

Psy 211 exam #3 study guide



**ASSIGN
BUSTER**

Internal mental processes Memory, abstract reasoning, critical judgment, language representation, spatial representation, conceptual/analytical thought, creative thinking, problem solving Lateral Thinking Thinking outside the box

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Anagrams Scrambled letters that must be rearranged to form words or expressions

Brainstorming The notion that two, three, or four heads are better than one and that more relevant ideas will be produced by a group than a single person; any process that can help to generate possibilities that will aid the production stage in problem solving

Algorithm A set of instructions that will guarantee the success of a procedure of the ultimate solution to a problem

Heuristic A short cut or rule of thumb that speeds up the problem solving process by using an educated guess, common sense, or your intuition

Functional Fixedness A problem solving bias rather than a strategy; difficulty switching to a new and uncommon use of a tool or object

Problem Solving Set Learning to adopt strategies for solving past problem that may not be helpful for future items

Example: After the first mystery of a man dying in a room full of bicycles, you want to assume that the next mystery of a man who was running and stopped by a man with a mask and never made it home" is also about murder, when it's actually about a baseball

Satisficing We settle for solutions that are sub-optimal, "good enough"

Habit Family Hierarchy The organism comes equipped with a family of responses that are arranged in a hierarchy of strength based on past experience of their effectiveness

Insight A sudden understanding of how all the elements in a problem fit together and form the solution to the problem

Perceptual

Restructuring You must see the problem in a different way; you must re-conceptualize the problem; you must have the epiphany about extending the lines beyond the perimeter, once the insight occurs, then the problem becomes solvable

Goal Direction The view that problem solving is not a mechanical process of building behaviors on top of behaviors but a directional process guided by the nature of the problem

Search-Scan Scheme Balance between searching for alternative solutions and scanning the consequences of a solution

Means-End Analysis Break problem into sub-goals then solve each sub-goal

Working Backwards Start with a known solution, then follow steps backward to a problem state

Planning Process Reduce problem to a simpler form, find smaller sub-problems and compare it to similar problems you've faced to make it more clear

Creative Fluency The ability to generate many possible approaches or potential solutions to a problem

Creative Flexibility The ability to let go and not fixate on an approach of solution

Originality The approaches or potential solutions are unusual, novel, or "off-the wall"

Pragmatic Creativity The ability to think of useful, practical, worthwhile ideas and not fanciful or silly notions

Divergent Creativity Creative ideas or products that flourish and extend from a single source

Convergent Creativity Creative ideas that coalesce around a single point of origin; many things combine to one thing

Attribute Learning Identify the relevant features or dimensions

Rule Learning Discover how attributes are combined

Affirmation Rule Concept has a single attribute that is either present or absent

Example: Speed Limit is 65 MPH

Conjunction Rule Concept has two or more attributes and all must be present to identify it

Example: A car has wheels AND doors

Disjunction Rule Concept has two or more attributes, either or both can be present

Example: Doctor can have either a PhD or an MD

Conditional Rule Concept has two or more attributes defined by a condition "if, then" rule

Example: You're in a school zone, if a sign is posted, then drive below posted speed

Reversal Shift Shifting to respond to a set of stimuli with an opposite characteristic than the first set
Extradimensional Shift Shifting to respond to a set of stimuli with a different characteristic than a first set
Sensorimotor Stage (0-2 years old) Sensory and motor coordinator, egocentrism, representational thought
Pre-Operational Stage (2-7 years old) Object permanence, simple classification
Concrete Operational Thought (7-11 years old) Complex classifications, reversibility
Formal Thought Abstract thought, hypothetical reasoning