

Exam grade and feedback for 121

Grade: 9.5

Question 1

According to Jonathan Haidt's social-intuitionist model of moral judgment, what is the role of System 1 and System 2 thinking in moral reasoning? And which System is most dominant according to this model? Answer key:

- System 1 thinking refers to the role of intuitions (or: emotion)
- System 2 thinking refers to the role of reasoning (or: rational thought, or: deliberation)
- System 1 thinking (or: intuition, or: emotion) is more dominant than System 2 thinking (or: reasoning; or: rational thought, or: deliberation).

Your answer:

Systeem 1 is het meest invloedrijk en is verantwoordelijk voor intuïtie en emoties die je morele oordeel bepalen. Systeem 2 kan wel nadenken over die morele intuïtie en het oordeel, maar doet dat meestal pas nadat het oordeel al gevormd is.

Feedback:

- Correct: The student correctly identifies that System 1 is responsible for intuition and emotions ('intuïtie en emoties') in moral judgment.
- Correct: The student correctly describes System 2 as involving thinking/reasoning ('nadenken') about moral intuition and judgment, which aligns with the deliberative role described in the answer key.
- Correct: The student clearly states that System 1 is most influential ('het meest invloedrijk') and notes that System 2 typically operates after the judgment is already formed, demonstrating understanding of System 1's dominance.

Score: 1.0

Question 2

Imagine that one of your colleagues from the lectures looks like a fashion model. Based on this observation, you assume that he or she probably is a fashion model. Which heuristic underlies this assumption? Briefly explain this heuristic. Answer key:

- The representativeness heuristic underlies this assumption.
- The representativeness heuristic means that we estimate the likelihood of someone belonging to a category (such as that of a fashion model) based on how much that person resembles the stereotype from that category (a stereotypical fashion model).

Your answer:

Representatieve heuristiek: omdat iemand eruitziet als een typisch model, gaan we ervan uit dat diegene ook daadwerkelijk een model is. Hierbij negeren we echter de basisfrequentie van modellen zijn. Omdat er maar weinig modellen zijn, is de kans dat die persoon echt een model is in werkelijkheid heel klein.

Feedback:

- Correct: The student correctly identifies the representativeness heuristic as the underlying cognitive bias in this scenario.
- Correct: The student demonstrates a solid understanding of the representativeness heuristic by explaining that we assume someone is a fashion model because they look like a typical model, and even goes beyond the basic requirement by mentioning the neglect of base rates, which is a key characteristic of this heuristic.

Score: 1.0

Question 3

What is anchoring, and what is the primacy effect? And what do they have in common? Answer key:

- Anchoring is the tendency to take the first piece of information as the starting point
- The primacy effect is the tendency to better remember the first piece of information
- Both have in common that they correspond to an overreliance on the first piece of information

Your answer:

Anchoring betekent dat wanneer je voor het eerst informatie over een onderwerp ontvangt, je daarvan een basis creëert (een anchor), die je later kunt aanpassen als er nieuwe informatie bijkomt. Een anchor is dus de eerste informatie die je over een onderwerp hebt. Het primacy-effect houdt in dat je de informatie die je als eerste ontvangt beter onthoudt. Beide concepten hebben dus te maken met de eerste informatie die je over iets binnenkrijgt.

Feedback:

- Correct: The student correctly explains anchoring as creating a basis from the first information received about a topic, which aligns with the answer key's definition of taking the first piece of information as a starting point.
- Correct: The student accurately describes the primacy effect as better remembering information received first, which matches the answer key definition exactly.
- Correct: The student identifies that both concepts relate to the first information received about something, which corresponds to the answer

key's point about overreliance on first information.

Score: 1.0

Question 4

What is the difference between loss aversion and risk aversion? Answer key:

- Loss aversion refers to the fact that we weigh losses more heavily than gains (or: the tendency to prefer avoiding losses over equivalent gains).
- Risk aversion refers to the tendency that we prefer certainty over uncertainty.

