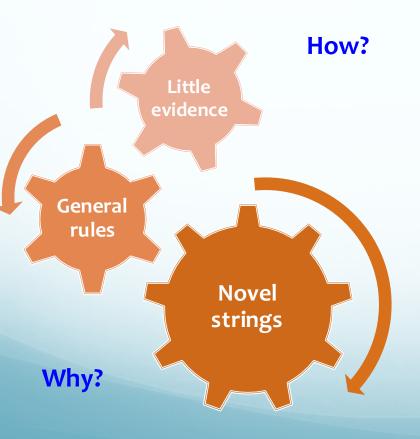
INPUT COMPLEXITY & RULE INDUCTION

An Entropy Model

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Rule Induction A Puzzling Mechanism

Puzzle



Types of Rule Induction

Perceptually-bound generalizations

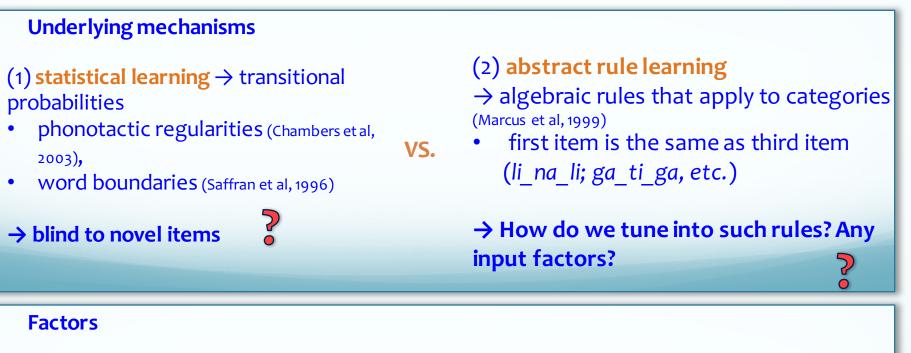
 \rightarrow relations between perceptual features of items

 e.g. a relation based on physical identity: ba ba (ba follows ba) OR "end in di"

Category-based generalizations

 \rightarrow operations over abstract variables (X follows X, where X is a variable)

- e.g. an identity relation over variables **X_X**, "end in **Y**"
 - Based on Gómez and Gerken (2000)



(1) input variability -> rule reliability \rightarrow if input allows for several generalizations, most statistically consistent (reliable) one is formed (Gerken, 2006) \rightarrow What makes a rule reliable? How much variability?

(2) richness of contexts, (3) overlap of contexts, (4) systematic gaps, (5) exposure time \rightarrow factors modulate category formation in a different manner (Reeder et al, 2009) \rightarrow Are these independent factors? Why different effects?

Independent mechanisms underlying these types of generalization?

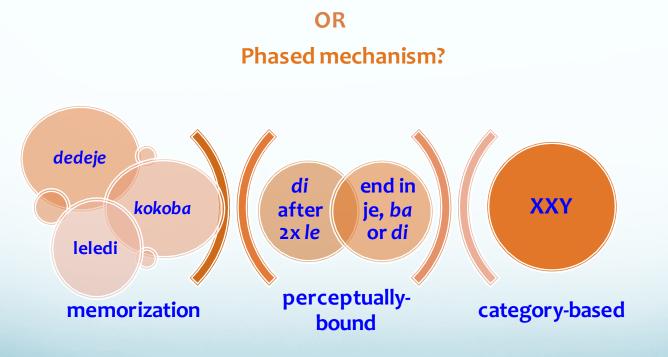


• ba follows ba, end in di

1.

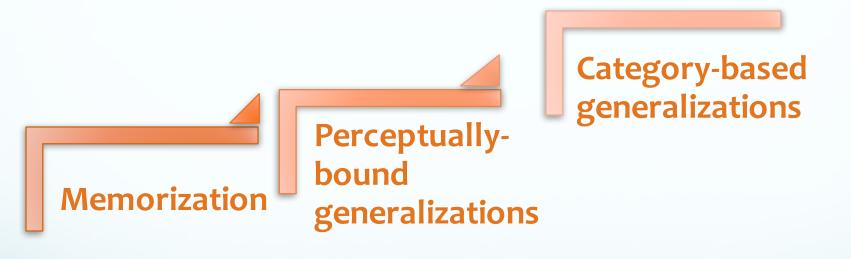
2.

