Chapter 1--Cognitive Psychology: History, Methods, and Paradigms 3 copy

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Which of the following is NOT an example of a cognitive process?      |  |  | | --- | --- | | A. | attention |  |  |  | | --- | --- | | B. | perception |  |  |  | | --- | --- | | C. | reflex |  |  |  | | --- | --- | | D. | recognition |  |  |  | | --- | --- | | E. | problem solving | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | That guest star on your favorite television show looks familiar. You're show that you've seen him before, but you can't think of his name. The fact that you know you have seen the face before, however, illustrates the cognitive process of      |  |  | | --- | --- | | A. | perception |  |  |  | | --- | --- | | B. | attention |  |  |  | | --- | --- | | C. | recognition |  |  |  | | --- | --- | | D. | recall |  |  |  | | --- | --- | | E. | problem solving | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | The earliest theories about cognitive abilities date back to      |  |  | | --- | --- | | A. | Aristotle and Plato |  |  |  | | --- | --- | | B. | Benjamin Franklin |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | William James |  |  |  | | --- | --- | | E. | Wolfgang Kohler | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. | All of the following statements are central to empiricism EXCEPT:      |  |  | | --- | --- | | A. | Knowledge comes from an individual's experience. |  |  |  | | --- | --- | | B. | Learning takes place through the mental association of two ideas. |  |  |  | | --- | --- | | C. | Environment plays a powerful role in determining intellectual ability. |  |  |  | | --- | --- | | D. | Important structures of the human mind are present at birth. |  |  |  | | --- | --- | | E. | Most of our human characteristics and capabilities are changeable. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | The belief that most of our abilities and tendencies are with us from birth is known as      |  |  | | --- | --- | | A. | nativism |  |  |  | | --- | --- | | B. | empiricism |  |  |  | | --- | --- | | C. | associationism |  |  |  | | --- | --- | | D. | introspection |  |  |  | | --- | --- | | E. | behaviorism | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. | Historians date the founding of scientific psychology to the 1879 laboratory of      |  |  | | --- | --- | | A. | William James |  |  |  | | --- | --- | | B. | Wilhelm Wundt |  |  |  | | --- | --- | | C. | John Locke |  |  |  | | --- | --- | | D. | Edward Titchener |  |  |  | | --- | --- | | E. | Edward Thorndike | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | A traditional "school" within psychology that had as its goal the identification of the simplest possible units of the mind:      |  |  | | --- | --- | | A. | functionalism |  |  |  | | --- | --- | | B. | structuralism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | componentialism |  |  |  | | --- | --- | | E. | the Gestalt school | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. | Which of the following is NOT one of the four properties that Wundt proposed as the basis for any conscious thought or idea?      |  |  | | --- | --- | | A. | mode |  |  |  | | --- | --- | | B. | quality |  |  |  | | --- | --- | | C. | quantity |  |  |  | | --- | --- | | D. | intensity |  |  |  | | --- | --- | | E. | duration | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. | A traditional "school" within psychology that emphasized the adaptation of the organism to its environment, and focused on questions such as what role a particular system served for an organism:      |  |  | | --- | --- | | A. | functionalism |  |  |  | | --- | --- | | B. | structuralism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | connectionism |  |  |  | | --- | --- | | E. | the Gestalt school | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. | One difference between functionalism and structuralism was that      |  |  | | --- | --- | | A. | functionalists emphasized laboratory experimentation more than structuralists. |  |  |  | | --- | --- | | B. | functionalists wanted to study whole organisms in real-life tasks. |  |  |  | | --- | --- | | C. | structuralists drew more heavily on Darwinian theory. |  |  |  | | --- | --- | | D. | structuralists were more interested in habit formation. |  |  |  | | --- | --- | | E. | functionalists wanted to study only observable behaviors. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. | A traditional "school" within psychology that emphasized objectivity of research methods and measurement was known as      |  |  | | --- | --- | | A. | the Gestalt school |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | behaviorism |  |  |  | | --- | --- | | E. | connectionism | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. | Which of the following is true regarding Watson's behaviorism?      |  |  | | --- | --- | | A. | It is sometimes regarded as a branch of structuralism. |  |  |  | | --- | --- | | B. | It relies heavily on the technique of introspection. |  |  |  | | --- | --- | | C. | It rejected references to unobservable mental states such as consciousness. |  |  |  | | --- | --- | | D. | It never really gained popularity in the United States. |  |  |  | | --- | --- | | E. | It had a large positive impact on the development of cognitive psychology. