LIVF	WER BOOKLET RET DE RÉPONSES DERNILLO DE RESPUESTAS
	e start of each answer to a question, write the question number in the box. / Avant de répondre à une question, veuillez écrire le numéro
de la q	uestion que vous allez traiter dans la case prévue à cet effet. / Al comienzo de cada respuesta, escriba el número de pregunta en la casilla. Example Exemple 27 2 7 Example Ejemplo 3 3
5	Thinking is referred to as the process of retieving and altering previously stored information. Decision- making is closely related to thinking because it is required in Order to make choices. it is often argued that, humans have two distinctive modes of thinking known as 'system <u>1</u> <u>d</u> system <u>2</u> ". System <u>2</u> requires effort and deep cognitive analysis whereas System <u>1</u> is quick intuicive <u>d</u> effortiess. Thus, when thinking in System <u>2</u> we are prone to errors known as heuristics, which are mental shortcuts that focus on particular aspects of information and ignore others, thereby leading to cognitive biases.
	One well known cognitive bias is the Anchoring bias. This is when people rely too heavily on the first piece of information given, when making decisions. Therefore when we arrive at conclusions, our answers are often based on information previously given. Strack & Mussweiler studied this when aiming to investigate the effects of anchors on age estimates. in their study, University students were

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given a survey in which one question asked if Ghandi died before or after a given age. Participonts either received a high plausible / inplausible or a low plausible/inplausible age. The next question then asked participants to give an exact estimate of Ghandi's age of death. Results demonstrated that age estimates for the plausible assue anchors were neavily based on the anchors received. Exen the inplausible anchors influenced age estimates to some extent, for example age estimates were nigher when the anchor was 140 years than 9 years.

This study demonstrates and supports the existence of the Anchoring bias given that age estimates were based off of the age received. Surveys are designed to be finished completed quickly & easily, thus it is likely that the students were already thinking in system 1 and prone to Cognitive errors such as the Anchoring bias. The study was done in an artificial setting therefore we cannot be sure that the Anchoring bias accurs in real-life situations; however there is significant evidence that we are susceptible to the Anchoring bias when arriving at conclusions.

Another noteworthy cognitive bigs is the Framing effect. This occurs when we reace differently to situations based on the way they are presented or "Framed". humans, it is natural AS for us better accept positively phrased information, to invormation. Different reactions negatively phrased than decisions can commonly be observed when we and given options regarding potential lass and are

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potential_gain.

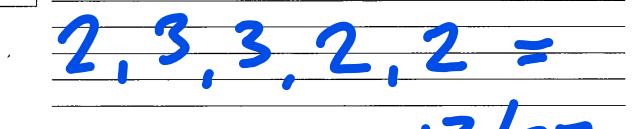
A study done by Tversky & Kahnemann cleverly demonstrated this, in which the researchers aimed investigate the influence of positive & negative frames on thinking and decision-making. All participants were given the same scenario in which 600 people were at risk of death. The participants were then split into either a positive or negative condition and asked to choose a program for these 600 people. In the positive condition, the options were A> 200 people soved or B- chance of all people saved & chance of no one saved. On the other hand, in the negative condition the options were A- 400 deaths or B- All deaths or chance of no deaths. It is important to note that both options were the same but phrased in terms of loss or gain.

The results showed that those in the pasitive randition were more likely to choose option A whereas those in the negative condition were more likely to choose option B. When phrased pasitively, participants opted for certain survival, whereas when phrased negatively they avoided certain death and were more risk aversive; opting for option B.

