CogLab Instructor's Material:
Receptive Field

Introduction

The receptive field of a neuron consists of any stimulus that *changes* the neuron's firing rate. By definition, every neuron has a receptive field, although the receptive fields for some neurons are very complicated. It is often the case that a neuron responds only when light falls within a certain part of the visual field. Moreover, the light can have excitatory or inhibitory effects, depending on where it falls in the receptive field. Identifying the region of the receptive field and the excitatory and inhibitory parts provides a good deal of information about the role of the neuron in visual perception.

Part I
Student Projects and Critical Thinking Exercises

1) The definition of the receptive field in the present CogLab may be a bit dated. The new research area considers an additional dimension of time and defines receptive fields in the joint domain of space and time. Have students review the literature for further information on this new research area.
   a. Have them consider why the new line of research has been expanded or what anomalies could not be explained by previous theories.

2) Not all animals have complex visual systems because they may rely on other senses to survive. As a critical thinking project, ask students to pick an animal with a complex visual system and research its visual capacities, including receptive fields, and visual receptors.
   a. When considering this project, direct students to think about the evolutionary development of the visual systems.
   b. Some students may want to write their paper from a development or evolutionary perspective, including selective pressures for any evolutionary changes to occur.

Part II
Possible Test Questions
Basic or Introductory Questions

1) What is the difference between simple and complex receptive fields?

Answer: A simple receptive field is sensitive to light on only one fixed side. A complex receptive field can respond to light on either side of its receptive field, but it does not respond well to light on *both* sides of its receptive field.

2) In the practice examples, what did the green and red color fields represent in a receptive field?

Answer: The locations of the green and red pixels correspond to the location in visual space of the receptive field. The green region represented the excitatory area and the red region was the inhibitory area.

3) What are action potentials, and when do they occur?

Coglab Instructor Manual

Greg Francis

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   CogLab Online Manual Daniel VanHorn,2008   *CogLab* Greg Francis,Ian Neath,2003 Part I ATTENTION 1 Attention Blink 2 Simon Effect 3 Spatial Cueing 4 Stroop Effect Part II PERCEPTION 5 Apparent Motion 6 Muller Lyer 7 Signal Detection 8 Visual Search Part III NEUROCOGNITION 9 Brain Asymmetry 10 Mapping the Blind Spot 11 Receptive Fields Part IV SENSORY MEMORY 12 Metacontract Masking 13 Modality Effect 14 Partial Report 15 Suffix Effect Part V SHORT TERM MEMORY 17 Irrelevant Speech Effect 18 Memory Span 19 Operation Span 20 Position Error 21 Sternberg Search Part VI MEMORY PROCESSES 22 Encoding Specificity 23 False Memory 24 Forgot It All Along 25 Remember Know 26 Serial Position 27 Von Restorff Effect Part VII SPEECH AND LANGUAGE 28 Categorical Perception Identification 29 Categorical Perception Discrimination 30 Lexical Decision 31 Word Superiority Part VIII CONCEPTS 32 Absolute Identification 33 Implicit Learning 34 Mental Rotation 35 Prototypes Part IX JUDGEMENT 36 Monty Hall 37 Risky Decisions 38 Typical Reasoning 39 Wason Selection Task   Instructors Resource Manual Stephen Kosslyn,Robin Rosenberg,2002-06

   Cognition Stephen K. Reed,2010 Dr Stephen Reed s Ninth Edition of COGNITION THEORIES AND APPLICATIONS focuses on the theories that underlie cognitive phenomena as well as empirical data that establishes a traditional information processing approach to cognitive psychology This structure allows undergraduates to discover the direct relevance of cognitive psychology to many of their daily activities The text incorporates unparalleled scholarship in a distinctive clear voice that allows for the emphasis of both contemporary and classical research through real life examples and experiments Revised and updated throughout to maintain a high degree of currency and accuracy content reflects the ever evolving field and is made relevant to students lives through the inclusion of popular articles from well known magazines and newspapers As a result of its adherence to three criteria the material must make an important contribution to cognitive psychology be accessible and be both understandable and interesting the text is an invaluable tool in learning cognitive psychology

