# Eksamensoppgave  og sensorveiledning

**Lastet ned**: 29. april 2025 kl. 16:34

**Svar-ID:** 36208115 **Levert:** 16.04.25 13:15

Dette skjemaet er for innhenting av informasjon til sensorveiledningen.
En god sensorveiledning er viktig for at alle sensorene skal ha all nødvendig informasjon for å gjøre en god, nøyaktig vurdering av studentenes besvarelser. En god sensorveiledning fører til bedre sensur og færre avvik og klager.
Sensorveiledningen vil også bli publisert til studentene etter sensuren, slik at de kan se akkurat hvilke kriterier de har blitt vurdert etter. Dette er en rettighet studentene har.

## Emnekode *

PSY1122/1522, PSYK4122

## Emnenavn *

Introduction to Cognitive Psychology

## Emneansvarlig/oppgavegiver *

Nunne Englund

## Semester, år *

Vår 2025

## Vurderingsform, lengde *

Skoleeksamen, varighet 4 timer

## Skal du ellen noen andre møte opp i eksamenslokalet? *

nei

## Telefonnummer og navn til faglig kontakt *

Her skal du oppgi telefonnummer til person som skal svare på eventuelle spørsmål om oppgave under eksamen (det kan være deg selv ellen noen andre - vennligst skriv både navn og telefonnummer)

[redacted] Nunne Englund

## Tillatte hjelpemidler *

E: Ingen hjelpemidler tillatt

## Skal det legges opp til levering av håndtegninger på eksamen? *

Nei

## Emnets læringsutbyttebeskivelser angitt i kunnskaper, ferdigheter og generell kompetanse. *

Henvisning med lenke til emnesiden på NTNUs nettsider er tilstrekkelig

https://www.ntnu.no/studier/emner/PSY1122#tab=omEmnet

## Pensum *

Vennligst lim inn her, ikke bruk vedlegg.

Gilhooly, K., Lyddy, F. and Pollick, F.: Cognitive Psychology (most recent edition)

## Eventuelle formelle krav til besvarelsen *

Fks. antall sider/ord, referansestil, format

Nei

## Hvordan de ulike oppgavene i eksamenssettet er vektlagt? *

Fks. likt vekting, eller om alle oppgavene/visse oppgaver må være bestått for å bestå totalt

Helhetlig vurdering

## Eksamensoppgave skal være tilgjengelig for studenter i følgende mål: *

Her må du være så snill og sjekke vedlagt oversikt før du svarer. Oppgaven skal forekomme på alle målformer hvor det er oppmeldt en kandidat eller flere.

norsk bokmål

engelsk

## Oppgavetekst bokmål: *

Angi oppgaveteksten - **vennligst lim inn oppgaveteksten her, ikke bruk vedlegg**.

Svar på to av følgende tre oppgaver:

Oppgave 1:

Påvirker kognisjon persepsjon?

Oppgave 2:

Forklar og diskuter hvordan bekreftelsesbias kan påvirke vår persepsjon av og hukommelse for hendelser. Bruk relevante eksempler og/eller forskning.

Oppgave 3:

Noen problemer kan løses ved innsikt, andre ved middel-mål analyse og andre igjen ved analog resonnering. Kan du knytte noen av disse problemløsningsmekanismene til induktiv eller deduktiv resonnering (har det egentlig betydning om det er induktiv eller deduktiv)? Hvis ja, hvordan, og hvis nei, hvorfor ikke?

## Oppgavetekst engelsk

Angi oppgaveteksten på engelsk hvis det er aktuelt for ditt emne **-Vennligst lim inn oppgaveteksten her, ikke bruk vedlegg**.

Answer two out of the following three questions:

Question 1:

Does cognition influence perception?

Question 2:

Explain and discuss how confirmation bias can influence our perception and memories of events. Use relevant examples and/or research.

Question 3:

Some problems are solved by insight, others are solved by means-end analysis and others by analogical reasoning. Can you link any of these problem solving mechanisms to inductive or deductive reasoning (does it actually matter whether it is inductive or deductive)? If yes, how so, if no, why not?

