PSYCHOLOGY

INTRODUCTION

NOTES

AKSHANSH

Introductory Psychology Notes, First Edition

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More content available at: www.Akshansh.weebly.com

Philosophy + Physiology = Psychology

Date 7/9/14

Introduction to Psychology

- Psychology : Study of mind & behaviours.
- SQ3R

Recommend'n by Psychologist : How to go about with anything

WHAT ? → S : Survey

eg: consider a learning process.
So, a survey of : ① for study alone
② for study in group
③ for text books, ebooks etc

eg ② : survey of a handout : seeing what all topics are interesting.

WHY ? → Q : Question

Idea : Questioning yourself : What am I going to do with it ?

HOW ? → R : Read

eg: sometimes in life, we focus on just reading, not much understanding

R : Recite

R : Recall (or Recollect)

- Dualism

Duality of body & soul

- Interaction : Interaction of mind with parts of body
The process in which mind takes over & controls the body

(1) ☆ - Structuralism : proposed by WILHELM WUNDT

Father of Psychology

→ Introspection (stimulus)

* **Idea behind Structuralism:**
  - → everyone has a different idea / thought regarding anything
  - eg: If I talk about RED, what comes to mind?
    1. color
    2. rose
    3. valentine's day
    4. blood
    5. Operation / Surgery
    - - - -

Study the structure of basic elements of mind

(3) * **Behaviourism: (JOHN B. WATSON)**
- → an action / gesture as to how to deal with situations — good or bad
- → the moods that influence us, our emotions

science of behavior, focusing on observable behavior only

(2) ☆ **Functionalism (WILLIAM JAMES)**
- → related with external environment that influences body to function accordingly
- → involves: Darwin's evolution theory

Studying how mind allows people to adapt, live, work & play

* **Evolution of theories:**

Structuralism → Functionalism → Behaviourism
(1) (2) (3)

faded away — existing

Functionalism

eg: A normal person suddenly starts smoking.
- → How did that happen? → This is what is seen by Psychologists to find the reason & rectify it.

Sth : something

✱ RESEARCH METHODS IN PSYCHOLOGY

M1 : Observational Method

→ Observation changes the behaviour of a person
eg : Supervision of workers make them perform better.

→ If any situation/problem comes with an individual, psychologists tend to condition the person by observation.
eg : Drive an old car. If good, you'll get new.

M2 : Scientific Method

→ Involves (hypothesis)
→ a statement that says sth is in relation with sth
eg : drug addicts always wake up late.

→ we see, what kind of scientific experiments (research) can be done.
→ ∃ 2 types of group : (1) Experimental
(2) Non-experimental

Idea : we put a hypothesis & the 2 groups analyse it
eg : short people run faster

Experimental | Non-Experimental

Do experiment : Take 20 short & 20 long people & see who run faster. Now, 20 SHORT people were a part of Experimental group & 20 LONG people were a part of Non Experimental group ∴ they have been brought just for testing → not a part of our experiment

- Heard behaviour : eg : friends are taking this elective, so, I'll take it.

Leaders : what exactly is measured in Scientific method

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* 4 goals of psychology :

1 What : DESCRIPTION : what, where, to whom, under what circumstance
3 When : PREDICTION : when will it happen next
4 How : CONTROL : Changing undesirable behaviour to desirable
2 Why : EXPLANATION : Try to find reason for observed behaviour.

• Idea of Dependent & Independent Variable :

eg : How much I spend depends on the pocket money I get
↳ Spending : Dependent
Pocket money : Independent

eg : Short people run faster.
↳ Height : Independent
↳ Speed : Dependent

M1)

Descriptive ~~Observn~~ Method

Systematic Observn	Case Method	Naturalistic Observation
Just observe & analyse. eg: see habits of a diseased child & then think of cure	See the case studies of people. eg: This situation took place in Ambani's life & he reacted like this So, we analyse it	Normal Observation

✱ Survey Method

↳ Using surveys & questionnaires; personal interviews

↳ Problems: Sampling issues, lies in response, improper phrase of questions

✱ Correlation

eg: Person 1: Product (A) has no relation with the market price or competitors

Person 2: No. If you observe, initially the product A price was low. But, as its consumption improved, its price increased

→ Person 2 is correlating.

✱ Drawbacks of Experiment:

eg: I think I have headache. Mom gives me toffee & says its medicine. I got cured ∵ I psychologically took the medicine. Such experiments are conducted

- Placebo effect:
- Experimenter effect: eg: I have to fulfil my research. So, I ask people biased questions & take survey → unconsciously influencing others.
- Single blind study - Participants in experiment & not always aware that they are under experimentation
- Double blind study: Neither participants nor person in charge is aware of people studied will be able to know after measurements have been taken

solution

solution

✱ Type of question

eg: All good decisions are rational. → Comment.

↳ The questions where ∃ no correct answer. You explain your opinion

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Chapter - 3 :

SENSATION & PERCEPTION

- **Sensation :**
  usually, raw ofps of sensory receptors in response to sensory stimuli
  Seen in play : we see/hear sth & then react/think on it
- **Perception :**
  refers to the processes by which our brain organizes & interprets our sensations
  Seen in play : Suppose a teacher comes in class without pants ∘ immediately various perceptions will come/develop in mind. These perceptions are different for every person.

* **Sensation**
  - Sensory receptors / Neurons
  - Sensory Thresholds.
    - **Absolute** — lowest level of stimul" that a person can consciously detect
    - **Difference** — Smallest difference in sensory energies that can be detected.
  - Sensory stimuli
    light, heat, pressure, chemical
  - **Transduction :**
    Process by which sensory receptors convert signal to a code

- Difference threhold : eg: suppose I put one tea spoon of sugar in a gallon of water, not many people note the diff. So the min. noticable diff. that can be detected is diff threhold

- Sensory threshold
  eg: our ability to taste food changes as we get older

* Some controversies on the theory :
  1. Signal detection theory
     Says : Thresholds don't occur for sensations (a fixed value)
     like : if I'm interested in sth, I'll hear it, even if voice is low.
     So, depends on interest of people
  2. Subliminal perception
     → Reaches only till subconscious

* Sensory Adaptation
  We are able to detect changes in our environment.
  eg: If someone comes after smoking, we keep smelling it & get adapted to it
  * If we are adapting regularly, our sensitivity to detect will reduce

* Sensory Receptors
  - Vision
  - Auditory
  - Olfactory
  - Gustatory
  - Tactile

→ Soma : body & aesthetic : feeling

* 3 important Somesthetic senses.
  Skin senses, Kinesthetic sense, vestibular sense.