- Abstract rule learning -> Category-based generalizations
 - varX follows varX, end in varY



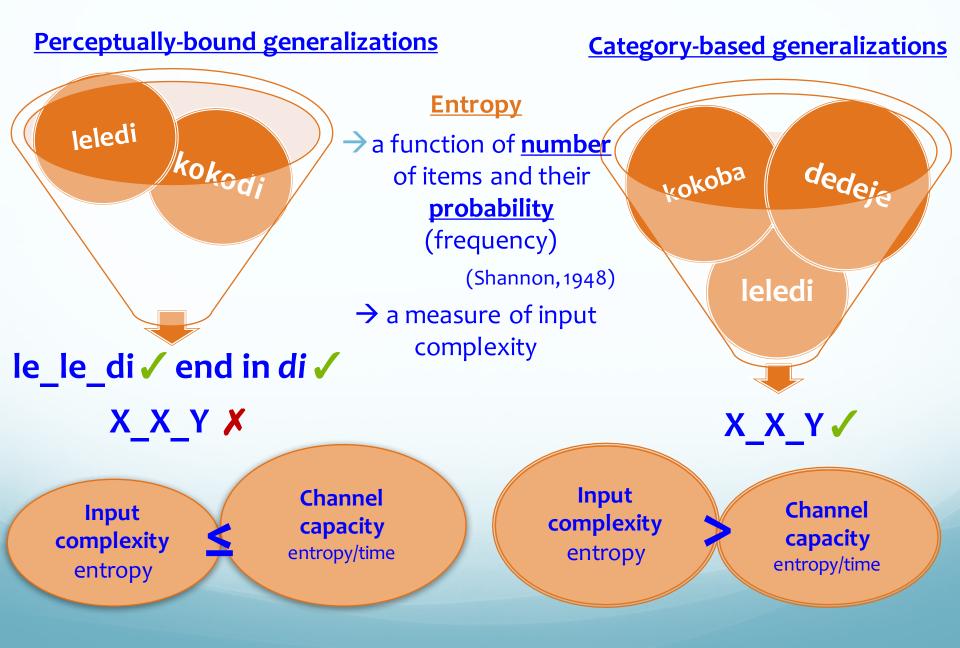
Research Questions

 1. What are the independent factors that trigger the inductive leap from memorizing specific items to forming perceptuallybound and category-based generalizations?



2. Are there independent mechanisms underlying these two types of generalization OR Are they different outcomes of the same learning mechanism?

New Entropy Model



Predictions

Rule Induction → a cognitive mechanism that results from the interaction of *input complexity* (entropy) and the processing limitations of the human brain (a limited *channel capacity*).

Less complexity (entropy) → perceptually-bound generalizations

High complexity (entropy) → category-based generalizations

Perceptually-bound generalization and category-based generalization are outcomes of the same learning mechanism → create structure (rules) in response to the degree of entropy in the input to prevent *channel* overloading

Effect of Input Complexity on Rule Induction Experiments

- <u>Experiment 1</u> 35 adults, ~22y, ~4min, bet-subj
- 3-syllable XXY: goo_goo_sjie
- manipulated number & frequency
 - LowEN 3.5 bits (4 × 6Xs / 4 × 6Ys)
 - MedEN 4 bits (2 × 12Xs / 2 × 12Ys)
 - HiEN 4.58 bits (1 × 24Xs / 1 × 24Ys)
- <u>Experiment 2</u> 36 adults, ~22y, ~4min, betsubj
- 3-syllable XXY: daa_daa_lie
- manipulated number & frequency
 - LowEN 2.8 bits (4 × 7Xs / 4 × 7Ys)
 - MedEN 4.25 bits (2 × 14Xs / 2 × 14Ys)
 - HiEN 4.8 bits (1 × 28Xs / 1 × 28Ys)