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Even rats have goals and expectations, and can form mental representations of mazes, according to      |  |  | | --- | --- | | A. | Watson |  |  |  | | --- | --- | | B. | Skinner |  |  |  | | --- | --- | | C. | Tolman |  |  |  | | --- | --- | | D. | both (b) and (c) |  |  |  | | --- | --- | | E. | both (a) and (c) | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. | Which of the following is a central tenet of the Gestalt school of psychology?      |  |  | | --- | --- | | A. | The goal of psychology is to break down and identify the simplest mental elements that make up conscious experience. |  |  |  | | --- | --- | | B. | The most important function of the mind is to allow the individual to adapt to his or her environment. |  |  |  | | --- | --- | | C. | Psychological phenomena cannot be reduced to simple elements, but must be studied in their entirety. |  |  |  | | --- | --- | | D. | Subjective phenomena such as remembering and expecting are not objectively testable and thus are not proper subject matter for psychology. |  |  |  | | --- | --- | | E. | The intellectual structures of a child differ qualitatively from those of a mature adult. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. | Jean Piaget's approach to describing the intellectual structures underlying cognitive experience at different developmental stages is called:      |  |  | | --- | --- | | A. | connectionism |  |  |  | | --- | --- | | B. | genetic epistemology |  |  |  | | --- | --- | | C. | individual differences |  |  |  | | --- | --- | | D. | the Gestalt school |  |  |  | | --- | --- | | E. | functionalism | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. | Which of the following is NOT associated with the work of Francis Galton?      |  |  | | --- | --- | | A. | the inheritability of intellectual abilities |  |  |  | | --- | --- | | B. | the invention of statistical tests |  |  |  | | --- | --- | | C. | the measurement of individual differences |  |  |  | | --- | --- | | D. | the study of mental imagery |  |  |  | | --- | --- | | E. | the development of cognitive ability from childhood through old age | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. | Which of the following was instrumental in producing the "cognitive revolution"?      |  |  | | --- | --- | | A. | the development of human factors engineering |  |  |  | | --- | --- | | B. | Noam Chomsky's work in the field of linguistics |  |  |  | | --- | --- | | C. | the development of computers and artificial intelligence |  |  |  | | --- | --- | | D. | a and c only |  |  |  | | --- | --- | | E. | all of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. | Noam Chomsky believed all of the following EXCEPT:      |  |  | | --- | --- | | A. | Children learn grammar through the reinforcement and punishment of their utterances by parents and other adults. |  |  |  | | --- | --- | | B. | An implicit system of rules underlies our language abilities. |  |  |  | | --- | --- | | C. | The rules of language operate implicitly; we don't necessarily know what all the rules are, but we know how to use them. |  |  |  | | --- | --- | | D. | Generative rules allow speakers to construct all "legal" grammatical sentences in their language. |  |  |  | | --- | --- | | E. | People routinely process enormously complex information. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. | Gardner believed that cognitive theories must focus on events "between input and output" - in other words, that cognition must be analyzed at the level of      |  |  | | --- | --- | | A. | behavior |  |  |  | | --- | --- | | B. | neurons |  |  |  | | --- | --- | | C. | representation |  |  |  | | --- | --- | | D. | history |  |  |  | | --- | --- | | E. | culture | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. | Ecological validity refers to the extent to which      |  |  | | --- | --- | | A. | things studied really do occur in the real world. |  |  |  | | --- | --- | | B. | one can isolate the causes of behaviors or reactions. |  |  |  | | --- | --- | | C. | one can explain the phenomena that are observed. |  |  |  | | --- | --- | | D. | both (b) and (c) above |  |  |  | | --- | --- | | E. | none of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | The major disadvantage of naturalistic observation is      |  |  | | --- | --- | | A. | the lack of experimental control |  |  |  | | --- | --- | | B. | the lack of ecological validity |  |  |  | | --- | --- | | C. | the amount of training required of the participants |  |  |  | | --- | --- | | D. | both a and b |  |  |  | | --- | --- | | E. | both a and c | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. | Clinical interviews are to introspection what      |  |  | | --- | --- | | A. | naturalistic observations are to experiments. |  |  |  | | --- | --- | | B. | naturalistic observations are to quasi-experiments. |  |  |  | | --- | --- | | C. | controlled observations are to naturalistic observations. |  |  |  | | --- | --- | | D. | controlled observations are to experiments. |  |  |  | | --- | --- | | E. | quasi-experiments are to experiments. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. | Which of the following has the highest ecological validity?      |  |  | | --- | --- | | A. | experiment |  |  |  | | --- | --- | | B. | introspection |  |  |  | | --- | --- | | C. | quasi-experiment |  |  |  | | --- | --- | | D. | naturalistic observation |  |  |  | | --- | --- | | E. | clinical interview | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. | Different people participate in different experimental conditions in a      |  |  | | --- | --- | | A. | within-subjects design |  |  |  | | --- | --- | | B. | quasi-experiment |  |  |  | | --- | --- | | C. | between-subjects design |  |  |  | | --- | --- | | D. | clinical interview |  |  |  | | --- | --- | | E. | controlled observation | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. | Which of the following allows us to support claims about cause-and-effect relationships?      |  |  | | --- | --- | | A. | experiment |  |  |  | | --- | --- | | B. | introspection |  |  |  | | --- | --- | | C. | naturalistic observation |  |  |  | | --- | --- | | D. | controlled observation |  |  |  | | --- | --- | | E. | all of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | Which of the following is most strongly associated with the study of human factors engineering?      |  |  | | --- | --- | | A. | Galton |  |  |  | | --- | --- | | B. | Broca |  |  |  | | --- | --- | | C. | Koffka |  |  |  | | --- | --- | | D. | Broadbent |  |  |  | | --- | --- | | E. | Skinner | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | A paradigm in psychology answers which of the following questions?      |  |  | | --- | --- | | A. | What assumptions may be made in studying a phenomenon? |  |  |  | | --- | --- | | B. | What methods should investigators use? |  |  |  | | --- | --- | | C. | What sorts of questions should be studied? |  |  |  | | --- | --- | | D. | What sorts of analogies and metaphors are appropriate? |  |  |  | | --- | --- | | E. | All of the above. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | All of the following are basic assumptions of the traditional information-processing approach to cognition EXCEPT:      |  |  | | --- | --- | | A. | serial processing |  |  |  | | --- | --- | | B. | people are general-purpose symbol manipulators |  |  |  | | --- | --- | | C. | there are multiple stores where information can be kept throughout processing |  |  |  | | --- | --- | | D. | information is processed in stages |  |  |  | | --- | --- | | E. | the fundamental question involves the function of consciousness | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | Which of the following is a basic assumption of the connectionist approach?      |  |  | | --- | --- | | A. | serial processing |  |  |  | | --- | --- | | B. | networks of connections among simple processing units |  |  |  | | --- | --- | | C. | multiple stores where information is kept throughout processing |  |  |  | | --- | --- | | D. | a central processor that directs the flow of information |  |  |  | | --- | --- | | E. | both b and d | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | All connectionist models share the assumption that      |  |  | | --- | --- | | A. | processing occurs serially. |  |  |  | | --- | --- | | B. | knowledge is stored in various storehouses. |  |  |  | | --- | --- | | C. | there is no need to hypothesize a central processor. |  |  |  | | --- | --- | | D. | both (a) and (c) |  |  |  | | --- | --- | | E. | both (b) and (c) | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | Which approach is most consistent with the way the brain functions?      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | B. | evolutionary |  |  |  | | --- | --- | | C. | ecological |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | computer analogy | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | The idea of natural selection is central to which paradigm?      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | B. | evolutionary |  |  |  | | --- | --- | | C. | ecological |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | all of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | The Adult Math Project is rooted in which paradigm?      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | B. | evolutionary |  |  |  | | --- | --- | | C. | ecological |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | developmental | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | The ecological approach overlaps most with the \_\_\_\_ approach.      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | B. | evolutionary |  |  |  | | --- | --- | | C. | developmental |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | none of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | Which of the following is NOT a characteristic of the ecological approach?      |  |  | | --- | --- | | A. | It has its roots in psychology and anthropology. |  |  |  | | --- | --- | | B. | It emphasizes larger cultural contexts for cognition. |  |  |  | | --- | --- | | C. | It emphasizes realistic, "everyday" contexts. |  |  |  | | --- | --- | | D. | It emphasizes carefully controlled laboratory experimentation. |  |  |  | | --- | --- | | E. | It has been influenced by the functionalist and Gestalt schools. | |