Your answer:

Riskaversion heeft te maken met kansen, terwijl loss aversion betrekking heeft op nut. Riskaversion betekent dat we de voorkeur geven aan zekerheid boven onzekerheid en risico's vermijden. Loss aversion houdt in dat mensen een verlies als vervelender ervaren dan dat ze hetzelfde bedrag aan winst als prettig ervaren.

Feedback:

- Correct: The student correctly explains that loss aversion means people experience a loss as more unpleasant than they experience the same amount of gain as pleasant, which captures the essence of weighing losses more heavily than gains.
- Correct: The student accurately defines risk aversion as preferring certainty over uncertainty and avoiding risks, which matches the answer key's definition of preferring certainty over uncertainty.

Score: 1.0

Question 5

What is impact bias? And how could impact bias prevent people from breaking up, even when they are unhappy in their relationship? Answer key:

- Impact bias is the tendency to overestimate the impact of future events on our future feelings.
- Impact bias may prevent people from breaking up because they overestimate how bad the break-up will make them feel.

Your answer:

Impactbias betekent dat mensen de gevolgen van een gebeurtenis te groot inschatten. In het voorbeeld van een relatie kan iemand bijvoorbeeld besluiten het niet uit te maken omdat diegene verwacht dat de breuk veel meer negatieve invloed zal hebben dan daadwerkelijk het geval zal zijn.

Feedback:

- Correct: The student correctly defines impact bias as people overestimating the consequences of an event, which aligns with the answer key's definition of overestimating the impact of future events on future feelings.
- Correct: The student correctly explains how impact bias prevents breakups by stating that someone might decide not to break up because they expect the breakup to have much more negative influence than it actually will, which matches the answer key's explanation about overestimating how bad a breakup will make them feel.

Score: 1.0

Question 6

What is affective forecasting, and why is it important to consider it in end-of-life decisions? Answer key:

- Affective forecasting refers to predictions about our own future emotional state.
- Healthy people may predict that they will prefer to die when they get sick. But when they actually get sick, they may not actually prefer to die.

Your answer:

Affective forecasting verwijst naar het voorspellen van je toekomstige mentale toestand. Dit is relevant bij beslissingen aan het einde van het leven, omdat mensen vaak verwachten zich slechter te voelen in de toekomst dan ze zich daadwerkelijk voelen wanneer dat moment aanbreekt. Zo kan iemand bijvoorbeeld aangeven euthanasie te willen wanneer hij ernstig ziek is, terwijl hij dat uiteindelijk niet wil wanneer hij echt zo ziek is, maar dit niet meer kan uiten.

Feedback:

- Correct: The student correctly defines affective forecasting as predicting future mental/emotional state ('het voorspellen van je toekomstige mentale toestand'), which aligns with the answer key's definition of predictions about future emotional state.
- Correct: The student accurately explains the relevance to end-of-life decisions by describing how people may expect to feel worse in the future than they actually do when that moment arrives, and provides a relevant example about euthanasia preferences changing when actually sick, which matches the answer key's point about healthy people predicting different preferences than when actually sick.

Score: 1.0

Question 7

According to prospect theory, do people over- or underestimate low probabilities? And does this differ between merely low probabilities (e.g. 10%) and extremely

low probabilities (e.g. 0.01%)? Answer key:

- Merely low probabilities are often overestimated.
- Extremely low probabilities are often interpreted as impossibilities.

Your answer:

Volgens deze theorie neigen mensen ertoe om lage kansen, zoals 10%, te overschatten. Alleen bij uiterst kleine kansen, bijvoorbeeld 0,01%, denken mensen dat het vrijwel onmogelijk is, waardoor ze de kans juist onderschatten.

Feedback:

- Correct: The student correctly identifies that low probabilities like 10% are overestimated according to prospect theory.
- Correct: The student correctly explains that extremely low probabilities like 0.01% are treated as near impossibilities, which aligns with the answer key point about being interpreted as impossibilities.

Score: 1.0

Question 8

When expressed in terms of utility in prospect theory, what does loss aversion reflect? Answer key:

- Loss aversion means that negative utilities are weighed more heavily than positive utilities. (Or: that the value function is steeper for losses than for gains.)

