

Information Sharing Between Category Learning Systems

Priya B. Kalra, Laura J. Batterink, J. Paul Minda, & Marc E. Joanisse **University of Western Ontario**

Background

- Evidence supports distinct category learning systems^{1,2}, which map on to distinct memory systems^{3,4}
- Strong encapsulation predicts no interaction between systems⁵
- Information sharing refers to content shared between systems
- However, category learning systems can interact through:
 - Competition^{6–8}
 - Parallel learning, but single-system responding^{9–11}
- These types of interaction do NOT involve information sharing
- However, memory systems may share information 12,13
- → Is information sharing possible in category learning?

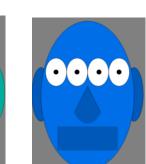
Research strategy: Category learning task with an explicit rule and simultaneous implicit pattern. If no information sharing, then no effect of implicit pattern.

Stimuli

We constructed a stimulus set that simultaneously contained a rule based on shape (eyes and mouth) and a probabilistic color distribution.

Explicit rule: (exclusive OR)

Category A Odd # eyes + round mouth OR Even # of eyes + square mouth





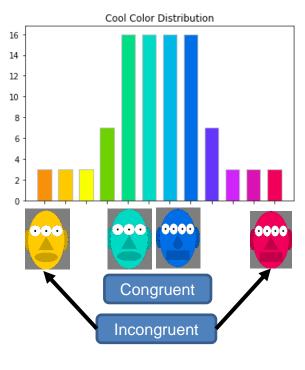
Category B

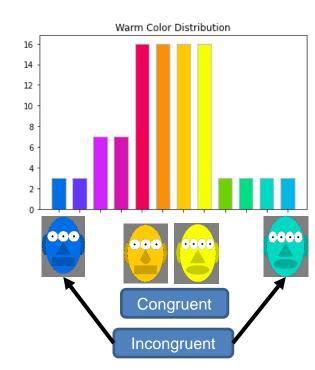
Odd # eyes + square mouth OR Even # eyes + round mouth





Participants WERE told the eye-mouth rule for categorization. Implicit color distribution:

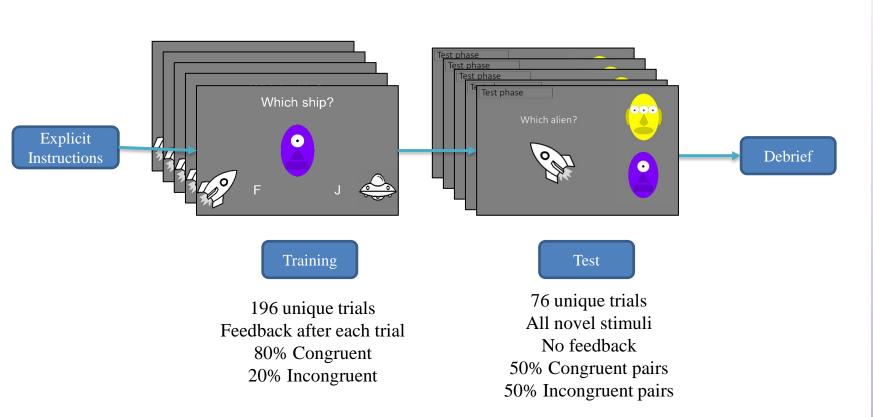




Participants were NOT told about the color distributions.

Behavioral Study

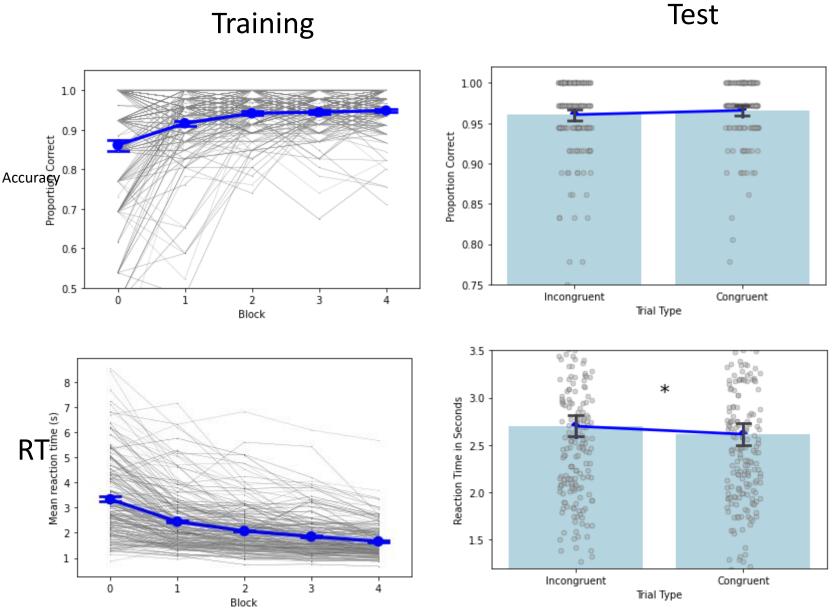
Procedure



Participants completed a training phase with feedback after each trial and biased color distributions, followed by a test phase.