|  |  |
| --- | --- |
| 36. | The philosopher John Locke was a strong believer in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which rests on the assumption that knowledge comes from an individual's own experience.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 37. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emphasizes the role of constitutional factors over the role of learning in the acquisition of abilities and tendencies.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 38. | Wilhelm Wundt and his students used a technique known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to study mental states.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 39. | A school of psychology called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was founded by Wundt and Titchener; it focused on the content and structure of the mind.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 40. | The school of psychology founded by William James was called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; it emphasized the purposes of the mind's operations.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 41. | Dominating psychology for about 30 years, the school known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emphasized the study of observable phenomena and disdained attempts to study thought and mental processes.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 42. | Skinner objected to hypothesizing the existence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which he took to be internal copies of external stimuli.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 43. | The belief that psychological phenomena cannot be reduced to simple elements but must be studied in their entirety is central to the school known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ psychology.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 44. | Piaget sought to describe the intellectual structures underlying cognitive experience at different developmental points through an approach he called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 45. | Sir Francis Galton was known for his investigations into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in cognitive abilities.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 46. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was a rejection of the behaviorist assumption that mental event were beyond the realm of scientific study.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 47. | The field of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ developed during World War II to study such practical questions as how to design aircraft that were safer for human beings to operate.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 48. | The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ suggests that human beings can only do so many things at once.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 49. | Noam Chomsky revolutionized the field of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and showed how behaviorism could not adequately explain language.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 50. | The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the claim that neural structures supporting a particular cognitive process reside in a particular brain region.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 51. | The interdisciplinary field of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ brings together the studies of psychology, computer science, philosophy, linguistics, neuroscience, and anthropology.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 52. | The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the relevance of the research to "the real world."    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 53. | The research method of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ allows the researcher to observe behavior unobtrusively , but still retain some control over the setting in which observations are conducted or the conditions that participants will experience.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 54. | When different experimental subjects participate in different experimental conditions, the design is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ design.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 55. | Studies that involve variables that cannot be randomly assigned, such as gender and age, are referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 56. | Since the 1970s, various techniques of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have allowed us to construct pictures of the anatomy and functioning of intact brains.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 57. | A body of knowledge structured according to what its proponents consider important, which guides research topics and experimental methods, is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 58. | The information processing approach uses the metaphor of the human mind as something similar to a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 59. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ paradigm depicts cognition as a network of simple processing units which activate or inhibit activation of neighboring units.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 60. | Processes that occur simultaneously rather than one-at-a-time are known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ processes as opposed to serial processes.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Chapter 1--Cognitive Psychology: History, Methods, and Paradigms 3 copy Key