- **Idea of Perception:**
  - A method in which brain takes all the sensations people experience at any given moment & allows them to be interpreted in a meaningful way.
  - No 2 people perceive in the same way

- **Perceptual Processes**

Selection → Organizⁿ → Interpretation

eg. If many things have been taught in class, we SELECT which all topics were done. We ORGANIZE it in our brain & when our friend asks what was done in class, we INTERPRET in our way.

- **Perception**

> **Focus of our Attention**

eg: It varies from person to person how they can focus their attention in situations like, using mobile while driving — some people use it & drive carefully, while, some can't

> **Perceptual Constancies**

Size → Shape → Brightness.

eg: If I know the SIZE of a pen (being constant), I will perceive it the same size, no matter it is close or far.

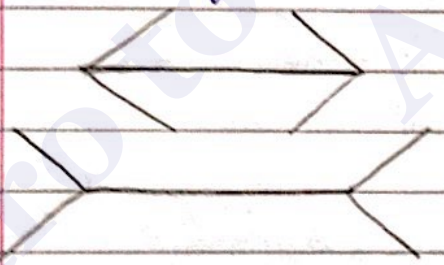
- **Perception of Images.**

└ See slides: Images which can be interpreted in different ways.

- Basic organizing theme for perception:
  Figure & Background
- Law of Perceptual Grouping
  - Law of Similarity: like, in supermarkets, similar items are put together
  - Proximity: like, while harvesting wheat, plants that are close together are put in one heap
  - Common region:
  - Good Continuation: like, seeing heads on continuity
  - Closure
  - Simplicity: try to perceive complex patterns in terms of simples shapes

Difference gives. can come from this

- Theory of unsupplied constancy
  - Idea: we are not able to perceive the differences in size, shape, color etc
    eg: I can't detect/differentiate blw black & blue color because of COLOR Blindness
- Müller-Lyer Illusion



Both are of same length of center line, but illusion is there due to arrows
..... & similar other illusions

- Pattern Recognition

Bottom-up approach
eg: we are given the chemicals & how to make the salt – see how.

Top-down approach
eg. we are given a salt. Now, try to figure out what compounds is it made from.

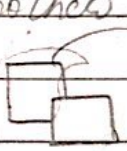
→ Type of question : Given a situation – identify cue.

Distance Perception Cues.

Monocular cues

- Size cues (eg. railway lines)
- Linear perspective
- Atmospheric perspective → distance ↑, hazy ↑ → seeing sun at sunset
- Height cues
- Texture gradient
- Overlap.
- Motion parallax

eg: a surface on the farther end looks smoother

eg:  → This seems to be behind the other box. But, don't know how far

eg: If a car passes by us
- → closely : seems faster
- → Farther : seems slow

Binocular cues

- Convergence cues
- Binocular disparity → Diff b/w view of 2 eyes
  eg: hold a pen in front of your nose & move it front & back.

Plasticity of Perception

The process by which experience, learning and environmental factors influence the perceptual development

eg: People born blind and vision restored later.
- → Ways to perceive :
  1. Naturally it got cured.
  2. It was nurtured (evolving oneself)

eg (2): come from a very orthodox family but modify & become more open

• Applying Psychology to Everyday life : Thinking about ESP

> ESP : Extra Sensory Perception
i.e., perception without sensation
↳ Kinds :

Talking about ESP

① Telepathy
② Clairvoyance (clear sight : Seeing things that are not actually present)
③ Precognition (forecasting future)
④ Psychokinesis : ability to move objects

• Psi : Does it really exist ? Most psychologists are skeptical because:
- of a failure to replicate results.
- There is no known mechanism for transmission.

★ PREPARING FOR EXAMS

① Objectives :
ABC's of Sensation } Everything is imp. in these
ABC's of Perception } topics

② Trends in New Millenium
↳ any 1 trend can be asked with example

③ Differences will be asked.

ⓐ Stability vs Instability
↳ Constt (not changing) ↳ Dynamic
↳ Out of Place
↳ Darwin's theory

ⓑ Rational vs Irrational
↳ Prejudgements ↳ No logic
↳ NO Emotions ↳ emotions
↳ Quantitative/statistics report ↳ own intuitions
eg: Gambling

④ Nature vs Nurture

Chapter -5

Learning

↳ It can be a process, experience.

- Important terms: Classical conditioning
- Learning: Any relative permanent change in behaviour brought about by experience or practice.
- Maturation: The change in body is not same as learning
  eg: Increase in body size; starting to walk — because (are) the body is matured to do so. Not because we practiced & learnt how to walk.

Maturation makes you capable of learning

- Classical Conditioning
  ↳ Involuntary reaction to certain situations
  eg: sitting in the dark & suddenly light is switched on, earthquake.

> Pavlov identified the elements in Classical Conditioning.
  eg: typewriter/keyboard — time decreases for the amount of text one has to type

↳ Elements:

① Unconditioned Stimulus (UCS): eg: throwing a plastic cockroach

② Unconditioned Response (UCR): eg: getting scared

③ Conditioned Stimulus (CS)
  ↳ Neutral Stimulus (NS)

④ Conditioned response (CR)

* Pavlov's classical experiment in conditioning.
↳ called: Pavlov's Canine Classic or Ding Dong Bell.

Idea: Relate ringing a bell to presenting of food & see if dogs salivate when bell rings

Observations: ① Dog + Bell (NS) ⟶ No Salivation
② Dog + Meat Powder (UCS) ⟶ Salivation (UCR)
③ Dog paired with meat ⟶ Salivation to bell alone (CR)
(Bell + Bell (CS))

no bell ⇒ no conditioning

* Phases of Conditioning

A	B	C	D
Acquisition	Extinction	Spontaneous Recovery	Reconditioning
Used to something	Natural habit changes	Things done earlier can be easily understood again	Again get used to something

* Phobias: CS was presented without UCS

• Our response is based on the stimulus
eg: if I get a pack of chocolates, our response will be a CONDITIONED response (CR)

• eg: A sound of trolley is heard. Students think food is coming & teachers will leave class.
But if for a month, Sound comes, without food, then, our thinking will become extinct

• Classical conditioning : Trying to condition the mind again & again to what we are adapted
eg : I get scared seeing anyone in a doctor's uniform. So daily, I am shown people in that uniform. Soon, I'll be fine
eg (2) : People getting scared of scary movies won't be much affected if seen over & over again
eg (3) : Drug abuse

• Factors affecting Classical Conditioning
- Time interval
- Practice

* Operant Conditioning
- Known as : Learning based on consequences
- Involves and determined through 4 basic procedures
TYPES
- Reinforcement (+ve & -ve) : Strengthen the behaviour
- Punishment (+ve & -ve) : Suppress the behaviour
eg : Money, status, awards & praises
* Basically, it refers to the activities which influence me — the needs of life
* Presence of some OPERATOR that conditions me

- Law of Effect (Thorndike)
If action is followed by a pleasurable consequence, it will tend to be repeated & if followed by an unpleasant one, it will be terminated
→ i.e, if I like sth, I'll continue it, otherwise I won't do it

> Reinforcement

- Primary reinforcers : satisfy biological needs
- Secondary reinforcers : gains reinforcing properties through previous associations with primary reinforcers

> Punishment

↳ A procedure that weakens the rate of behavior.

eg : I did something wrong & will be punished.

