| 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 environment 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 testimonies |
| 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 intelligences |
| 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 intelligence 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 information is relevant and worthy of keeping in memory |



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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 Generalization | Reacting to two similar stimuli in the same way |
| Unconditioned Response | Natural reaction to a stimulus |
| Unconditioned Stimulus | Provokes a natural response |

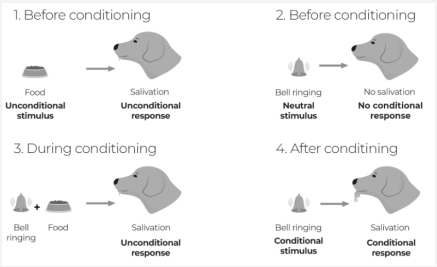
## Operant Conditioning

| | |
|---|---|
| Bobo Doll Experiment | Kids shown aggressive adults to see if they were aggressive (they were) |
| Conditioned Reinforcers | Have reinforcing qualities similar to primary reinforcers |
| Escape Learning | Response developed to end undesirable event |
| Law of Effect | Positive behavioral consequences lead to behaviors being repeated while punishments cause the extinction of that behavior |
| Negative Reinforcement | Removing something undesirable in order for an event to be repeated |
| Operant Conditioning | Conditioning that involves consequences |
| Positive Reinforcement | 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 |
| Reinforcement | Events following response that increase likelihood of that response being repeated |

## Operant Conditioning (cont)

| | |
|---|---|
| Secondary Reinforcers | 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 |

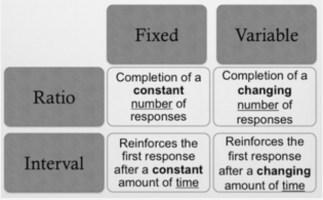
## Pavlonian Conditioning




## Reinforcement Schedules

| | |
|---|---|
| Continuous Reinforcement | Everything in a response is reinforced |
| Fixed-Interval Schedule | Reinforcer given after a period of time |
| Fixed-Ratio Schedule | Reinforcer given after set number of unreinforced responses |
| Intermittent/Partial Reinforcement | Only reinforcing designated response sometimes |
| Variable-Interval Schedule | Reinforcer given a random time period after first response |
| Variable--Ratio Schedule | Reinforcer given after random number of non-reinforced responses |

## Reinforcement Schedules




## Types of Intelligences

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

## Sex

| | |
|---|---|
| Bisexual | Seek emotional sexual relationships 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 |



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## 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 |

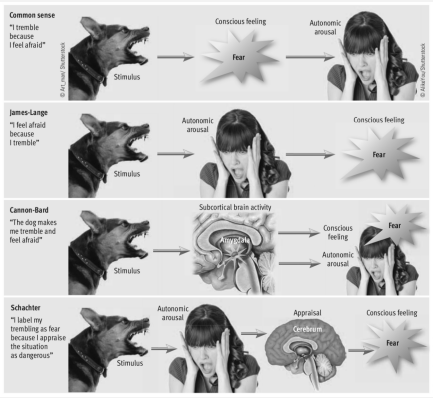
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## Test Verification (cont)

| | |
|---|---|
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## Theories of Emotion






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