

Concept learning in the 1960s

Boolean algebra aka Propositional Calculus

Propositions are statements that assert a fact (true or false), e.g.

- The sky is blue
- Cats like catnip
- All ducks are green

The law of the excluded middle: Every proposition is either true or false. (Debatable?)

Propositional calculus (aka Boolean algebra) is a system for assembling complex propositions from simple ones using connectives, such as AND (\wedge), OR (\vee), or NOT (\sim).

Boolean connectives

truth tables

		B	
		T	F
A	T	T	F
	F	F	F

$A \wedge B$

“and”

conjunction

		B	
		T	F
A	T	T	T
	F	T	F

$A \vee B$

“or”

“inclusive or”

disjunction

A	T	F
	F	T

$\sim A$

“not”

negation

The all-star team of logical connectives
but not the only possible team!

New connectives; same as the old connectives?

		B	
		T	F
A	T	F	T
	F	T	F

$$A \oplus B$$

“exclusive or”

$$(A \wedge \sim B) \vee (\sim A \wedge B)$$

		B	
		T	F
A	T	T	F
	F	T	T

$$A \rightarrow B$$

“implication”
“conditional”

$$\sim A \vee B$$

		B	
		T	F
A	T	F	T
	F	T	T

$$A \uparrow B$$

“not-and”

$$\sim(A \wedge B)$$

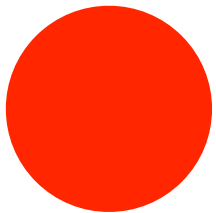
NAND is sufficient by itself to create all the connectives!

Classical concept learning experiments (1960s)

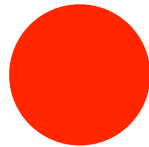
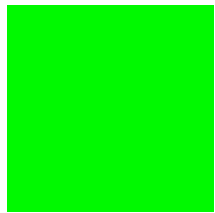
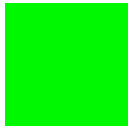
- Experimenter teaches a “concept” to a subject, giving new **positive and negative** examples (with feedback) until subject learns successfully
- Dependent measure is number of trials (examples) required for successful learning
- Independent measure is the type of concept

Examples

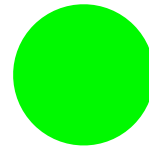
Concept



×



×




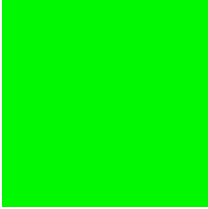
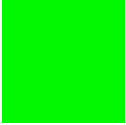
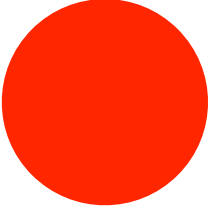
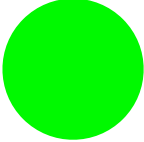

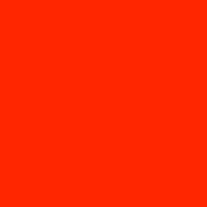
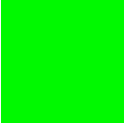
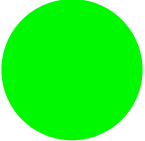

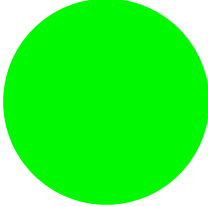
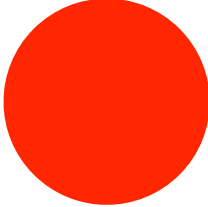
×

square

affirmation

Examples

Concept

						small \wedge green <i>conjunctive</i>
×	×	✓	×	✓	×	
						square \vee red <i>disjunctive</i>
✓	✓	×	✓	×	✓	

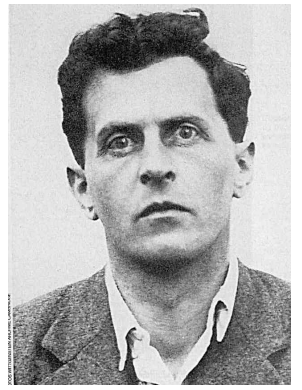
Experimental conclusions

- Affirmation < Conjunction < Disjunction (inclusive) < Disjunction (exclusive)
 - especially: Conjunction < Disjunction
- This was seen as a very basic conclusion about learning
- But: it assumed that “concepts” were defined **logically**.

Classical vs. modern views of categories

- In the classical view, categories have definitions
 - A **bachelor** is an unmarried adult male person
 - A **triangle** is a 3-sided geometric figure
- A definition lists **necessary and sufficient** features
 - Being unmarried is **necessary**, but not sufficient
 - All 4 features are jointly **sufficient**.
- Classical categories have clear-cut boundaries
 - Objects are either **members** or **non-members** of the category

Fuzziness and family resemblance



Ludwig Wittgenstein

- Most mental categories have “fuzzy” boundaries

Objects within them have a family resemblance
but no clear definition

- Examples:

game

furniture

bachelor (?)

even number (?)