## Sensorveiledning: *

Angi hvilke momenter som skal være med i besvarelsen for hver oppgave, og hvilke momenter som skal vektlegges spesielt i vurderingen. Skisse til løsningsforslag pr. oppgave kan erstatte dette.**-Vennligst lim inn teksten her, ikke bruk vedlegg**.

Sensorveiledning oppgave 1:
In the pensum literature, 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 pensum literature and the lectures they should be able to write a knowledgeable essay on this topic.

Sensorveiledning oppgave 2:
The candidate must define confirmation bias, which is a fundamental cognitive bias affecting how we perceive and remember events. Next the candidate should define perception and memory. The discussion should show critical reflections on how perceptive processes are a result of preconceptions as well as direct or objective sensing. Memories are also very plastic and related to our current emotional state, attention, language triggers etc. Examples of confirmation bias and events: research, political beliefs, attitudes, eyewitness testimonies. A passing grade requires at least precise definitions of each construct (confirmation bias, perception, memories). Mediocre grades will present the information as given in pensum, but lack in individual critical reflection on the topic. Good grades will reflect on the roles each of these constructs play in our everyday life and show how vulnerable our cognition might be to external influences. The best grades will further critically examine the evidence on the influence of confirmation bias using excellent examples and/or research.

Sensorveiledning oppgave 3:
The student can argue either way, important is that the arguments are well-supported by cognitive psychology. For well-defined problems, i.e. problems with well-defined initial state, well-defined transition rules, and well-defined goal states, means-end analysis is in many ways similar to deductive reasoning. One identifies an initial state and the goal state. To bridge the difference between initial and goal state a systematic search through a search space can be performed, leading to the solution. A very good answer might note that the transitions rules represent causal relationships: in this context, this action will cause this consequence. An excellent answer might note that this is true even if the relationship between action and outcome is probabilistic. The similarity to deductive reasoning is that conclusions are necessarily implied by the premises, and conclusions may be found by searching for necessary implications and possibly apply valid transformations. For example, a syllogism might be solved by searching through all the valid interpretations of the premises to find out what is common to all of them. Analogical reasoning proceeds by discovering similarities between a poorly understood and a well-known system, then extrapolating beyond the known similarities in the hope that the still unknown categories and causal relationships in the poorly understood system have the same structure as the categories and causal relationships in the well-known system. That generalisation to unknown categories and causal relationships is also a feature of inductive reasoning. In both cases, there is no guarantee that the generalisation corresponds to reality. Example in the book is the radiation problem. The analogy can be treated as the specific case and some commonalities (match with the current problem) is found, in this way it might be going from specific to general or better from a specific familiar problem to another unfamiliar - and in this sense general, problem. Insight: relies on an incubation process, the problem is re-formulated / restructured. Cannot be easily matched on deductive (from general to specific) or inductive (from specific to general) but one might think of: the restructuring is a dynamic (can be subconscious) process of alternating deductive and inductive reasoning. Trying various familiar problems and seeing how comparable they are, when having identified a “match” the final execution is “deductive”, a fixed algorithm. The bare minimum (answering at grade D) is to describe the difference between insight problems (ill-defined) and means-end analysis. It gets a C if the student also correctly defines the difference between inductive and deductive reasoning.

## Oppgavetekst er kvalitetssikret av *

Adrian D. Eriksen

## Karakterskala som er benyttet *

Karakterskalaen - Kunnskapsbasen - NTNU
Bestått - Kandidaten har oppnådd kravene til læringsutbytte og viser nødvendige kunnskaper, ferdigheter og kompetanse.
Ikke bestått - Kandidaten har ikke oppnådd kravene til læringsutbytte og viser ikke nødvendige kunnskaper, ferdigheter og kompetanse.

Bokstavkarakter

## Eventuelle vedlegg (tabeller, bilder o.l.)

Merk at oppgaveteksten, pensum og og sensorveiledningen limes inn i feltene ovenfor.

Ikke besvart

Ikke besvart

Ikke besvart