

1) **Typical 10-15 point question:** In regards to the manner in which a person could study for a test, it has been claimed that there is not necessarily a "good" versus "poor" way to learn. What are the general experimental results that support this claim? Describe an experiment, and its results, from class that addresses this issue (perhaps dealing with type of test a learner expects and the type the learner actually receives). Hint, this is NOT a question about state dependent learning.

2) **Typical 5-10 point question:** Describe the availability heuristic and how it affects our judgments of frequency. Give an example of how this heuristic can lead to incorrect frequency estimates (that is, describe the mechanism in the context of the example).

ANSWERS AND SCORING GUIDE

1

When people study for a particular kind of test, they tend to do better on that test than if they study for a different type of test. [one-third of the points]

[Need both types of data below to show the match and mismatch as well as to control for test difficulty. Does not need to be recall and recognition, but it needs to be test-type-1 and test-type-2.]

If you study for a recall test, you will do better on that recall test than if you study for a recognition test. [one-third of the points]

If you study for a recognition test, you will do better on that recognition test than if you study for a recall test. [one-third of the points]

2

We judge frequency by doing quick count of instances we can easily recall from memory. The more easily the instances come to mind, the higher the frequency we assume. [half of the points - 1]

Example must show assessment of frequency based on ease of recall in which the ease of recall is due to some factor (e.g., salience) is the cause rather than true frequency in the world. [half of the points + 1]