I like playing game for 2 hours. So, not allowed to do that (-ve)

I don't like to clean room & I'm made to do that (+ve)

eg ①: Time out : like, removing sth the children like to do.

Read : Problems in Punishment
↳ fear, diversion, weak behavior, provides aggressive behavior.

* Diff b/w Classical & Operant Conditioning

Involuntary Response — Voluntary Response

* Premack Principle

↳ more preferred activity can be used to reinforce a less preferred one. This is identified as a powerful tool for changing behavior.

eg : habits like cleaning room before watching TV

In Exams: Given a situation, identify the type of reinforcement or Punishment

eg: I prepare for tests & I am awarded with marks : +ve reinforcement
Instead of giving marks, teachers criticize students : -ve reinforcement
OTHER

eg(2): Boss encourages me & motivates : +ve reinforcement
Boss shouting at employees : -ve reinforcement

eg(3): My son cries in shopping mall for a toy
↳ I don't buy it for him : -ve Punishment
↳ I buy it for him : +ve reinforcement

* Action is done by a person
↳ +ve reward given to him : +ve Punishment
↳ -ve reward given to him : -ve Punishment

* Concepts in Operant Conditioning.

<1> Shaping

Shaping yourself with a chain of activities.
eg: I meditate and clean my room daily because it gives a sense of completeness. It shapes my way of living

<2> Chaining

eg: Get up early morning & take bath → 1 chocolate waiting
Study for 2 hours & go to play → 1 chocolate "
Respect elders → Finally get chocolate
So, we are trying to establish a sequence of responses & giving rewards — gives a final response in the chain

eg: Students come early morning to class. But, if make noise, teachers don't give attendance : -ve Punishment

✱ 4 elements of Observational Learning

Attention	Retention	Production Processes	Motivation
Extent to which we focus on others' behavior	Our ability to retain a representation of others' behavior in memory		

- Observational learning
  - eg: Bobo Doll experiment
    - ↳ Seeing child behavior when a bobo doll is in front of it

Imp: Table 6.1

✱ One way of asking question:
Given a situation identify the type of conditioning:
like, identify: Acquisition
Extinction
Stimulus generality or → like, if the stimulus is changed in Pavlov's experiment - eg: the sound of bell changes.
Stimulus discrimination ↓
Seeing the type of CR

Slides ✱ Do: Diff. b/w Operant & Classical Conditioning.
✱ : Diff. b/w -ve reinforcement & -ve punishment.
↳ eg: I drive at bumps.
I don't like it & stop using that road → -ve reinforcement
Police notices its badly driven & doesn't allow me to drive → -ve Punishment

Chapter - MEMORY

* General Observation: We are able to learn new things faster
  eg: if I know left hand drive, then, learning right hand drive is tough (confusion)
  Although, if we don't know driving at all, learning right hand drive is easier (less/no confusion)

* Memory plays an important role in learning.

* Memory
  Capacity to recall events and experiments of our lives
  eg: people we have met, places we have been
  → Involves retention of language eg: new words
  → Also involves learning & retention of new motor skills
  eg: learning to play golf

MODEL 1. Information Processing Approach
↳ Learning & Memory in terms of Computer Analogy

Memory Processes

Encoding info → Storage of info → Retrieval of info

Storage of info:
- Sensory memory (last 20-30 sec)
- Short term memory
- long term memory

This model is similar to what works in a computer.
So, it includes :

INPUT → PROCESS → OUTPUT

Or Semantic

SENSORY → SHORT → LONG TERM

TYPES

- concept of selective attention
  - → Iconic memory (i.e., having photographic memory)
  - → Echoic memory (i.e., recalling a voice — who is saying)
  - → Adiatic memory Giving retention for a longer time

leads to

- concept of rehearsal
- capacity is high, but fades out

continuous rehearsal leads to

- Autobiographic Memory
- Mood memory

- Its a continuous rehearsal process
- Memories which sticks to us — we remember.

* Procedural Memory
  - Explicit Memory
    - ✓ Semantics
    - eg ✓ First time I failed in driving, 1st time I won....
  - Implicit Memory

* Attention & rehearsal is not always required
eg : talking about daily habits — eating, breathing etc — we don't need to recall doing it We know that we have

eg : We see the directory & dial a no. We remember it only for that time.
What type of memory?
Ans : Short Term.

* Neural Network Model or Parallel Networking Model.

- Memory works like a parallel processor.
- Process info. in a parallel fashion.

* Kinds of info. stored in Working Memory.

- Working memory — workbench of consciousness.
- Research done — does working memory exist? If yes, how much?
- Idea on the CONCEPT OF SERIAL POSITION CURVE: when we memorise a list of words, we remember only the words in the beginning & end. The middle ones are lost.
- RECENCY EFFECT & CHUNK EFFECT
  eg: Sometimes we remember the outcome of event & forget what was done in b/w.

  → to get info. in chunk & trying to remember eg. dial phone no. > think back.

* Multiple Components of Working Model (Baddeley 1992)

Phonological loop	Visuospatial sketch pad	Central Executive
Process info. related to sound of words	Process info. related to appearance of object	

- Other studies on working memory
  - Neuroimaging — scan & analyse brain of people
  - Research on concurrent test paradigm : 2 tasks that we do simultaneously (Primary & Secondary)
  - Dysexecutive syndrome : extensive injury to frontal lobes — when central executive cannot decide properly.
    eg : people saying — I do one thing at a time. Let me do this, then I'll get back to you. ——> Dysexecutive syndrome (can't process multiple things concurrently)
  - Showing a tendency of Perseveration
    i.e., hanging on the 1st task/goal only
    Not resting to rest till that is done
  - Working memory — imp. aspect of our ability to store, retrieve & use info.