Results

Training

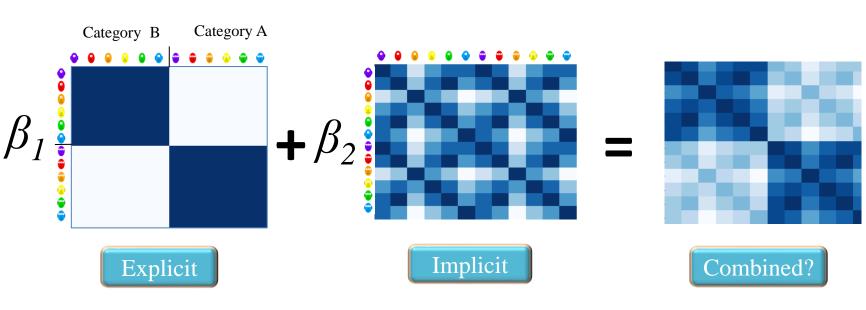


Discussion

If there were no interaction and no information sharing, then performance on congruent and incongruent trials should be the same (explicit rule use only). However, at test, participants were slower on incongruent trials than congruent trials (t = 4.25, p < .001). From these results it is not clear whether information is shared between systems during learning, or later at a response stage. We will use fMRI-RSA to answer this question.

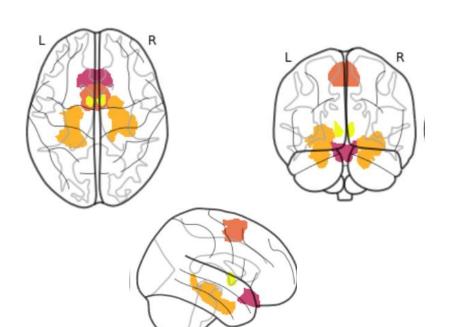
Imaging Methods

Representational Similarity Analysis



- The explicit rule and implicit color distribution create different dissimilarity matrices (RDMs).
- We will compare the relative beta weights in ROIs after training.
- Similar beta weights for implicit and explicit RDMs in striatal or temporal ROIs suggest information sharing at learning.
- Similar beta weights in frontal ROIs suggest information sharing at decision/response

Regions of Interest



- Hippocampus explicit learning
- Striatum implicit learning
- mPFC --decision making, rule use
- SMA response selection

References

1. Ashby, F. G. & Maddox, W. T. Human category learning 2.0. *Ann N Y Acad Sci* **1224**, 147–61 (2011).

2. Ashby, F. G. & Maddox, W. T. Human category learning. Annu Rev Psychol 56, 149-178 (2005).

3. Ashby, F. G. & Ell, S. W. The neurobiology of human category learning. *Trends Cogn Sci* 5, 204–210 (2001).

4. Ashby, F. G. & O'Brien, J. B. Category learning and multiple memory systems. *Trends Cogn Sci* **9**, 83–89 (2005).

5. Fodor, J. A. The Modularity of Mind. The Modularity of Mind (1983). doi:10.7551/mitpress/4737.001.0001. Poldrack, R. A. et al. Interactive memory systems in the human brain. Nature 414, 546–550 (2001).

7.Brown, R. M. & Robertson, E. M. Inducing motor skill improvements with a declarative task. Nat Neurosci 10, 148–9 (2007). 8. Galea, J. M., Albert, N. B., Ditye, T. & Miall, R. C. Disruption of the Dorsolateral Prefrontal Cortex Facilitates the Consolidation of

Procedural Skills. J Cogn Neurosci 22, 1158-1164 (2010). 9.Crossley, M. J. & Gregory Ashby, F. Procedural learning during declarative control. *J Exp Psychol Learn Mem Cogn* **41**, 1388–1403

10. Turner, B. O., Crossley, M. J. & Ashby, F. G. Hierarchical control of procedural and declarative category-learning systems. Neuroimage 150, 150-161 (2017).

11. Sanchez, D. J. & Reber, P. J. Explicit pre-training instruction does not improve implicit perceptual-motor sequence learning. Cognition 126, 341–51 (2013).

12.Batterink, L. J., Oudiette, D., Reber, P. J. & Paller, K. A. Sleep facilitates learning a new linguistic rule. Neuropsychologia 65, 169–

13. Reber, P. J. The neural basis of implicit learning and memory: A review of neuropsychological and neuroimaging research. Neuropsychologia **51**, 2026–2042 (2013).