   Cognitive Psychology Robert J. Sternberg,2003 Sternberg s text balances accessible writing practical applications and research scholarship including biologically oriented information It explores the basics of cognitive psychology through its coverage of cognitive neuroscience attention and consciousness perception memory knowledge representation language problem solving and creativity decision making and reasoning cognitive development and intelligence   Human Memory Ian Neath,Aimée M. Surprenant,2003 After a historical overview this text emphasizes the relationships among research data and theory in the field of memory and covers areas including sensory memory amnesia and memory development

   Psychology Catalog 2005 Neil Thomson,2004-09   **Conducting Research in Psychology** Brett W. Pelham,Hart Blanton,2003 Pelham s text avoids the heavy scientific jargon commonly found in research methods texts Instead Conducting Research in Psychology features friendly prose interesting examples and delightful anecdotes that your students will enjoy Pelham uses recurring examples throughout the text to illustrate chapter concepts This brief book also includes hands on

activities that involve learning by doing methodology exercises that encourage students to use their intuitions to understand research methods and methodology problems that teach students to apply basic research principles to novel problems

CogLab on a CD Greg Francis,Ian Neath,2004 Do more than just think about cognition Now available on CD ROM or online CogLab contains dozens of classic experiments designed to help students learn about cognitive concepts and how the mind works Nothing is more powerful than letting your students see the effects of these experiments for themselves CogLab gives both students and instructors the chance to participate as subjects in research experiments Students can run the experiments collect data and save their data in one of three formats a special CogLab format that allows them to view their data from within the program an HTML format that allows them to print and save graphics and formatted text and a text format that allows the data to be easily integrated into other programs CogLab on CD ROM gives students access to their own data while CogLab online allows instructors to combine data across all of their students to have class averages automatically calculated and to make those averages available to students Instructors who choose the CD ROM version can download a program that will allow them to combine and calculate class averages For a complete list of differences between the online and CD ROM versions visit the CogLab Web site at http coglab wadsworth com CogLab is available online for use anywhere and anytime or on CD ROM for situations where Internet access is impractical Correlations to CogLab are built into many of Wadsworth s Cognitive Psychology texts Either version can be bundled with any Wadsworth Psychology text for a minimal charge   Coglab, 2001-2002 Version Greg Francis,Ian Neath,Marianne Taflinger,2001-12-01   Cognitive Psychology in and Out of the Laboratory Kathleen M. Galotti,2004 Kathleen Galotti s text led the way in emphasizing the applied side of cognitive psychology The title of the book emphasizes its in and out of the laboratory focus which includes cross cultural individual and gender differences as well as cognitive development through adolescence This coverage is very unique to Galotti s text which shows readers both the importance and the personal relevance of understanding brain function COGNITIVE PSYCHOLOGY IN AND OUT OF THE LABORATORY is perfect for instructors who like to supplement their primary text with readings from additional sources Additional study aids review questions InfoTrac College Edition search terms and activities and references to the CogLab Web site encourage students to get involved with the content and help them understand even the most abstract concepts through hands on practice and reinforcement   **Psychology** Charles R. Grah,Nairne,1999-09   Student Manual for CogLab Greg Francis,2003   **Instructor's Manual for Second Edition, Fundamentals of Human Learning, Memory, and Cognition** Henry Carlton Ellis,Harold D. Delaney,1978   *Instructor's Manual and Testbank to Accompany Cognition* Gagnon,2003-11-01   Coglab Bundle ,2004-06-01   *Instructor's Manual for Computer Organization and Assembly Language Programming* James L. Peterson,1980   **Instructor's Manual for Use with AutoCAD with Lab Applications, Releases 10, 11 and 12 [kit]** Shannon R. Kyles,1993   Instructor's Manual to Accompany Lindquist's Design and Analysis of Experiments Dee Wiswall Norton,E. F. Lindquist,1953   **Instructor's**

Manual for the Art of Reasoning David Kelley,Stephen R. C. Hicks,1998-07-28

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