Your answer:

Mensen ervaren verlies als nadrukkelijker en negatiever dan een winst van gelijke omvang als positief wordt ervaren. Het gevoel van verlies is dus subjectief sterker dan de werkelijke omvang ervan doet vermoeden.

Feedback:

- Correct: The student correctly explains that people experience losses as more prominent and negative than equivalent gains are experienced as positive, and that the feeling of loss is subjectively stronger than its actual magnitude suggests. This accurately captures that negative utilities are weighed more heavily than positive utilities in prospect theory's loss aversion concept.

Score: 1.0

Question 9

What are the two main differences between expected value theory and expected utility theory? Answer key:

- Expected value theory deals only with financial values, whereas expected utility also deals with non-financial values.
- Expected value theory does not consider any heuristics and biases, whereas expected utility theory considers risk aversion.

Your answer:

1. Bij de expected utility-theorie wordt utility meegenomen bij het nemen van een beslissing.
2. De expected utility-theorie is minder strikt normatief doordat het dankzij de toevoeging van utility ook rekening kan houden met verliesaversie.

Feedback:

- Incorrect: The student mentions utility being included in expected utility theory but doesn't clearly distinguish that expected value theory deals only with financial values while expected utility theory deals with both financial and non-financial values.
- Correct: The student correctly identifies that expected utility theory accounts for loss aversion (a form of risk aversion), which aligns with the answer key point about expected utility theory considering risk aversion while expected value theory does not consider heuristics and biases.

Score: 0.5

Question 10

What are the four models of choice, value, and utility that we considered in the lecture? Very briefly explain each model. Answer key:

- Expected value theory: a normative model of choosing between different options. Each option has several of possible financial outcomes with a probability
- Expected utility theory: just like expected value theory, except that outcomes have a utility that doesn't need to be financial, but can also subjective
- Multi-attribute utility theory: a normative model of choosing between different options. Each option has multiple attributes. Each attribute has a utility and a weight.
- Prospect theory: a descriptive (behavioral) model of choosing between different options. This is similar to expected utility theory, but also considers heuristics and biases.

Your answer:

1. Verwachtingswaarde theorie: een normatief model dat keuzes tussen opties behandelt en alleen rekening houdt met monetaire waarden.
2. Verwachte nutstheorie: een normatief model vergelijkbaar met de verwachtingswaarde theorie, maar deze houdt ook rekening met nut, dat subjectief kan zijn.
3. Multi-attribuut nutstheorie: een normatief model dat lijkt op de verwachte

nutstheorie, maar waarbij meerdere attributen elk een eigen nut krijgen toegewezen. 4. Prospect theorie: een gedragsmodel gebaseerd op de verwachte nutstheorie, dat daarnaast ook biases en heuristieken in beschouwing neemt.

Feedback:

- Correct: The student correctly identifies expected value theory as a normative model dealing with choices between options and mentions it focuses on monetary values, which aligns with the financial outcomes aspect in the answer key.
- Correct: The student accurately describes expected utility theory as a normative model similar to expected value theory but accounting for utility that can be subjective, matching the answer key's explanation.
- Correct: The student correctly identifies multi-attribute utility theory as a normative model similar to expected utility theory but with multiple attributes each having their own utility, which captures the key concepts from the answer key.
- Correct: The student properly describes prospect theory as a behavioral model based on expected utility theory that also considers biases and heuristics, which matches the descriptive nature and key features mentioned in the answer key.

Score: 1.0

Question 11

How does loss aversion affect the degree to which people are risk averse? Answer key:

- People are willing to accept risk if this means that they can avoid a potential loss. In other words, loss aversion may decrease people's tendency to be risk averse, and can even make people risk seeking.

Your answer:

Verliesaversie betekent dat mensen het ervaren van verlies als vervelender ervaren dan het plezier dat ze halen uit een winst van dezelfde grootte. Hierdoor zijn mensen bereid meer risico te nemen om een verlies te vermijden, waardoor ze minder risico-avers worden.

Feedback:

- Correct: The student correctly explains that loss aversion means people find losses more unpleasant than equivalent gains are pleasant, and accurately identifies that this leads people to take more risks to avoid losses, making them less risk averse. This directly addresses the key point from the answer key.