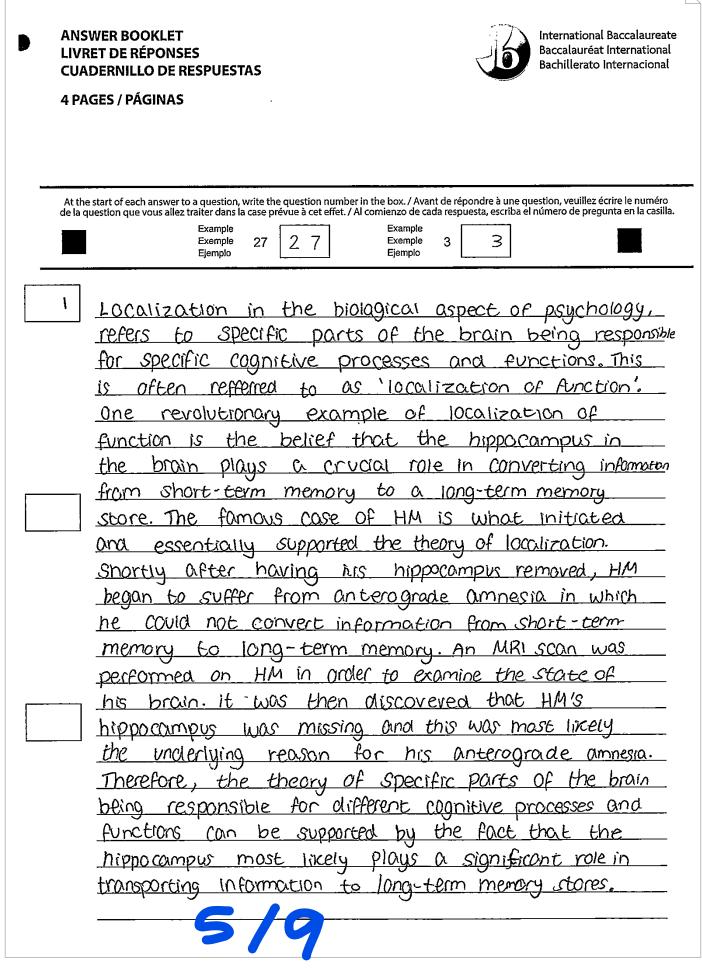
This study demonstrates that even though information can convey an identical message, the way in which it is framed can have a drastic influence on decision-making. The framing effect thereby has important implications as we can better understand

the ways in which information is shared. For instance, how a business markets a product or how negative news stories are more prominant because they draw more attention.

in summary, when thinking and making decisions fast and intuitively in system 1, we are inevitably prone to mental shortcuts and cognitive biases. Anchoring bras explains why we settle on The decisions on prior information. On the base and other hand, the framing effect explains why we react alifferently to situations based on the way Framed. Implying we should be more careful are they making critical especially when decisions 50 less prone to cognitive hiases that V limit we are over thinking and understanding



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Reconstructive memory is the theory that memories aren't simply played back like a video recording, and can be heavily influenced by post-event information. Loftus & palmer tested this theory when they aimed to investigate the influence OF leading verbs on an eye-witnesses estimate of Speed in their experiment, participants watched a video of a car crash. Afterwards, participants were asked to fill out a survey in which one of the avestions asked them to estimate the speed of the car. The independent variable was the intensity of the leading verb used, for example - smashed, hit, bumped, contacted, and the ind dependent variable was their estimation of speed. The findings demonstrated that the more intense verb given, the higher the estimates of speed were. For instance those who received "smashed" estimated speeds around 40 mph whereas those who received "Oontacted" estimated much lower speeds around 30 mph. Therefore, this study underlines how memory can can be manipulated by post-event information such as leading verbs and cause memory to reconstruct.

3 Cultural dimensions explain and help us to Understand cross-cultural differences that occur globally. They help us understand cognitive as well as behavioural differences because these are often heavily influenced by cultural and social norms. One frequently studied cultural dimension is collectivism versus individualism. Collectivism versus individuation explains the extent to which people in cultural - 3 -

contexts are integrated into groups. Collectivist cultures often value social harmony and stress the importance of interdependance. On the other hand, individualistic cultures encourage independance, Uniqueness, and expressing one's own opinion. Berry et al investigated the level of conformity between collectivist and individualistic groups. This was done using the "Asch Parediam" in which participants had to choose two lines (out of many) of the same length but were tricked into thinking the majority of those within their own culture chose an incorrect answer. The findings showed that people were more likely to conform by accepting "the majority's" incorrect answer if they were part of a collectivist culture, and significantly 1855 likely to conform if they belonged to an individualistic culture. This conveys how the values within a culture can influence benaviour, especially collectivist vs individualistic cultures as one involves tight-knie social groups and the other encourages independance.