Prototypes

- Posner & Keele (1968) taught subjects artificial categories by providing examples with various degrees of distortion.
 - Subjects induce a “**prototype**”—a characteristic “normal” form
 - ... even when highly typical examples were withheld (called **prototypification**).
- Eleanor Rosch (1973) studied color concepts in Dani people in Indonesia and concluded that concepts have “natural” central tendencies
 - Subjects had more trouble remembering **atypical** examples

The prototype view

- The “prototype” (aka fuzzy, aka family-resemblance) view of human concepts:

Mental concepts exhibit degrees of membership, called **typicality**

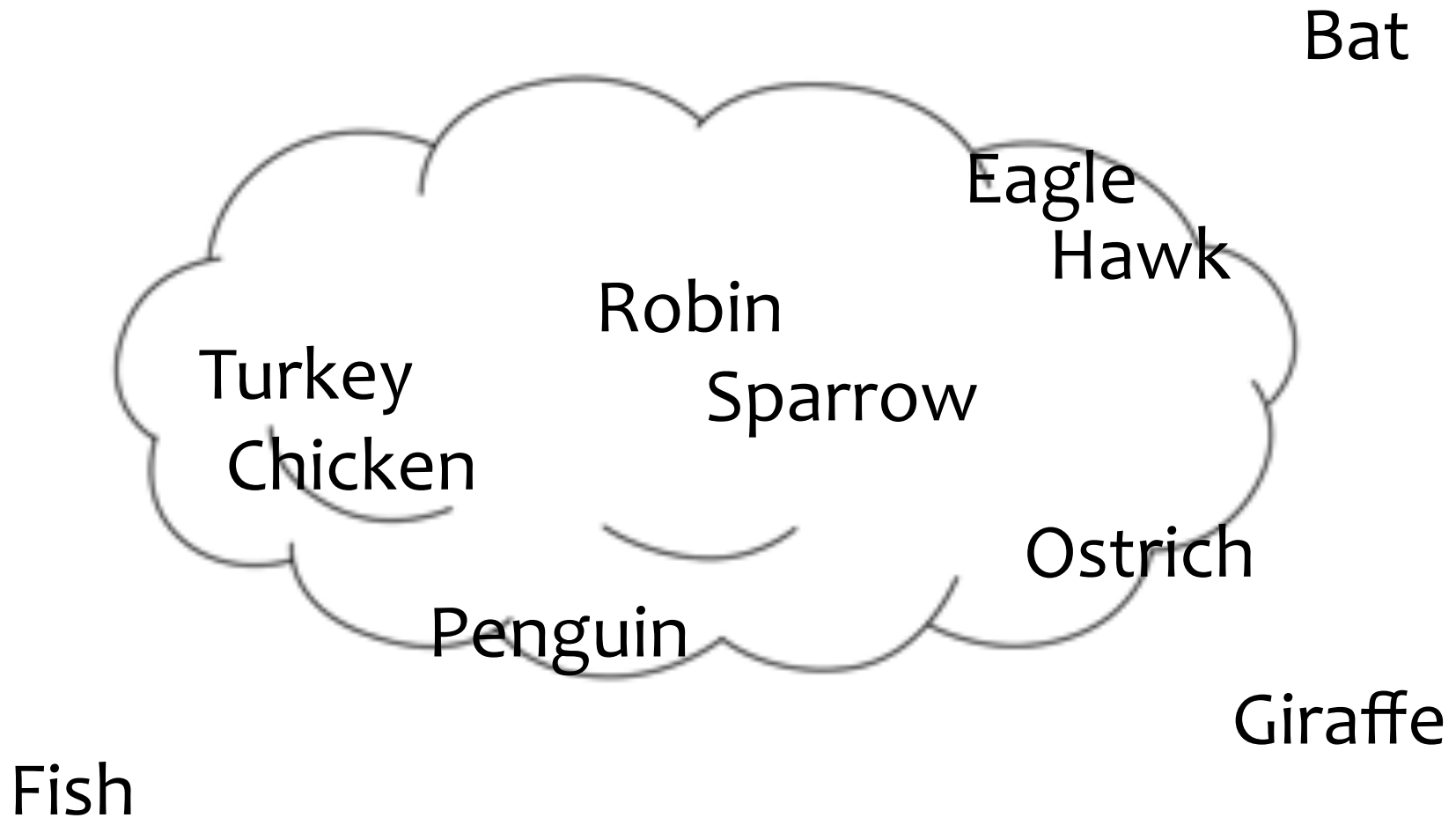
... and are defined by their central tendencies, called **prototypes**.

- e.g. Birds usually have feathers, fly, lay eggs, sing, make nests, live in trees,

but none of these features are necessary or sufficient

- Category membership is determined by **similarity** to the prototype

Example: the bird category



Even definitional categories act fuzzy

- Armstrong, Gleitman & Gleitman (1983) tested very “definitional” categories like *odd number*, *female*, *grandmother*
 - Measured typicality ratings, RT to classify
- They found that **even these concepts** behave like fuzzy categories
- They argue however that definitions must be part of the meaning of certain concepts
- Instead they propose distinguishing between **core meaning** and **identification procedures**

Prototype

small furry
animal
long bushy tail,
eats nuts,...

Similarity comparison