Score: 1.0

Question 12

What is conditioning? And what is the difference between classical and operant conditioning? Answer key:

- Conditioning is learning associations through covariation.
- Classical conditioning: when two things tend to happen together in time and space, we learn to associate them.
- Operant conditioning: learning that actions cause rewards or punishments.

Your answer:

Conditionering is het leerproces waarbij je verbanden legt tussen prikkels. Bij klassieke conditionering leer je twee stimuli met elkaar te verbinden doordat ze tegelijkertijd of kort na elkaar optreden. Operante conditionering houdt in dat je leert dat een bepaalde handeling kan leiden tot een beloning of een straf.

Feedback:

- Correct: The student correctly identifies conditioning as a learning process that involves making connections between stimuli, which aligns with learning associations through covariation.
- Correct: The student accurately describes classical conditioning as learning to connect two stimuli that occur simultaneously or shortly after each other, which matches the concept of associating things that happen together in time and space.
- Correct: The student correctly explains operant conditioning as learning that a specific action can lead to reward or punishment, which directly corresponds to the answer key's definition.

Score: 1.0

Question 13

What is the difference between illusory causation and illusory correlation? Answer key:

- Illusory causation is when a correlation is incorrectly interpreted as a causal relationship, whereas illusory correlation is when a correlation is perceived between two variables that do not actually correlate.

Your answer:

Bij illusory causation nemen mensen ten onrechte aan dat er een oorzakelijk verband bestaat, terwijl dat niet het geval is. Bij illusory correlation geloven mensen dat er een correlatie is, hoewel deze in werkelijkheid ontbreekt.

Feedback:

- Correct: The student correctly identifies that illusory causation involves incorrectly assuming a causal relationship exists when it doesn't, and that illusory correlation involves believing a correlation exists when it actually

doesn't. This demonstrates understanding of both concepts and their key distinction.

Score: 1.0

Question 14

When people apply for Dutch nationality or a Dutch residence permit, they need to complete a test of Dutch culture as part of the so-called inburgeringsexamen. As part of this test, people are supposed to understand how the Dutch healthcare system works, and how to 'properly' behave at a birthday party. Which of these two examples is a schema, and which is a script, and (briefly) why? Answer key:

- Understanding of the Dutch healthcare system is a schema, because it corresponds to knowledge and relationships between things
- Knowing how to behave at a birthday party is a script, because it corresponds to a social schema that describes how you should behave in a specific situation

Your answer:

Inzicht krijgen in hoe het gezondheidssysteem functioneert is een schema, omdat het gaat om kennis (inclusief modellen) over de verbanden tussen verschillende concepten. Het gezondheidssysteem is daardoor een uitgebreid begrip. Een verjaardagsfeest daarentegen is een script, aangezien het betrekking heeft op een sociale, specifieke en veelvoorkomende situatie.

Feedback:

- Correct: The student correctly identifies the Dutch healthcare system as a schema and provides appropriate reasoning, explaining it involves knowledge and models about relationships between different concepts, making it a comprehensive concept.
- Correct: The student correctly identifies the birthday party as a script and provides appropriate reasoning, explaining it relates to a social, specific, and common situation, which aligns with the script definition.

Score: 1.0

Question 15

Behaviorism was an approach to psychology, mainly popular in the early 20th century, that emphasized that the mind could not be measured, and that psychologists should therefore focus on how stimuli trigger behavior. If you think of this in terms of Daniel Dennet's stances (or: levels of analysis), which stance did behaviorists adopt, and (briefly) why? Answer key:

- Behaviorists adopted the physical stance, because they focused on the processes that caused a stimulus to result in a behavior.

Your answer:

De fysieke of mechanische benadering richt zich uitsluitend op het gedrag van mensen, zonder rekening te houden met hun intenties.

Feedback:

- Incorrect: The student incorrectly identifies behaviorism as adopting the physical/mechanical stance solely because it focuses on behavior without considering intentions. However, the answer key specifies that behaviorists adopted the physical stance because they focused on the causal processes between stimuli and behavioral responses, not simply because they ignored mental states.