*- Research methods to Study Memory

- Free recall or recognition (Factual info) (episodic memory) ↳ recalling memories of some factual things or some incidents (episodes) that happened
- Sentence verification
  ↳ relating to semantic memory
  eg : we get to know sth in childhood. As we research more, our info. gets updated/verified
- Measuring memory
  Info. that we cannot repeat verbally.
- Priming
  eg : what was done at the very beginning. Like — learning tables
  eg : swimming, driving : you know once — don't forget

- Neuroimaging
  Studying different parts of brain

* Memory for Information :

- Spacing of practice
  → I remember anything ∵ I practiced it
- Levels of processing view
  (Craik & Lockhart, 1972)
  → Info. is processed deeply & so we are more likely to remember.
- Retrieval cues
  → Stimuli associated with info. stored in memory & can be called spontaneously.
  → eg: we remember anything with some reference. eg — I learnt SST with using shortcuts. So, when asked in exam, I will retrieve those shortcuts to remember the concept
- Context dependent memory
  → similar environment. eg: I went to India once. When I go again, I relate → good or bad
- State dependent retrieval :
  → referring to the internal state in which my mind was there when any info. first entered in my memory.
  → recalling incidents on the basis of our states of mind
- ~~Encoding specificity principle~~
  → eg. when I see my friend's father die, I start crying because it REMINDS me of my father's death

- Encoding specificity principle
  → eg when I get tired during exams, I have coffee → doing a change of mood/mind
  → retrieval cues match the cues, that the learner used during the study phase.

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- It's a continuous rehearsal process
- Memories which sticks to us — we remember.

* Long Term Memory

- Explicit Memory or Declarative
  - ✓ Semantic Memory : Declarative memory
  - ✓ Episodic memory.
- Implicit Memory or Procedural

* Attention & rehearsal is not always required.
eg: talking about daily habits — eating, brushing etc. — we don't need to recall 'doing it'. We know that we have.

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☆ Revision

LONG TERM MEMORY

> SEMANTIC MEMORY
  Recalling FACTS. or info that is not tied to a specific time or place
  eg: texture of sandpaper, shape of toothbrush, shape of NASA shuttle, sound made by a shotgun, 2+2=4, ---
  → organised by concepts

◦ Semantic Network
  eg: If I say ostrich what comes to your mind?
  Person 1: It is a bird
  Person 2: It is an animal (∵ birds are animals)
  So, a network is being formed. And, the time taken to perceive: Person 1 < Person 2

Animal
/
Bird
/
Ostrich

✡ SERIAL POSITION CURVE :

Idea : When a sequence of words / things are told to us, we mostly remember the beginning & ending of it

Primacy effect : Tendency of remembering the beginning of info better than remaining one.

eg : Students tend to understand more during first 15 minutes of min. lecture.

Recency effects : Retention of the latest or ending information.

→ Combin^{n} of short term & long term memory.

✡ Organiz^{n} of long term memory (LTM)

✓ Basic cognitive process (LTM) is a bit like a GOOD CROSS INDEXING SYSTEM

✓ Encoding phenomenon.

✓ Role of imagery.

✓ Role of constructive process

✓ Subjective organiz^{n}

✓ Reconstructive process in retrieval

→ eg : If I want to find any book in library, I can easily find due to cross indexing system (everything is coded & indexed)

→ eg : If I learnt something in a very constructive way, like kinetic & potential energy : we will be able to differentiate between them

retrieving what was known, by reconstructing

☆ Retrieval of Information

Recall
eg: whatever you have in mind, you directly bring it out (concept of filling application forms)

Recognition
eg: Trying to remember a friend from some reference
concept of circling the known words

- **Automatic Coding**
  eg: If I arrange my room, I suddenly find things misplaced, I get to know concrete same.
  → A special kind of automatic coding takes place with unexpected events with strong emotional association
  eg (2): first break-up
  → Relates to FLASH BULB MEMORY

- **State Dependent Memory**
  In what state you were while you were doing sth

  Mood Dependent
  In which mood you were while you were doing sth

- **Reconstructive nature of memory:**
  ↳ for some people, they can recall instantly. Maybe because proper encoding was done.
  ↳ Depends on how I remember: Casual reading or Preparing from exams
  - Memory consists of knowledge & inference
  - Remembering a problem solving activity.
    → memory is solⁿ to problem

- TOT (Tip of the Tongue) Phenomena
  like, I know it, I'm just not able to recall

* FORGETTING
  ↳ refers to the apparent loss of info. already encoded & stored in LTM
  Q: Why is it advantageous to forget?
  & Why is it disadvantageous to forget
  → forget -ve memories : advantage
  → you might lose some imp. info : disadvantage

- Interference in Memory
  ↳ Proactive & Retroactive Interference
  Earlier info. is interfering in info. currently learned.
  Current info is interfering in earlier info. learnt
  eg: I remember my old no.
  But, new no. can't be recalled (mixed up)
  > Fading
  ∴ I no longer use it, it faded from my memory
  > Distortion
  eg: I remember info. but in bits & parts
  like, remembering a no. 0555 ... 99 something

- Important
  * Forgetting Curve:
  Remembering now → in a few hours, remembering less → tapering off gradually.
  * Disturbed practice: (EBBINGHAUS (1995))
  Learn anything in phases — b/w diff^t study sessions.
  * Encoding Failure:
  Not taking proper info
  • Memory decay & disuse.

✱ Memory Retrieval Problems :

- Mis-information effect :
  eg : Mom tells that when I was small, I used to do this But, I remember doing sth else.
  eg (2) : On an accident site, police asks info. from eye witness
  eg (3) : News spread about haunted house in a particular area.

✱ False memory syndrome.

↳ conscious part of mind has been distracted
eg : hypnotism done by magician.

✱ Autobiographical Memory

Remembering events of our own lives

Includes > Infantile amnesia :
- Inability to remember experiences in 1st 2-3 years of life

Flashbulb memory

> Memory provoking our emotions.

✱ Effect of Mood on Memory

> State dependent memory

Includes :

> Mood-dependent memory → Info learned in a +ve (-ve) mood ↓ easily recalled while in +ve (-ve) mood

> Mood congruent effect.

→ Good (bad) mood → Notice & remember +ve (-ve) info.

✱ Memory & the Brain.

□ Amnesia → Infantile* ≡ Memory loss due to head injury
- ↳ Retrograde amnesia
- ↳ Anterograde amnesia.