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Which of the following is NOT an example of a cognitive process?      |  |  | | --- | --- | | A. | attention |  |  |  | | --- | --- | | B. | perception |  |  |  | | --- | --- | | **C.** | reflex |  |  |  | | --- | --- | | D. | recognition |  |  |  | | --- | --- | | E. | problem solving | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | That guest star on your favorite television show looks familiar. You're show that you've seen him before, but you can't think of his name. The fact that you know you have seen the face before, however, illustrates the cognitive process of      |  |  | | --- | --- | | A. | perception |  |  |  | | --- | --- | | B. | attention |  |  |  | | --- | --- | | **C.** | recognition |  |  |  | | --- | --- | | D. | recall |  |  |  | | --- | --- | | E. | problem solving | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | The earliest theories about cognitive abilities date back to      |  |  | | --- | --- | | **A.** | Aristotle and Plato |  |  |  | | --- | --- | | B. | Benjamin Franklin |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | William James |  |  |  | | --- | --- | | E. | Wolfgang Kohler | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. | All of the following statements are central to empiricism EXCEPT:      |  |  | | --- | --- | | A. | Knowledge comes from an individual's experience. |  |  |  | | --- | --- | | B. | Learning takes place through the mental association of two ideas. |  |  |  | | --- | --- | | C. | Environment plays a powerful role in determining intellectual ability. |  |  |  | | --- | --- | | **D.** | Important structures of the human mind are present at birth. |  |  |  | | --- | --- | | E. | Most of our human characteristics and capabilities are changeable. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | The belief that most of our abilities and tendencies are with us from birth is known as      |  |  | | --- | --- | | **A.** | nativism |  |  |  | | --- | --- | | B. | empiricism |  |  |  | | --- | --- | | C. | associationism |  |  |  | | --- | --- | | D. | introspection |  |  |  | | --- | --- | | E. | behaviorism | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. | Historians date the founding of scientific psychology to the 1879 laboratory of      |  |  | | --- | --- | | A. | William James |  |  |  | | --- | --- | | **B.** | Wilhelm Wundt |  |  |  | | --- | --- | | C. | John Locke |  |  |  | | --- | --- | | D. | Edward Titchener |  |  |  | | --- | --- | | E. | Edward Thorndike | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. | A traditional "school" within psychology that had as its goal the identification of the simplest possible units of the mind:      |  |  | | --- | --- | | A. | functionalism |  |  |  | | --- | --- | | **B.** | structuralism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | componentialism |  |  |  | | --- | --- | | E. | the Gestalt school | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. | Which of the following is NOT one of the four properties that Wundt proposed as the basis for any conscious thought or idea?      |  |  | | --- | --- | | A. | mode |  |  |  | | --- | --- | | B. | quality |  |  |  | | --- | --- | | **C.** | quantity |  |  |  | | --- | --- | | D. | intensity |  |  |  | | --- | --- | | E. | duration | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. | A traditional "school" within psychology that emphasized the adaptation of the organism to its environment, and focused on questions such as what role a particular system served for an organism:      |  |  | | --- | --- | | **A.** | functionalism |  |  |  | | --- | --- | | B. | structuralism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | connectionism |  |  |  | | --- | --- | | E. | the Gestalt school | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. | One difference between functionalism and structuralism was that      |  |  | | --- | --- | | A. | functionalists emphasized laboratory experimentation more than structuralists. |  |  |  | | --- | --- | | **B.** | functionalists wanted to study whole organisms in real-life tasks. |  |  |  | | --- | --- | | C. | structuralists drew more heavily on Darwinian theory. |  |  |  | | --- | --- | | D. | structuralists were more interested in habit formation. |  |  |  | | --- | --- | | E. | functionalists wanted to study only observable behaviors. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. | A traditional "school" within psychology that emphasized objectivity of research methods and measurement was known as      |  |  | | --- | --- | | A. | the Gestalt school |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | **D.** | behaviorism |  |  |  | | --- | --- | | E. | connectionism | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. | Which of the following is true regarding Watson's behaviorism?      |  |  | | --- | --- | | A. | It is sometimes regarded as a branch of structuralism. |  |  |  | | --- | --- | | B. | It relies heavily on the technique of introspection. |  |  |  | | --- | --- | | **C.** | It rejected references to unobservable mental states such as consciousness. |  |  |  | | --- | --- | | D. | It never really gained popularity in the United States. |  |  |  | | --- | --- | | E. | It had a large positive impact on the development of cognitive psychology. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Even rats have goals and expectations, and can form mental representations of mazes, according to      |  |  | | --- | --- | | A. | Watson |  |  |  | | --- | --- | | B. | Skinner |  |  |  | | --- | --- | | **C.** | Tolman |  |  |  | | --- | --- | | D. | both (b) and (c) |  |  |  | | --- | --- | | E. | both (a) and (c) | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. | Which of the following is a central tenet of the Gestalt school of psychology?      |  |  | | --- | --- | | A. | The goal of psychology is to break down and identify the simplest mental elements that make up conscious experience. |  |  |  | | --- | --- | | B. | The most important function of the mind is to allow the individual to adapt to his or her environment. |  |  |  | | --- | --- | | **C.** | Psychological phenomena cannot be reduced to simple elements, but must be studied in their entirety. |  |  |  | | --- | --- | | D. | Subjective phenomena such as remembering and expecting are not objectively testable and thus are not proper subject matter for psychology. |  |  |  | | --- | --- | | E. | The intellectual structures of a child differ qualitatively from those of a mature adult. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. | Jean Piaget's approach to describing the intellectual structures underlying cognitive experience at different developmental stages is called:      |  |  | | --- | --- | | A. | connectionism |  |  |  | | --- | --- | | **B.** | genetic epistemology |  |  |  | | --- | --- | | C. | individual differences |  |  |  | | --- | --- | | D. | the Gestalt school |  |  |  | | --- | --- | | E. | functionalism | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. | Which of the following is NOT associated with the work of Francis Galton?      |  |  | | --- | --- | | A. | the inheritability of intellectual abilities |  |  |  | | --- | --- | | B. | the invention of statistical tests |  |  |  | | --- | --- | | C. | the measurement of individual differences |  |  |  | | --- | --- | | D. | the study of mental imagery |  |  |  | | --- | --- | | **E.** | the development of cognitive ability from childhood through old age | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. | Which of the following was instrumental in producing the "cognitive revolution"?      |  |  | | --- | --- | | A. | the development of human factors engineering |  |  |  | | --- | --- | | B. | Noam Chomsky's work in the field of linguistics |  |  |  | | --- | --- | | C. | the development of computers and artificial intelligence |  |  |  | | --- | --- | | D. | a and c only |  |  |  | | --- | --- | | **E.** | all of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. | Noam Chomsky believed all of the following EXCEPT:      |  |  | | --- | --- | | **A.** | Children learn grammar through the reinforcement and punishment of their utterances by parents and other adults. |  |  |  | | --- | --- | | B. | An implicit system of rules underlies our language abilities. |  |  |  | | --- | --- | | C. | The rules of language operate implicitly; we don't necessarily know what all the rules are, but we know how to use them. |  |  |  | | --- | --- | | D. | Generative rules allow speakers to construct all "legal" grammatical sentences in their language. |  |  |  | | --- | --- | | E. | People routinely process enormously complex information. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. | Gardner believed that cognitive theories must focus on events "between input and output" - in other words, that cognition must be analyzed at the level of      |  |  | | --- | --- | | A. | behavior |  |  |  | | --- | --- | | B. | neurons |  |  |  | | --- | --- | | **C.** | representation |  |  |  | | --- | --- | | D. | history |  |  |  | | --- | --- | | E. | culture | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. | Ecological validity refers to the extent to which      |  |  | | --- | --- | | **A.** | things studied really do occur in the real world. |  |  |  | | --- | --- | | B. | one can isolate the causes of behaviors or reactions. |  |  |  | | --- | --- | | C. | one can explain the phenomena that are observed. |  |  |  | | --- | --- | | D. | both (b) and (c) above |  |  |  | | --- | --- | | E. | none of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | The major disadvantage of naturalistic observation is      |  |  | | --- | --- | | **A.** | the lack of experimental control |  |  |  | | --- | --- | | B. | the lack of ecological validity |  |  |  | | --- | --- | | C. | the amount of training required of the participants |  |  |  | | --- | --- | | D. | both a and b |  |  |  | | --- | --- | | E. | both a and c | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. | Clinical interviews are to introspection what      |  |  | | --- | --- | | A. | naturalistic observations are to experiments. |  |  |  | | --- | --- | | B. | naturalistic observations are to quasi-experiments. |  |  |  | | --- | --- | | **C.** | controlled observations are to naturalistic observations. |  |  |  | | --- | --- | | D. | controlled observations are to experiments. |  |  |  | | --- | --- | | E. | quasi-experiments are to experiments. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. | Which of the following has the highest ecological validity?      |  |  | | --- | --- | | A. | experiment |  |  |  | | --- | --- | | B. | introspection |  |  |  | | --- | --- | | C. | quasi-experiment |  |  |  | | --- | --- | | **D.** | naturalistic observation |  |  |  | | --- | --- | | E. | clinical interview | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. | Different people participate in different experimental conditions in a      |  |  | | --- | --- | | A. | within-subjects design |  |  |  | | --- | --- | | B. | quasi-experiment |  |  |  | | --- | --- | | **C.** | between-subjects design |  |  |  | | --- | --- | | D. | clinical interview |  |  |  | | --- | --- | | E. | controlled observation | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. | Which of the following allows us to support claims about cause-and-effect relationships?      |  |  | | --- | --- | | **A.** | experiment |  |  |  | | --- | --- | | B. | introspection |  |  |  | | --- | --- | | C. | naturalistic observation |  |  |  | | --- | --- | | D. | controlled observation |  |  |  | | --- | --- | | E. | all of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | Which of the following is most strongly associated with the study of human factors engineering?      |  |  | | --- | --- | | A. | Galton |  |  |  | | --- | --- | | B. | Broca |  |  |  | | --- | --- | | C. | Koffka |  |  |  | | --- | --- | | **D.** | Broadbent |  |  |  | | --- | --- | | E. | Skinner | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. | A paradigm in psychology answers which of the following questions?      |  |  | | --- | --- | | A. | What assumptions may be made in studying a phenomenon? |  |  |  | | --- | --- | | B. | What methods should investigators use? |  |  |  | | --- | --- | | C. | What sorts of questions should be studied? |  |  |  | | --- | --- | | D. | What sorts of analogies and metaphors are appropriate? |  |  |  | | --- | --- | | **E.** | All of the above. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | All of the following are basic assumptions of the traditional information-processing approach to cognition EXCEPT:      |  |  | | --- | --- | | A. | serial processing |  |  |  | | --- | --- | | B. | people are general-purpose symbol manipulators |  |  |  | | --- | --- | | C. | there are multiple stores where information can be kept throughout processing |  |  |  | | --- | --- | | D. | information is processed in stages |  |  |  | | --- | --- | | **E.** | the fundamental question involves the function of consciousness | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | Which of the following is a basic assumption of the connectionist approach?      |  |  | | --- | --- | | A. | serial processing |  |  |  | | --- | --- | | **B.** | networks of connections among simple processing units |  |  |  | | --- | --- | | C. | multiple stores where information is kept throughout processing |  |  |  | | --- | --- | | D. | a central processor that directs the flow of information |  |  |  | | --- | --- | | E. | both b and d | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. | All connectionist models share the assumption that      |  |  | | --- | --- | | A. | processing occurs serially. |  |  |  | | --- | --- | | B. | knowledge is stored in various storehouses. |  |  |  | | --- | --- | | **C.** | there is no need to hypothesize a central processor. |  |  |  | | --- | --- | | D. | both (a) and (c) |  |  |  | | --- | --- | | E. | both (b) and (c) | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | Which approach is most consistent with the way the brain functions?      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | B. | evolutionary |  |  |  | | --- | --- | | C. | ecological |  |  |  | | --- | --- | | **D.** | connectionist |  |  |  | | --- | --- | | E. | computer analogy | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | The idea of natural selection is central to which paradigm?      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | **B.** | evolutionary |  |  |  | | --- | --- | | C. | ecological |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | all of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | The Adult Math Project is rooted in which paradigm?      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | B. | evolutionary |  |  |  | | --- | --- | | **C.** | ecological |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | developmental | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | The ecological approach overlaps most with the \_\_\_\_ approach.      |  |  | | --- | --- | | A. | information processing |  |  |  | | --- | --- | | **B.** | evolutionary |  |  |  | | --- | --- | | C. | developmental |  |  |  | | --- | --- | | D. | connectionist |  |  |  | | --- | --- | | E. | none of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | Which of the following is NOT a characteristic of the ecological approach?      |  |  | | --- | --- | | A. | It has its roots in psychology and anthropology. |  |  |  | | --- | --- | | B. | It emphasizes larger cultural contexts for cognition. |  |  |  | | --- | --- | | C. | It emphasizes realistic, "everyday" contexts. |  |  |  | | --- | --- | | **D.** | It emphasizes carefully controlled laboratory experimentation. |  |  |  | | --- | --- | | E. | It has been influenced by the functionalist and Gestalt schools. | |