Score: 0.0

Question 16

Evolutionary psychology, sometimes also called functionalism, is an approach to psychology that considers psychological processes from the perspective of their usefulness in evolutionary terms. For example, ingroup favoritism (our tendency to prefer people from our own group) would be beneficial because it stimulates the emergence of protective communities. If you think of this in terms of Daniel Dennet's stances (or: levels of analysis), which stance do evolutionary psychologists adopt, and (briefly) why? Answer key:

- Evolutionary psychologists adopt the design stance, because they consider psychological processes in terms of their function.

Your answer:

Intentional stance, omdat ze de bedoeling achter het gedrag onderzoeken. Deze psychologen richten zich bijvoorbeeld op het doel van ingroup favoritisatie.

Feedback:

- Incorrect: The student incorrectly identifies the intentional stance instead of the design stance. While evolutionary psychologists do examine the purpose/function of behaviors, they adopt the design stance because they focus on how psychological processes are designed to serve adaptive functions, not on the intentions or beliefs of agents (which would be the intentional stance).

Score: 0.0

Question 17

To judge whether event A causes event B, or merely correlates with event B, we make use of five heuristics, as described in the lecture. What are these heuristics? Provide a very brief explanation of each. Answer key:

- Distinctness (or: specificity). A likely causes B, when B follows A, but does not follow other events.
- Consistency. A likely causes B, when B always follows A.
- Plausibility. A likely causes B, when common sense makes it plausible that A causes B.
- Contiguity in time and space. A likely causes B, when A and B occur at the same time and in the same location.
- Similarity in cause and effect. A likely causes B when A and B superficially resemble each other.

Your answer:

1. Specifiek: Als A voorkomt, dan gebeurt alleen B, en andersom. Het is dus niet mogelijk dat B door veel andere factoren ontstaat.
2. Aannemelijk: Op basis van wat ik weet over A, is het waarschijnlijk dat dit tot B leidt.
3. Constant: Telkens wanneer A plaatsvindt, volgt B.
4. Tijd en ruimte: A vindt plaats voordat B gebeurt en bevindt zich ook in de nabijheid ervan.
5. Ongeveer gelijk in oorzaak en gevolg: Wanneer A plaatsvindt, lijkt dat een oorzakelijk effect te hebben op B (zoals wanneer je je been beweegt om een voetbal te trappen en de bal daarna gaat rollen).

Feedback:

- Correct: The student correctly identifies specificity/distinctness, explaining that when A occurs, only B follows and not many other factors cause B. This matches the answer key's concept of distinctness.
- Correct: The student correctly identifies plausibility, explaining that based on knowledge about A, it's likely that A leads to B. This aligns with the answer key's definition of plausibility using common sense.
- Correct: The student correctly identifies consistency, stating that whenever A takes place, B follows. This matches the answer key's definition that B always follows A.
- Correct: The student correctly identifies contiguity in time and space, explaining that A occurs before B and is also in its vicinity. This covers both temporal and spatial contiguity from the answer key.
- Incorrect: The student misunderstands similarity in cause and effect. They describe a causal relationship example rather than superficial resemblance between A and B. The answer key refers to A and B resembling each other, not A having a causal effect on B.

Score: 0.8

Question 18

We tend to overestimate how many people are morally outraged based on what we see on social media. Which two biases primarily contribute to this? Answer key:

- The negativity bias is the tendency to seek out, or place more weight on, negative information, such as morally outraged content.
- The availability heuristic is the tendency to estimate the frequency or probability of something based on the ease with which examples or associations come to mind.
- By causing us to attend to morally outraged content, the negativity bias increases examples of moral outrage, which through the availability heuristic causes us to overestimate how many people are morally outraged.

Your answer:

Door de negativiteitsbias richten we ons bewust op negatieve informatie, waardoor we die vaker opmerken. Omdat we het vaker waarnemen, kunnen we het gemakkelijker herinneren, wat ertoe leidt dat we de frequentie ervan overschatten (beschikbaarheidsheuristiek).