□ Korsakoff's syndrome
≡ Memory lost due to drugs taken

□ Alzheimer's disease
≡ Mental deterioration due to age (>65), illness

✱ Benefits of memory.

Chapter - 7
COGNITION

- **Cognition** : Thinking, Deciding & Communicating
  ↳ Mental activities including logical & illogical ways in which we create concepts, solve problems, make decisions & form judgements

- **Mental Images**
  ↳ Mental imagery is applied in day to day activities in our life. eg: Parking car, furniture around, day dreaming etc
  Representation form → Mental Image
  → Concepts.

- **Concepts**
  ↳ Ideas that represents a class or category of objects, events or activities.
  eg: type of fruit, bird etc.

Both will be written differently
- Q1: Mental images are required in decision making
- Q2: ONLY mental images are required in decision making

Concepts → Superordinate concept : General form eg fruit
→ Subordinate concept : Specific eg: Fred's apple

- **Natural concept** : concepts based on the result of our experiences in real world.
  eg: internet doesn't work in college.
  ↳ forms basis of interpreting.

- **Prototype:**
  - ↳ Best of clearest examples, it clearly matches the defining characteristic of a concept.
  - ✱ Culture also matters in formation of prototype
    - ↳ eg: If he is Indian, he will be like that — what do we look into
    - eg: ② Diff b/w Indian & Arab students

	Indian	Arab
Given work: do seriously		Difficult / lethargic to work

- **How we represent ourself in cognition**
  - ✓ First represented by attributes
  - ✓ Storage in memory
  - ✓ Mental pictures
  - ✓ Related to schemas, natural concepts
  - ✓ Self schema

- **Proposition**
  - Sentence that relates one concept with the other.
  - eg: a person is playing cricket → a 2nd year is playing cricket → - - - -
  - ✱ Basic of elements of thought: Clusters (represented as mental models)

✡ PROBLEM SOLVING :

It occurs when a goal is to be achieved by thinking & behaving in a certain way.

- Reasoning → Normal
  → Formal : has a straight forward solution.

  → process of looking for reasons, beliefs, conclusions, actions or feelings. We also do in our daily lives

- Methods used to solve problems
  - > Trial & error (mechanical solution)
  - > Algorithms : step by step procedure.
  - > Heuristics (Rule of thumb) : Based on prior experiences, decisions are made.
    - ↳ It works backward from the goal

- Basic sources of error
  - > Role of mood states → our mood influences how we solve problems
  - > Role of belief → solving problems based on our belief
  - > Confirmation bias → whatever I am searching, I interpret in a way that confirms my preconceptions

- Scientific method of Problem Solving
  - > Problem Identification
  - > Problem Understanding
  - > Collection of relevant info.
  - > Formul^{n} of hypothesis
  - > Selection of proper solution.
  - > Verification of concluded solution.

- Creativity → Convergent thinking } give creativity
  → Divergent thinking }

- Decision making
  ↳ choosing b/w 2 or more alternatives
- Heuristics
  > Availability heuristics
  > Representative heuristics
  > Anchoring and adjustment heuristics

- Framing & Decision strategy
  ↳ Decision made on the basis of outcomes in terms of gains & losses, which strongly affects decision eg: Investment decisions

- Different Phases
  > Initial Phase
  > Early losses
  > Continuity losses
  > Escalation of commitment → eg: Horse race, raffle tickets, stock market, investment decisions ....
  > Naturalistic decision making

⇓
even if I lose, I think that someday I'll win (emotionally attaching ourselves)

< communicating : not in portion >

∃ : There Exists

Date 29/10/14

Ch : Motivation

✓ Why we eat & drink?
✓ Why ∃ competition? (more driven to achieve than others)
✓ Why emotions/relations are imp?

- **Motivation**
  Process through which activities are stated, directed & continued in order to meet the Physical & psychological needs
  Derived from word, "mover"

- **Different types of motivation**

Extrinsic	Intrinsic
External rewards	Internal satisfaction

- **Instinct Approaches**
  - → Earliest approach to motivation
  - → focused on innate pattern of behavior
  - → biologically determined
  - → both animals & humans
  - → ∃ 18 instincts in humans. eg: curiosity, aggressiveness

- **Drive theory of Motivation**
  - → Biological systems are regulated eg. homeostasis
  - → also called Push theory
    (needs produce a push to achieve satisfaction)
  - → Problem: engaging too much in behaviors that increase our satisfaction.

* Drive theory : OVERVIEW

Biological need → Drive state → Activation of many diff^t behaviors

Behaviors that reduce drive are strengthened ↑

↓

Behaviors that don't reduce the drive are weakened

• Arousal Theory

→ Suggests : human beings are satisfied with optimal level

→ based on personal char. & whatever we are performing

Arousal: → low during sleep & high when activities are performed.

eg : I feel like doing (arousal) → I do.

• Expectancy Theory

≡ cognitive approach

≡ incentives pull our behaviors towards a goal

↳ I do it ∵ I expect something as a goal

• Goal-Setting Theory (Locke and Latham)

↳ Argues → our behaviors can be guided by our behaviors.

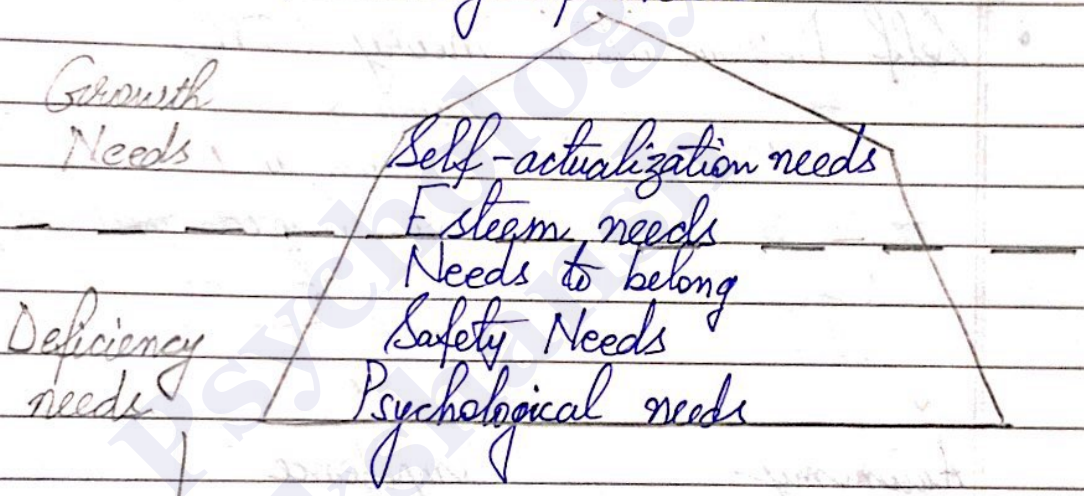
eg: 3 years of same job & no pay rise. Inflation increasing. I should leave that job ∴