|  |  |
| --- | --- |
| 36. | The philosopher John Locke was a strong believer in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which rests on the assumption that knowledge comes from an individual's own experience.    **empiricism** |

|  |  |
| --- | --- |
| 37. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emphasizes the role of constitutional factors over the role of learning in the acquisition of abilities and tendencies.    **Nativism** |

|  |  |
| --- | --- |
| 38. | Wilhelm Wundt and his students used a technique known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to study mental states.    **introspection** |

|  |  |
| --- | --- |
| 39. | A school of psychology called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was founded by Wundt and Titchener; it focused on the content and structure of the mind.    **structuralism** |

|  |  |
| --- | --- |
| 40. | The school of psychology founded by William James was called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; it emphasized the purposes of the mind's operations.    **functionalism** |

|  |  |
| --- | --- |
| 41. | Dominating psychology for about 30 years, the school known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emphasized the study of observable phenomena and disdained attempts to study thought and mental processes.    **behaviorism** |

|  |  |
| --- | --- |
| 42. | Skinner objected to hypothesizing the existence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which he took to be internal copies of external stimuli.    **mental representations** |

|  |  |
| --- | --- |
| 43. | The belief that psychological phenomena cannot be reduced to simple elements but must be studied in their entirety is central to the school known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ psychology.    **Gestalt** |

|  |  |
| --- | --- |
| 44. | Piaget sought to describe the intellectual structures underlying cognitive experience at different developmental points through an approach he called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **genetic epistemology** |

|  |  |
| --- | --- |
| 45. | Sir Francis Galton was known for his investigations into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in cognitive abilities.    **individual differences** |

|  |  |
| --- | --- |
| 46. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was a rejection of the behaviorist assumption that mental event were beyond the realm of scientific study.    **cognitive revolution** |

|  |  |
| --- | --- |
| 47. | The field of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ developed during World War II to study such practical questions as how to design aircraft that were safer for human beings to operate.    **human factors engineering** |

|  |  |
| --- | --- |
| 48. | The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ suggests that human beings can only do so many things at once.    **limited-capacity processors** |

|  |  |
| --- | --- |
| 49. | Noam Chomsky revolutionized the field of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and showed how behaviorism could not adequately explain language.    **linguistics** |

|  |  |
| --- | --- |
| 50. | The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the claim that neural structures supporting a particular cognitive process reside in a particular brain region.    **localization of function** |

|  |  |
| --- | --- |
| 51. | The interdisciplinary field of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ brings together the studies of psychology, computer science, philosophy, linguistics, neuroscience, and anthropology.    **cognitive science** |

|  |  |
| --- | --- |
| 52. | The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the relevance of the research to "the real world."    **ecological validity** |

|  |  |
| --- | --- |
| 53. | The research method of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ allows the researcher to observe behavior unobtrusively , but still retain some control over the setting in which observations are conducted or the conditions that participants will experience.    **controlled observation** |

|  |  |
| --- | --- |
| 54. | When different experimental subjects participate in different experimental conditions, the design is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ design.    **between-subjects** |

|  |  |
| --- | --- |
| 55. | Studies that involve variables that cannot be randomly assigned, such as gender and age, are referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **quasi-experiments** |

|  |  |
| --- | --- |
| 56. | Since the 1970s, various techniques of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have allowed us to construct pictures of the anatomy and functioning of intact brains.    **brain imaging** |

|  |  |
| --- | --- |
| 57. | A body of knowledge structured according to what its proponents consider important, which guides research topics and experimental methods, is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **paradigm** |

|  |  |
| --- | --- |
| 58. | The information processing approach uses the metaphor of the human mind as something similar to a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **computer** |

|  |  |
| --- | --- |
| 59. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ paradigm depicts cognition as a network of simple processing units which activate or inhibit activation of neighboring units.    **connectionist** |

|  |  |
| --- | --- |
| 60. | Processes that occur simultaneously rather than one-at-a-time are known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ processes as opposed to serial processes.    **parallel** |