Feedback:

- Correct: The student correctly identifies negativity bias and explains that it causes us to consciously focus on negative information, making us notice it more often, which aligns with the answer key's definition.
- Correct: The student correctly identifies the availability heuristic and explains that frequently perceiving something makes it easier to remember, leading to overestimation of its frequency, which matches the answer key's explanation.
- Correct: The student correctly explains the connection between the two biases: negativity bias causes us to notice negative content more, which through availability heuristic leads to overestimation, matching the answer key's explanation of how these biases work together.

Score: 1.0

Question 19

One form of magical contagion is when you prefer not to use things that used to belong to someone that you profoundly dislike. How can you explain this in terms of framework theories for different domains of knowledge? Answer key:

- The concept of contagion from the biological domain is incorrectly applied to the social (or: psychological, or: cultural) domain.

Your answer:

Een bijgeloof kan ontstaan wanneer je een raamwerk (een algemene en logische benadering om naar een bepaald gebied te kijken) uit het ene domein samenvoegt

met een ander domein.

Feedback:

- Correct: The student correctly identifies that superstition arises from applying a framework from one domain to another domain, which matches the answer key's explanation of biological contagion concepts being incorrectly applied to social/psychological domains.

Score: 1.0

Question 20

What distinguishes a delusional conspiracy theory from a non-delusional conspiracy theory? Answer key:

- A conspiracy theory is delusional when it is both an irrational belief and not commonly accepted. Otherwise it is a non-delusional conspiracy theory.

Your answer:

Een delusie is een irrationele overtuiging die niet wordt geaccepteerd binnen de cultuur. Als de meeste mensen in jouw cultuur of omgeving in een complottheorie geloven, wordt dit niet als een delusie beschouwd.

Feedback:

- Correct: The student correctly identifies that a delusion is an irrational belief that is not accepted within the culture, and explains that when most people in a culture believe in a conspiracy theory, it is not considered delusional. This accurately captures the distinction based on both irrationality and lack of common acceptance.

Score: 1.0

Question 21

During the lecture, we reviewed several cognitive and personality factors that contribute to conspiratorial thinking. Can you name three of these factors? Answer key:

- 3: Should mention at least three of the following: seeing patterns in randomness; believing paranormal phenomena; attributing agency where it does not exist; believing in simple explanations for complex events; being narcissistic; being a man; having a low level of intelligence; having a low level of analytical thinking.

Your answer:

1. Het opmerken van patronen in situaties waarin meestal geen patronen worden waargenomen.
2. Het hebben van narcistische eigenschappen.

3. Het aannemen van eenvoudige verklaringen voor zeer ingewikkelde kwesties.

Feedback:

- Correct: The student correctly identifies 'seeing patterns in situations where patterns are usually not observed' which matches 'seeing patterns in randomness' from the answer key.
- Correct: The student correctly identifies 'having narcissistic traits' which directly corresponds to 'being narcissistic' from the answer key.
- Correct: The student correctly identifies 'assuming simple explanations for very complicated issues' which matches 'believing in simple explanations for complex events' from the answer key.

Score: 3.0

Question 22

If you quiz yourself while preparing for an exam, you are likely to give incorrect answers when you don't know the material very well yet. And then you learn by seeing the correct answer. Through which psychological mechanism can these incorrect answers interfere with learning? Answer key:

- Through source amnesia you may forget that the answer you provided was in fact incorrect, and mistake it for the correct answer. (Alternative answers: Proactive interference can cause the initial incorrect answer to interfere with the later correct answer. The continued-influence effect may be used as a general term referring to this phenomenon.)

Your answer:

Je vergeet dat de verkeerde antwoorden fout waren, omdat je niet meer weet waar je het antwoord hebt geleerd of gezien. Daardoor kun je tijdens het tentamen denken dat die antwoorden juist zijn.

Feedback:

- Correct: The student correctly identifies source amnesia as the mechanism - they explain that you forget the incorrect answers were wrong because you don't remember where you learned/saw the answer, leading you to think those answers are correct during the exam. This matches the key concept of source amnesia from the answer key.