Test ("Could this string be possible in the language that you heard?" YES / NO) – 20 strings

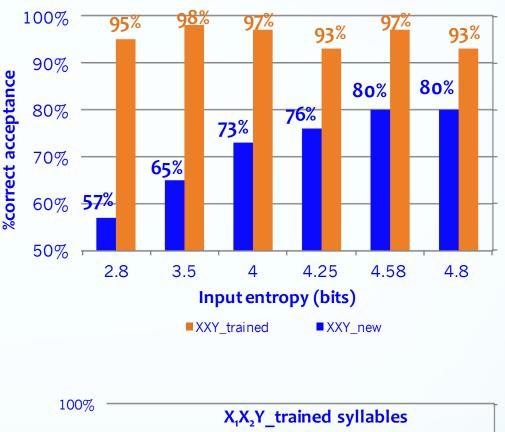
- → XXY_new_syll: too_too_suu √
- → XXY_trained_syll: goo_goo_sjie √
- → X1X2Y_trained_syll: teu_duu_saa*
- >X1X2Y_new_syll: reu_loo_gee*

Results

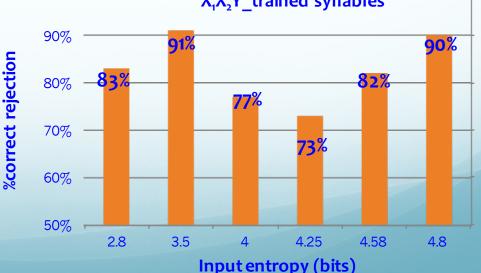
→ the higher the entropy,
the higher the tendency to
accept new XXY strings

→ at all tested levels of entropy, there is a very similar high acceptance of XXY strings with trained syllables

- \rightarrow X1X2Y_trained syllables
- U-shape pattern of correct rejection



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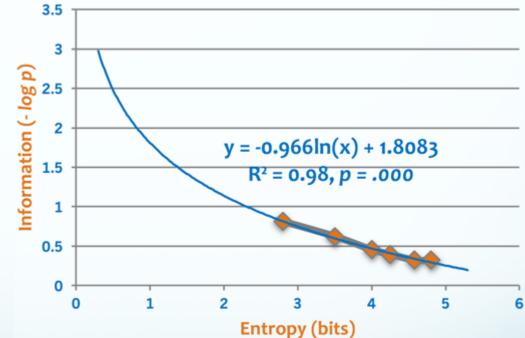


Information load regarding the structure (rules)

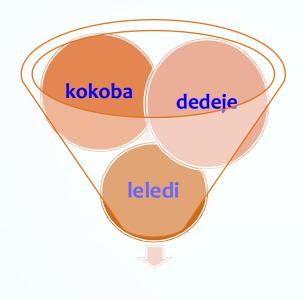
What is information?

→ a quantitative measure of how uncertain we are about the structure when exposed to a certain input entropy

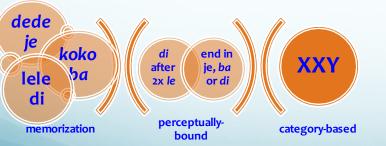
The uncertainty about structure decreases logarithmically, as the input entropy increases.



Information load for the six values of acceptance of new XXY strings



XXY 🗸



Conclusions

→ the tendency to abstract away from the memorized input increases as the input complexity (entropy) increases

→ perceptually-bound generalization and categorybased generalization are outcomes of the same learning mechanism → create rules in response to the degree of entropy in the input to prevent channel overloading

Further research

 \rightarrow test the effect of input complexity with infants and compare with adults (fNIRS)

→ test the effect of channel capacity on rule induction

→ what are the cognitive processes that modulate channel capacity (short-term memory and pattern recognition tests)