

SENSURVEILEDNING

Emnekode og navn: PSY1012/PSYPRO4112	Semester / År / Eksamenstype: VÅR 2020/Skriftlig eksamen, 4 timer
<p style="text-align: center;">Oppgave:</p> <p>Answer <u>two</u> of the following three questions:</p> <ol style="list-style-type: none">1. What does research tell us about human perception?2. Describe the main components of working memory.3. How is long-term memory organized and how does it function? <p><i>Besvar <u>to</u> av de tre følgende oppgavene:</i></p> <ol style="list-style-type: none">4. <i>Hva sier forskning oss om menneskelig persepsjon?</i>5. <i>Beskriv hovedkomponentene i arbeidsminnet.</i>6. <i>Hvordan er langtidsminnet organisert og hvordan fungerer det?</i>	
<p style="text-align: center;">Relevant pensumlitteratur:</p> <p style="text-align: center;">Goldstein & Van Hooff (2018) Cognitive Psychology</p>	

Eksamenskrav:

The added requirements of Covid-19 made a home exam viable for the course. Therefore, giving questions that were very specific would not make sense, since the book and other aids would be available. Therefore, more open questions were chosen. As the time to prepare for a different exam form was scarce, and the students still have only four hours, there are no formal requirements for the current exam (no references etc.). In essence it should therefore be answered as an on-campus exam.

1. What does research tell us about human perception?

The question opens possibilities for choosing to include what can be seen as relevant. Therefore, there are numerous ways in which the question could be answered. The level of understanding and depth of discussion will be important. Chapter 3 in the pensum book covers perception and all of it is relevant. Answering the question will require a general definition of what perception is, its basic characteristics. It may include object perception and how previous knowledge may guide our visual perception. Discussion of how ambiguity is solved because of previous knowledge as well as how differences in viewpoint will affect what information is gained through perceptual processes. Essentially this is related to joint efforts of bottom-up and top-down perception. Although much focus of examples in the book is on visual perception the answer need not be limited to this, and other modalities are relevant and may also include speech perception and perception of pain. The problems with perceiving words in a sentence, and the direct pathway model of pain perception. So all context effects on processes in perception is highly relevant. This may also lead to a discussion about focus and attention without it being irrelevant.

2. Describe the main components of working memory.

The question opens possibilities for choosing to include what can be seen as relevant. Therefore, there are numerous ways in which the question could be answered. The level of understanding and depth of discussion will be important. One would expect a general introduction which includes short-term memory in general terms. From the modal model of memory short-term memory is relevant and an explanation of its storage of information. This would be natural as a starting point for working memory as a system for temporary storage and manipulation of information. To have a thorough grasp of the distinction between the two is seen as advantageous. It is important to mention the components which are generally accepted as part of working memory and to explain how these work: Phonological loop, visuospatial sketchpad, central executive and episodic buffer. A description necessitates an explanation and it is seen as advantageous to give examples of how the different components function. Although the question asks for a description, a discussion should be rewarded as it shows a deeper understanding of the topic.

3. How is long-term memory organized and how does it function?

The question opens possibilities for choosing to include what can be seen as relevant. Therefore, there are numerous ways in which the question could be answered. The level of understanding and depth of discussion will be important. This question opens for using large parts of Chapter 6, 7 and 8 in Goldstein and Van Hooff. The challenge therefore lies in limiting oneself to some topics while managing to go more in-depth at these. A description of the structure of LTM is relevant as well as showing that one understands the difference between short-term and long-term memory. The division into explicit and implicit memory is essential, as are an explanation of these concepts. How information is encoded in LTM is important as part of how it functions. Different levels of processing as well as how information is retrieved is important. Coding in long-term memory is

important and explaining semantic coding is highly relevant. Episodic and semantic memory is important to distinguish between, and procedural memory is also relevant to describe. Numerous examples are available to use and exemplify how LTM works. How emotion affects memory and flashbulb memories are two examples. How schemas and scripts as knowledge about the environment is relevant as is an explanation of what happens in false recall. Human suggestibility is also an important aspect of how memory can be influenced, and false memories created. It is natural to carry such an explanation over to describe eyewitness identification errors. What is included and excluded will be open to interpretation from the candidate.

For all three questions, these are natural suggestions with the pensum book as starting point. It does not mean that answers must be limited to this content. If other angles to solving them are included, they should, however, be made relevant to the topic at hand.

Karakterbeskrivelse:

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