Score: 1.0

Question 23

Politicians often keep repeating the same statements over and over again. In addition to the availability heuristic, through which psychological mechanism

do they hope to make their message more attractive by frequently repeating it?
Answer key:

- Mere exposure, which is the tendency to prefer things that we are familiar with. (Alternative answer: the illusory-truth effect.)

Your answer:

Het herhaaldelijk aanbieden van iets zorgt ervoor dat mensen het sneller aan-nemen en gemakkelijker onthouden.

Feedback:

- Incorrect: The student describes repetition making things easier to accept and remember, but does not identify the specific psychological mechanism of mere exposure or the illusory-truth effect as required by the answer key.

Score: 0.0

Question 24

People often make predictions about how likely it is that something bad will happen to them. Does major depressive disorder make people less accurate at making such predictions? Answer key:

- No, people with major depressive disorder (as compared to non-depressed people) are more accurate at making such predictions, because they show a reduced tendency to be overly optimistic.

Your answer:

Nee, mensen met een depressieve stoornis zijn niet minder precies in hun voor-spellingen. Gewoonlijk onderschatten mensen de kans dat er iets slechts met hen gebeurt. Mensen met een ernstige depressieve stoornis doen dit niet, waardoor hun inschatting juist accurater is.

Feedback:

- Correct: The student correctly identifies that people with major depressive disorder are not less accurate (but more accurate) at making predictions, explains that non-depressed people typically underestimate bad outcomes, and notes that people with depression don't show this bias, making their estimates more accurate. This aligns with the answer key's point about reduced overly optimistic tendencies leading to greater accuracy.

Score: 1.0

Question 25

In the ideal-observer model of perceptual decision making, prior beliefs are combined with sensory evidence to create a perception. That is, what you perceive is a combination of what you expect and the information that reaches

your senses. What happens to the influence of prior beliefs on perception when the reliability of sensory information decreases? Answer key:

- When the reliability of sensory information decreases, perception is increasingly affected by prior beliefs. (Or: what you perceive is increasingly a matter of what you expect when the information that reaches your senses is unreliable.)

Your answer:

De impact wordt daardoor sterker.

Feedback:

- Correct: The student correctly identifies that the impact of prior beliefs becomes stronger when sensory information reliability decreases, which directly corresponds to the key concept that perception is increasingly affected by prior beliefs under unreliable sensory conditions.

Score: 1.0

Question 26

According to Kohlberg, what are three levels of moral development? Very briefly describe each level. (Each level is sometimes split up into two stages. You don't need to describe these stages.) Answer key:

- Pre-conventional Level: Focus on obeying rules to avoid punishment or gain rewards. (If the description is correct, the name of the level does not need to be mentioned.)
- Conventional Level: Focus on social norms and other people's feelings. (If the description is correct, the name of the level does not need to be mentioned.)
- Post-conventional Level: Focus on abstract principles and values. (If the description is correct, the name of the level does not need to be mentioned.)

Your answer:

1. Pre-conventioneel: Je leert eerst dat je een beloning krijgt voor goed gedrag en straf voor slecht gedrag.
2. Conventioneel: Je gaat meer letten op de gevoelens van anderen en op de morele normen van je omgeving, cultuur of samenleving.
3. Post-conventioneel: Je richt je op universele morele principes en beseft dat morele waarden soms met elkaar kunnen botsen.

Feedback:

- Correct: The student correctly describes the pre-conventional level as focusing on rewards for good behavior and punishment for bad behavior, which aligns with the answer key's description of obeying rules to avoid punishment or gain rewards.

- Correct: The student accurately describes the conventional level as paying attention to others' feelings and moral norms of environment, culture, or society, which matches the answer key's focus on social norms and other people's feelings.
- Correct: The student correctly describes the post-conventional level as focusing on universal moral principles and recognizing that moral values can sometimes conflict, which aligns with the answer key's emphasis on abstract principles and values.

