

## **Course Trajectory**

When	What	
Weeks 1-3	Basics of three architectures (DAM, perceptron, MLP)	
Weeks 4-6	Cognitive science of DAMs and perceptrons	
Week 7	Connectionism and Cognitive Psychology	
Weeks 8-10	Interpreting MLPs	
Weeks 11-13	Case studies (interpretations, applications, architectures)	















#### **NETtalk Learning**

- NETtalk achieved 90% performance after being trained on only 5000 stimuli
- Klatt was not completely impressed: "In some sense, this is a surprisingly good result in that so much knowledge could be embedded in a moderate number of about 25,000 weights, but the performance is not nearly as accurate as that of a good set of letter-to-sound rules" (Klatt, 1987, p. 770)



#### **NETtalk Representations**

- Because of its size and complexity, the internal structure of NETtalk was not investigated in detail
- Sejnowski and Rosenberg explored the hidden layer with Hinton diagrams
- They concluded that most of the representations were 'distributed'



#### **NETtalk Develops**

- "During the early stages of learning in NETtalk, the sounds produced by the network are uncannily similar to early speech sounds of children" Examples of NETtalk
- "The phonological mappings produced by NETtalk are efficient encodings for a parallel network and may be comparable to those used by humans"
- Descendants of NETtalk have been central in the debate about the kinds of model required to account for reading, as well as symptoms of dyslexia



# Dyslexia

- Dyslexia is a disorder in reading of words, and can be related to brain injury
  - Phonological dyslexia is a disorder in which nonwords cannot be read, but the reading of words is unaffected
  - Surface dyslexia is a selective disorder in which there is severe difficulty in reading aloud irregular words, usually revealed in terms of generalization errors; nonwords can be read
  - Deep dyslexia involves semantic errors in reading aloud, visual errors, and an inability to read nonwords

#### Symptoms of Dyslexia

ent but has problems with read onfuses the right from the left ent but does not test well or h daydream or zone our when in a class Learns best by "hands on" training rather than verbal or utraction ment of letters on a page whether reading or Seen movement of electric on a page whether meaning or writing
 Reads and rereads without much comprehension
 Has difficulty with opelling
 Has difficulty writing or copying
 Has during a set of the set ids to be good at math calculations but word pr y difficult ederly or extremely orderly nds to be dis

#### **Deep Dyslexia**

Deep dyslexia's symptoms are difficult to explain using simple boxologies

- 1. Semantic errors (e.g., BLOWING "wind", VIEW "scene", NIGHT "sleep", GONE "lost");
- Visual errors (e.g., WHILE "white", SCANDAL "sandals", POLITE "politics", BADGE "bandage");
   Function-word substitutions (e.g., WAS "and", ME "my", OFF "from", THEY "the");
- 4.
- "the"); Derivational errors (e.g., CLASSIFY "class", FACT "facts", MARRIAGE "married", BUY "bought"); Non-lexical derivation of phonology from print is impossible (e.g., pronouncing nonwords, judging if two nonwords rhyme); Lexical derivation of phonology from print is impaired (e.g., judging if two words rhyme): 5.
- 6. rhyme);
- Words with low imageability/concreteness (e.g., JUSTICE) are harder to read than words with high imageability/concreteness (e.g., TABLE); Verbs are harder than adjectives which are harder than nouns in reading aloud; 7.
- 8.
- Functions words are more difficult than content words in reading aloud;
   Writing is impaired (spontaneous or to dictation);
- Auditory-verbal short-term memory is impaired;
   Whether a word can be read at all depends on its sentence context (e.g., FLY as a noun is easier than FLY as a verb).

#### **Dual Route Cascade Model**

- Coltheart's dual route cascade model (DRC) is a classical model of reading
- Basic assumption: there are multiple routes by which text can be converted into speech, some involve semantics, others do not
- Damage to different routes in this model can account for different kinds of dyslexia, and can account for the un-unified syndrome of symptoms associated with deep dyslexia















#### Is Physical Space Metric? In terms of traditional distance measures, physical space is metric However, alternative measures of distance make physical space nonmetric If distance = time traveled, then physical space is nonmetric because it violates the symmetry constraint - If I drive, I can get home

faster than I can get to work









#### **Hidden Unit As Sextant**

- Each hidden unit could be seen as a sextant, delivering angles or bearings towards pairs of cities
- Connection weights were strongly correlated with this model
- But this means that each hidden unit delivers an inaccurate distance measure







- Judgements of similarity violate the triangle inequality
- Jamaica is similar to Cuba
  - Cuba is similar to Russia
  - but Jamaica is not similar to Russia at all!







### **Asymmetric Training**

- Again, a network with 7 hidden units, trained on 169
  patterns, converged after 7645 sweeps of training
- Hidden unit behavior reflected the asymmetry of the task
- Hidden units in a 13 x 13 city matrix had large asymmetries of both net inputs and of activities .

Hidden Unit	Proportion Asymmetry Of Activation Matrix	Proportion Asymmetry Of Net Input Matrix	Correlation Betwee "From" Weights an "To" Weights
HI	0.47	0.63	-0.27
H2	0.36	0.36	0.28
H3	0.51	0,49	0.03
114	0.92	0.95	-0.91
115	0.72	0.86	-0.76
H6	0.45	0.50	-0.01
H7	0.81	0.92	+0.86





