Concept formation and stimulus sequencing.
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AB Investigated the effect of stimulus sequencing on concept formation by comparing the performance of 4 groups of 6 19-48 yr old undergraduates presented with different amounts of sequencing in a conditional discrimination task. One group was presented with the entire task, which consisted of 9 related stimulus-response contingency rules. Other groups were given either 1-, 2-, or 3-step sequences based on the instructional principle of proceeding from simple to complex. Results indicate that increased sequencing facilitated learning and the 3-step sequence produced concept formation, correct responding to novel stimuli. This implies that Ss inferred the single rule that related the 9 specific contingencies.