Score: 1.0

Question 27

What is a causal model (of past events), and how does it contribute to hindsight bias? Answer key:

- A causal model is a coherent narrative of how past event are related
- Events that are part of a causal model seems more inevitable than they were, thus contributing to hindsight bias

Your answer:

Een causaal model stelt je in staat om oorzakelijke verbanden mentaal te visualiseren. Je overweegt dat eerst X plaatsvond en daarna Y. Dit proces verloopt soepel (cognitieve vloeïendheid), waardoor je niet stil staat bij wat níet is gebeurd. Daardoor lijkt het logisch dat een gebeurtenis zich heeft voorgedaan en ga je ervan uit dat je het van tevoren al had kunnen voorspellen (= hindsight bias).

Feedback:

- Correct: The student correctly identifies that a causal model allows mental visualization of causal relationships and describes it as a process of considering sequential events (X then Y), which aligns with the concept of a coherent narrative of how past events are related.
- Correct: The student clearly explains how causal models contribute to hindsight bias by describing how the smooth cognitive process makes events seem logical and predictable in retrospect, which matches the key point that events in causal models seem more inevitable than they actually were.

Score: 1.0

Question 28

How does learning contribute to hindsight bias? Answer key:

- While estimating past likelihood judgments, you cannot avoid taking newly learned information into account. This is also referred to as the curse of knowledge (this term does not need to be provided).

Your answer:

Het is moeilijk voor ons om verworven kennis buiten beschouwing te laten bij het terugblikken op het verleden (curse of knowledge). Hierdoor geloven we vaak dat we iets altijd al wisten en dat we een gebeurtenis daarom vooraf konden voorspellen (=hindsight bias).

Feedback:

- Correct: The student correctly explains that newly acquired knowledge cannot be disregarded when looking back at the past (curse of knowledge), which leads to hindsight bias where people believe they always knew something and could have predicted an event. This accurately captures the core mechanism described in the answer key.

Score: 1.0

Question 29

Briefly describe the maximizing and satisficing decision styles. If someone scores high on the neuroticism personality trait, which decision style is he or she most likely to adopt? Answer key:

- Maximizing: trying to make the best choice
- Satisficing: making a good-enough choice
- If someone scores high on the neuroticism personality trait, he or she is most likely to adopt the maximizing decision style

Your answer:

Maximizing betekent altijd de best mogelijke keuze willen maken, terwijl satisficing inhoudt dat men tevreden is met een goed genoeg besluit. Iemand met een hoge score op neuroticisme is het meest geneigd om maximizing toe te passen.

Feedback:

- Correct: The student correctly describes maximizing as wanting to make the best possible choice, which aligns with the answer key's definition of 'trying to make the best choice'.
- Correct: The student accurately defines satisficing as being satisfied with a good enough decision, which matches the answer key's definition of 'making a good-enough choice'.
- Correct: The student correctly identifies that someone with high neuroticism is most likely to adopt maximizing, which directly matches the answer key.

Score: 1.0

Question 30

Imagine that you are teaching a university course with many students. You would like all the students to actively engage with the material. But you have

only limited time and resources, which means for example that you cannot use forms of examination that require personalized (and thus time-intensive) feedback and grading. Based on the knowledge that you gained during this course, how would you approach this? (All answers that reflect serious engagement with this question will receive a point. Therefore, I suggest that you leave this question for the end!) Answer key:

- Any answer that reflects serious engagement with the question is considered correct.

Your answer:

Ik vind het een prima idee om AI te integreren. Wel begrijp ik dat sommige studenten zich wellicht zorgen maken over mogelijke negatieve gevolgen voor hun cijfers. Deze zorgen kunnen voortkomen uit een overschatting van de impact van AI, zoals door impact bias. Daarom lijkt het me verstandig om volgend jaar aan de studenten te laten weten dat alles dit jaar goed is verlopen, zodat ze gerustgesteld worden en inzien dat het geen nadelig effect zal hebben.

Feedback:

- Correct: The student demonstrates serious engagement with the question by discussing AI integration in education, acknowledging student concerns about potential negative impacts on grades, referencing psychological concepts like impact bias, and proposing a practical solution to address student anxieties by sharing positive outcomes from previous implementations. This shows thoughtful consideration of both the technological and human aspects of educational innovation.

Score: 1.0