* Goals : specific
: challenging
: attainable (in time)

↳ eg: I need to understand this before I graduate

☆ HUMANISTIC APPROACH

↳ Maslow's Hierarchy of Needs



↳ (done in PRINCIPLES OF MANAGEMENT)

(3) * MOTIVATION

a. Traditional Model → Different models
   → carrot & stick opern
      → way donkey carries load

- every model works at diff+ kind of situations
- eg: If you score well, I'll give PSP. (carrot).
  If not achieved, scolding (stick)

b. Need based model (developed by Abra Maso)
- Every man works for sth to take care of need.
- Idea: I'll be motivated for sth, if I need to do th

Q Diff. b/w need, want, desire, demand

If I have to move a beer bore from place A to B.

Need: commutation
(eg: food isn't a need, hunger is a need)

Want: car
→ which I like (BMW): desire
→ which pocket can afford: demand.

feeling for lackness of sth.

→ eqd to take care of your need

✓ It is criticised, but accepted.

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- Need hierarchy theory (by Abraham Maslow)
Every individual has 5 types of needs. These needs are in a hierarchical order from 1st to 5th.
  1. Individual always tries to satisfy his first order need first, as it has the max. potential to motivate an individual.
  2. A need, once satisfied, no longer motivates.
  3.

1st order: Physiological needs
2nd order: Safety / Security needs (write both)
3rd order: Social / Love needs.
4th order: Ego / Esteem / Status needs.
5th order: Self actualiz^n needs.

→ any need req^d for survival
physiological: survival in a society
eg: cloth not req^d to survive. But req^d to survive in a society
eg: sleep.

→ when person tries to keep himself safe.
eg: working in a company where firing ✗
Security: when person wants to safeguard his interests. eg: do insurance, my own house

* Book : 48 Laws of Power * Read to understand

Puffin
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3rd : Social : need for affiliation
:- a circle / group should exist for you
- I need to have a group.
Love : need for belongingness
- my family, my children

4th Status :- eg : when I see someone & say that yes he is sth.
- Sth which is visible & SHOWN
- eg : In a restaurant, if after having dinner, 1 person thinks & give 10 Dhs.
Another :- doesn't think & gives 200 Dhs
Status visible
- eg : Why do you want to stay in an elegant locality

Ego :- I know everything
:- Bossing → everyone should be under me

Esteem :- Related to our self respect
- eg : person writing a book, going for social service
- raise self respect for himself.

5th status :- Anything that humans do to take care of his potential → as said by him.

Continued →

eg: a person 18 yrs. of age. After 62 yrs of age, her friend finds her learning guitar.

eg: Old parents in a village sending their children to USA, remaining themselves in India.

→ what are they trying to do?
they feel they have the potential & do & are doing it

eg: SN Gupta, Chairman of HUL
- 1990's Liberalis started in India
  → Liberal policies made for foreign companies to invest in India
  i e P&G can come in India
- HUL had been in India since 1800's
SN Gupta was thinking what would happen when P&G comes.
What he did? → lifebuoy soap → he changed it → Packaging, product ——
- everything → he launched handwash (first time introduced). Sunsilk also enhanced & introduced.
By the time Pantene came (P&G), Chairman of P&G thought what's the point coming to India
- What was he trying to do?
  → he knows it was as per his potential & was trying to do that.

→ Desire to excel in a difficult task.
eg: Receive better grades in school

- THREE NEEDS Theory (Diff^t strokes for diff^t folks)
  1 - Need for Achievement
  2 - Need for Power
  3 ✓ Need for Affluence

eg. do what friends say (social need)

eg. In a group of 5, one person dominates (we let that happen).

- Self Determination Theory (STD)
  - Suggested by Ryan & Deci (2000) (Similar to Maslow's)
  - ∃ 3 inborn & universal needs that help people gain self satisfaction of relationships with others.

Autonomy	Competence	Relatedness
≈ Esteem theory in Maslow's	Need to be able to master challenging task of one's life	Need to feel a sense of belonging, intimacy & security in relationship with others ↓ gives intrinsic motivation

- Aggressive Motivation.
  - Individuals engaged in harming others.

Causes:
- → Inherited tendency to harm others.
- → Pushed or pull drive
- → Influenced by social & cultural factors.
  - → eg. neighbour is not behaving properly with me, why should I?

✱ FORGIVENESS

↳ when compassion replaces desire for revenge

✓ Some people are more able to forgive readily

- ↳ higher in agreeableness
- ↳ higher in emotional stability
- ↳ higher levels of self-esteem & gender self confidence
- ↳ more spiritually or religiously inclined

Ch: EMOTIONS

✓ Physical changes in the body due to various factors
✓ Component of brain responsible for emotions: amygdala

* Emotion leads to motivation.
eg. It's much more enthusiastic & motivating to work with someone with whom you are emotionally attached

* THEORIES
Arousal is a component of emotion

Cannon-Bard Theory
↳ Emotions ∵ of external environment
eg. a dog comes; you fear

Simultaneously
Physiological reactions
Emotion provoking events → Subjective states we label as emotions

James-Lange Theory
↳ Emotions come due to sth that's already inside/internal
• Includes → FACIAL HYPOTHESIS
* Drawback: facial expressions don't come out for everyone
eg: people who are emotionally stable don't express much

Emotion provoking events → Physiological reactions → Subjective states we label as emotions

* Emotions consist of:
- Psychological responses
- Subjective feelings
- Expressive reactions

* Facial Feeback Hypothesis

- proposed by Laird 1984, Zajonc and McIntosh 1992

Suggests that changes in facial expressions produce shifts in emotional experiences.

- Supports James-Lange

* Two Factor Theory

- by Schachter and Singer.

