**Word Priming Experiment**

**PSY310: Lab in Psychology**

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GitHub link-

**Introduction**

The facts unveiled in priming tests reveal ways through which memory can be encoded and consequently influence behavior alludes the subject. These studies entail presenting participants with a stimulus called the “prime” that silently installs a way in which the participant metaphorically responds to another stimulus. This response indicates that the participants’ neocortex produces the answers regarding the content of the primes, although they do not have recollections of watching the prime consciously.

Memory can be classified into two levels: Being the verbal nature of these tests, it has to be divided into two types, as defined by Tulving (1983) – explicit memory, which is a conscious recall of the past experience) and implicit memory (which is an unconscious recollection of the prior stimuli, generated through the priming phenomena). The kind of information that can be affectively primed and can influence subsequent perception, attitude, and behavior can be stored in implicit memory without necessarily having to be retrieved. For example, although someone cannot recognize a previous work containing the word “bread” in a prompt, the same person will recognize the term “butter” fast if the word is seen as a prime.

These tests prove that even though people may not recognize particular stimuli they know how to handle it due to their past experiences, and hence it has proven that the influence of the unconscious mind is huge since it is able to determine the reaction of a person to something even though he or she is not aware of it. Since it informs that the mind can function without input from us, this theory has implications for areas as learning, perception, and even classical conditioning.

**Method**

The purpose of this experiment was to determine the participant’s ability to answer word priming tasks correctly, how quickly they and how efficient they were in doing so. As an added measure, this study included four participants who were administered under a VoL classroom in an attempt to eliminate any outside confounding factors that may have affected the outcome of the data collected. The task had two parts, and both of them have been performed with the help of PsychoPy software installed on different laptops. The list contained 15 study words: phone, board, police, chart etc needed to be memorized by participants during the first phase. In the next test phase, participants were shown 20 words on the screen: 10 new distractor words, plus 10 of the previously studied words. Yes/no questions were posed to identify if a word was recognized as “familiar” (coming from the study phase) or “unfamiliar” (a distractor) in relation to test words. This design enabled the assessment of the priming effect with regards to accuracy and reaction time in response to familiar and unfamiliar words.

**Discussion**

**References**

https://www.cell.com/neuron/fulltext/S0896-6273(00)80448-1