in a whille
Representativeness Heuristic	Basing estimates on how similar it is to a prototype

Test Types

Achievement Test	Asses a person's mastery and knowledge on a topic
Aptitude Tests	Tests specific types of mental abilities
Intelligence Tests	Measures general mental ability
Personality Tests	Measures various aspects of one's personality
Psychological Test	Standard measure of a sample of a person's behavior

Test Verification

Construct Validity	How well evidence lines up a hypothetical costruct
Content Validity	Degree to which test content represents domain its supposed to cover
Correlation Coefficient	Degree of relationship of two variables
Criterion Relate Validity	Comparing two assessments that should represent the same information

Test Verification (cont)

Percentile Score	Percent of people who score at or below a certain score
Reliability	How consistent the scores of a test are
Standardization	Uniform procedures used when administering and scoring tests
Test Norms	Information about where a score on a psychological test ranks compared to others
Validity	Ability of a test to measure what it's supposed to measure

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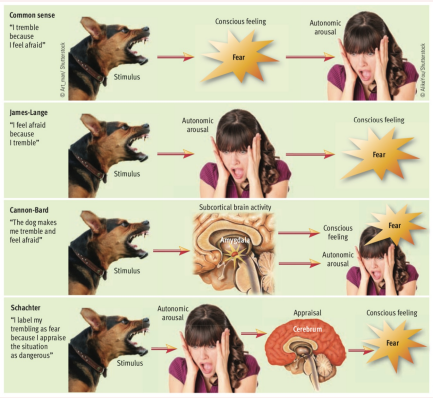
Theories of Emotion



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