Suggests that emotional states are determined by cognitive labels we attach to our arousal patterns like, attaching our arousal to some cognition

eg: I get bad marks. I say I didn't understand anything in class

eg(2): I am irritated but say that ∃ lot of traffic

- Experiment of angry and happy man.
  - external environment changes us

eg(3): I got scolding at home. When I come to college, I'm not telling anyone exactly what happed (external influence)

* Opponent Process Theory

- by Solomon 1982

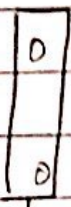
- Suggests: any strong emotional reaction to a stimulus is followed by opposite reaction
- Repeated exposure to a stimulus causes the initial reaction to weaken and the opponent process to strengthen

eg: Continuously eating Paneer daily for 5 years — we can't take anymore.

eg: Teacher teaching same subject for 10 years. then gets bored

* ~~Extr~~ External expressions of emotions
  - Cicero suggested : face is image of the soul
  - Non verbal cues

* Emotion and Cognition
How feelings shape thought and thought shape feelings.
  - Happy mood → happy thoughts
  - Sad mood → -ve memories
- ∃ link b/w emotion & cognition



Previous thought : +ve & -ve are opposite ends of the same dimension
New thought : +ve & -ve affect are independent dimensions.
→ Still under scientific enquiry

• Relation between AFFECT & COGNITION
eg : Teacher in bad mood : strict correction
good mood : lenient correction

* Subject Wellbeing
- Diener and Colleagues
• Optimistic & extraverted : More happy
• Introverted & pessimistic : Less happy

* External conditions influence us.

> Factors that influence happiness:

↳ Subjective Well-being

↳ Individual's global judgements of their own life satisfaction

* Benefits of happiness
* Increasing happiness] slides

Chapter - Intelligence

✡ Different Opinions of Defining :

- ✡ Good grades
- ✡ Social status
- ✡ Economic status

✡ → Intelligence defin" by NEISSER & OTHERS
WOODWORTH & MARQUIS
TERMAN
THORNDIKE ----

✡ THEORIES OF INTELLIGENCE

◇ UNIT FACTOR THEORY

↳ Binet-Simon, Stern

≡ people good in one area should also be good in another area
(our view may not coincide with this theory)

→ If I'm intelligent, I'm good in other

◇ TWO FACTOR THEORY

↳ Charles Spearman (1863-1945)

✡ I (Intelligence) = G (General) + S (Specific)

G-factor	S-factor
- Inborn tendency	- Acquired tendency
- No individual differences observed	- Individual differences observed
- Helps in daily works	- Helps in attending specialized tasks

STERNBERG (TRIARCHIC THEORY)

Says: Successful intelligence is comprised of 3 diff factors or 3 dimensions:

1) Componential / Analytical Intelligence
   think critically (book smart)
2) Experimental / Creative Intelligence
   formulate new ideas (divergent thinking)
3) Practical Intelligence
   Practical knowledge & adaptive ability (street smart)

CATTEL'S THEORY

Intelligence is of 2 types

Fluid intelligence
≡ inherited ability
is capability

anything that comes with cognitive task

Crystallized intelligence
≡ accumulated knowledge (stored over a period of time)
eg: I want to shift from UK to Dubai. So, I ask my friend who can tell me his experience

GARDNER-MURPHY THEORY : NOT IMPORTANT

(Theory of Multiple Intelligences)

☆ MEASURING INTELLIGENCE

- Binet
  (Same person for Oral Factor theory)

> Binet's Ability Test

- Testing why ability of some people is not as good as others (for children)
- Tested for mental age of the child
  (= Testing Intelligence Quotient (IQ))

> Stanford-Binet and IQ

Terman by Stanford
↳ method for comparing mental age (MA) & chronological age (CA) for the use

$$IQ = \frac{MA}{CA} \times 100$$

(IQ: <140 : Super Intelligent
>60 : Slow learners)

- Used by educators to make decisions about placement of students in special educational programs

** > Wechsler Tests

↳ Better than Stanford-Binet ∵ it can evaluate teens, whereas previous test was on children
Consists of Verbal Scale & Performance Scale
(Pattern identification)

• Test Construction: Good or Bad

- Test results should be reliable — consistent
- Validity: actual purpose of application
- Standardization
- Norms
- IQ Test & cultural Bias (depends on our exposure)
- Every test has its flaws — utilized for Testing

✱ Individual Difference

- Mental retardation

↳ in 4 areas :

- Intellectual & adaptive behavior skills
- Psychological and emotional consideration
- Physical and health consideration
- Environmental consideration

> Exceptional ≠ GIFTED ONES

✱ EMOTIONAL INTELLIGENCE

- Daniel - Goleman : feeling side of intelligence.

(≡ 10th – 12th : good grades
college : bad grades } why?)

> Components :

- Knowing our own emotions
  - not aware of own feelings → can't make intelligent choices
  - ? friend goes on a subject, ? go blindly without thinking
  - → Outcome : Social Adaptability
- Managing our own emotions
  - eg: when someone take credit for your work. what do you do?
  - manage stress & cope up with strategies
- Motivating ourselves
  - eg: turbulence in flight. what do you do?
- Recognising & influencing others
- Handling relationships
  - → Participate actively, try not to get involved in conflicts, be social and responsive & act when others need you, ...

We can motivate ourselves through: achievement, commitment, optimism, initiative, set achievable goals or desired outcomes, workout for the same, identify visual indicators, delay gratification (put on smaller rewards to gain larger later)

→ Focus on others' problems, identify problems through non verbal communication, keep eye contact, take hardships,

☆ CREATIVITY

↳ provides us with : new knowledge and new inventions

- Contrasting views of creativity

Creativity occurs due to past knowledge and experience

2nd ☆ CONFLUENCE APPROACH (Lubart)

Creativity requires 6 distinct sources :

- Intellectual ability
- Knowledge
- Certain types of thinking
- Personality attributes → eg: willingness to take risk, tolerate ambiguity & criticism
- An environment.

V. Imp

Chapter — Personality

(Core concept for complete)

- Defin": a person's unique & relatively stable pattern of behaviour, thoughts and emotions
- Character: Value judgement about persons moral & ethical behaviour
- Temperament: instability or adaptability

} difference from Personality

★ 4 MAIN PERSPECTIVES (not in detail)

① - Psychodynamic (Sigmund Freud): States personality is a complex mixture of levels of consciousness & multiple components

② - Behaviorist and social cognitive

③ - Humanistic theory

④ - Trait

→ ① FREUD'S PERSONALITY THEORY

*See table from slides

Conscious level	Preconscious level	Unconscious level
eg Thoughts	eg: Memories	eg: Fears
↓		↓
Ego	Super ego (mostly preconscious)	Id
Aspect of Personality	(I do this activity because I feel happy about it. If I'm not able to, I feel guilty)	(If it feels good, do it)

☆ Ego Defense Mechanisms

> Ego can reduce anxiety through :
- Displacement
- Projection
- Regression
- Rationalization

◎ Research on Freud's Theory
- What is it ?
- Why is it being discarded ? } See theory from textbook

○ Neo Freudians
↳ followers of Freud
↳ developed their own psychodynamic theory
↳ Theory given by Jung

> Theory by Adler
Idea : Elders suppress youngers
eg : If I'm poor in one area, I will try to excel in some other area
↳ = be superior

> Theory by Horney
Idea : Children want love from parents
↳ Receive : Anxiety overcomes
↳ Don't receive : Develop neurotic personalities
↳ Become dependent
↳ Become Clingy

* relation with Stress
↳ eg: Child is stressed ∴ he is not able to fill his anxiety..

QUIZ-2

Imp

* 4 Defense Mechanisms for ego.
  ↳ Displacement
* 3 factor approach of personality, given by Bandura

→ (2)

* Behavioural aspect influencing personality.
  3 factors by Bandura
  1) Environment
  2) Personal / Social
  3) Self-efficacy

→ (3) HUMANISTIC THEORY
- relate with personality.
Mainly: Self Actualization

- Related with Rogers and Maslow's theory of need (hierarchy)

> Rodger's Theory
Talks about:
2 important dimensions

Real Self
eg: Students don't always act as they are expected like, wearing shorts and coming to class.

Ideal Self
eg: Students expected to be properly dressed, be in class on time, act like an engineering student

• Includes: ✓ concept of Positive and Negative Regard
✓ all variables making a person fully functional

→ TRAIT
(thinking pattern, conduct of a person)
- Talks about what characteristics define a person (slides for details)
* ↳ Cardinal, functional, secondary & central
- Theory given by Allport and Cattell.

> Secondary Trait
Existing specific and weak effects on behavior
→ weaker than primary

> Central trait
Describe an individual personality

> Cardinal trait
Dominates an individual's entire personality

> Functional autonomy (Dr. Allport)
Inconsistent pattern of behavior (Dynamic)
↳ Initially acquired — changes as per circumstance

Portion till Quiz

Trait

Surface
Which can be easily seen by people by people's actions →
i.e, I can write these down

Source
What is the source of him having all these traits?
i.e, seeing, that if this-this is there in a person ⇒ he is an introvert, say.

9 mp (CASE STUDIES WILL BE ASKED)

BIG FIVE FACTOR

↳ by Costa and Mc Crae, Zuckerman.

<1> • Extraversion :

from energetic, enthusiastic, social able and talkative at one end — to → retiring, sober, reserved, silent and cautious at the other end.

* Tendency to seek simulation and enjoy company of others.

<2> • Agreeableness :

Ranges from : Good natured, Cooperative, Self disciplined, Responsible, Precise — to → irritable, suspicious, non cooperative

* Tendency to be compassionate

<3> • Conscientiousness :

Ranging from : Well organized, Careful, Self disciplined, Responsible, Precise — to → Disorganized, Careless, Impulsive, Undependable

* Tendency to show self-discipline, strict.

<4> • Emotional Stability (Neuroticism)

Ranging from : Poised, Calm, Composed, Non hypochondriacal — to → Nervous, Anxious, high-strung, hypochondriacal

a situation where you feel you're sick (without reason)

* Tendency to experience both types of emotions.

(5) • Openness to experience

Ranging from : Imaginative ↔ down to earth
Witty ↔ simple
Having broad interest ↔ having narrow interest

* Tendency to ~~experience~~ enjoy new experiences and new ideas.

Type of Q.s

• Aggression is very important in a person's life. Comment
• Applications to personal health & behaviour in work settings ---

---

Stress

↳ a change in behavior - pressure

Eustress
+ve
- Inhibits growth, leads us to grow, work.

Distress
-ve

Psychological
eg: anxiety, depression

Physiological
eg: Increased heart rate, BP.

✱ **Stressors** (what causes stress)

where stress:

Personal
eg: married life, children not doing well, college study problem...

Work Stress
eg: daily hassles to go for work

Overloaded
Pressure to complete work

Underload
Less work → money spending a lot, boredom, ...

✱ **Cognition**: Involves thinking & can monitor stress
↳ Type of ques: Write on these people / case study asked

✱ **Study of personality, related to stress**
↳ By Friedman & Kasanin.

Type A person
- workaholics (always working)

Type B person
- Very light attitude → no focus (reverse of type A)
- Have lightest pressure on heart

> Addition to research : Type C
↳ by Temoskok and Dreher
- Very calm outside → bursting inside
- Suffer a lot
- Keep everything to yourself, don't share

> Latest discovery : Type H
↳ by Suzanne
Personality based on 3 C's : commitment, control, challenge
- be committed, have self control & take life as a challenge.
- a successful individual

DON'T DO: Practical implications
Details
Anything more than what is in notes/slides

Ch - Social Behavior.

- Why important?
  eg: you are in a long queue and someone comes and takes the front. How will you react?
  eg: Why do you drop your emotions at workplace?

✡ SOCIAL PSYCHOLOGY

Social Thought	Social Behavior
- Non verbal communicⁿ	- Social influence
- Attribution	- Prejudice
- Social cognition	- Attraction and love

- **Social Interaction**
  - based on this we get to know a person is open or closed
  - Prejudice can lead to discrimination

- **Sources of Prejudice**
  - Stereotypes
  - Realistic conflict theory (not in portion)
  - Social categorizⁿ
  - Social learning.

Given a situation, tell type of social influence.

Imp

- **Social Influence Factors**

Conformity	Compliance	Obedience
Think/act as per pressure excited by others.	Someone asks, then we do/accept.	Somebody orders then we accept
eg: Person 1: I'm feeling cold Person 2: Me too [Person 2, feeling cold/not sometimes try to agree with other person]	Techniques to introduce compliance: eg ①: I'm going for vacation, can you look after my pets. Person 2: No. I can't Person 1: Okay, atleast water my garden ② Starts with small request & is accepted	Starts with a big request & settles for a small
eg ②: Strikes in a company — not everyone wants to strike, but they join others to do strike		

- **Attitude** → tendency to react +vely or -vely.

Affect | Behavior | Cognitive

- **Leadership**
  - > Groups : 2 or more people interacting with one another
  - > Traits of a leader
  - > Great person theory of Leadership

- Charismatic Leader
  - Leader proposes a vision
  - States a dream
  - Engage in framing
  - High level of self confidence, higher degree of concern for follower's needs
  - Self sacrifice.