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Introduction

- Feedback related to performance during a cognitive task is critical for effective performance and learning¹.
- The amount of subjective value (SV) that individuals place on feedback they receive moderates how feedback is processed².
- How SV influences decisions to seek feedback in the first place remains relatively unexplored.
- Research Questions**
 - How do individuals come to value feedback in the first place, and how does this influence their decisions to seek it?
 - Can manipulation of the framing of a monetary reward contingency influence SV of feedback and subsequent feedback-seeking behavior?

Method

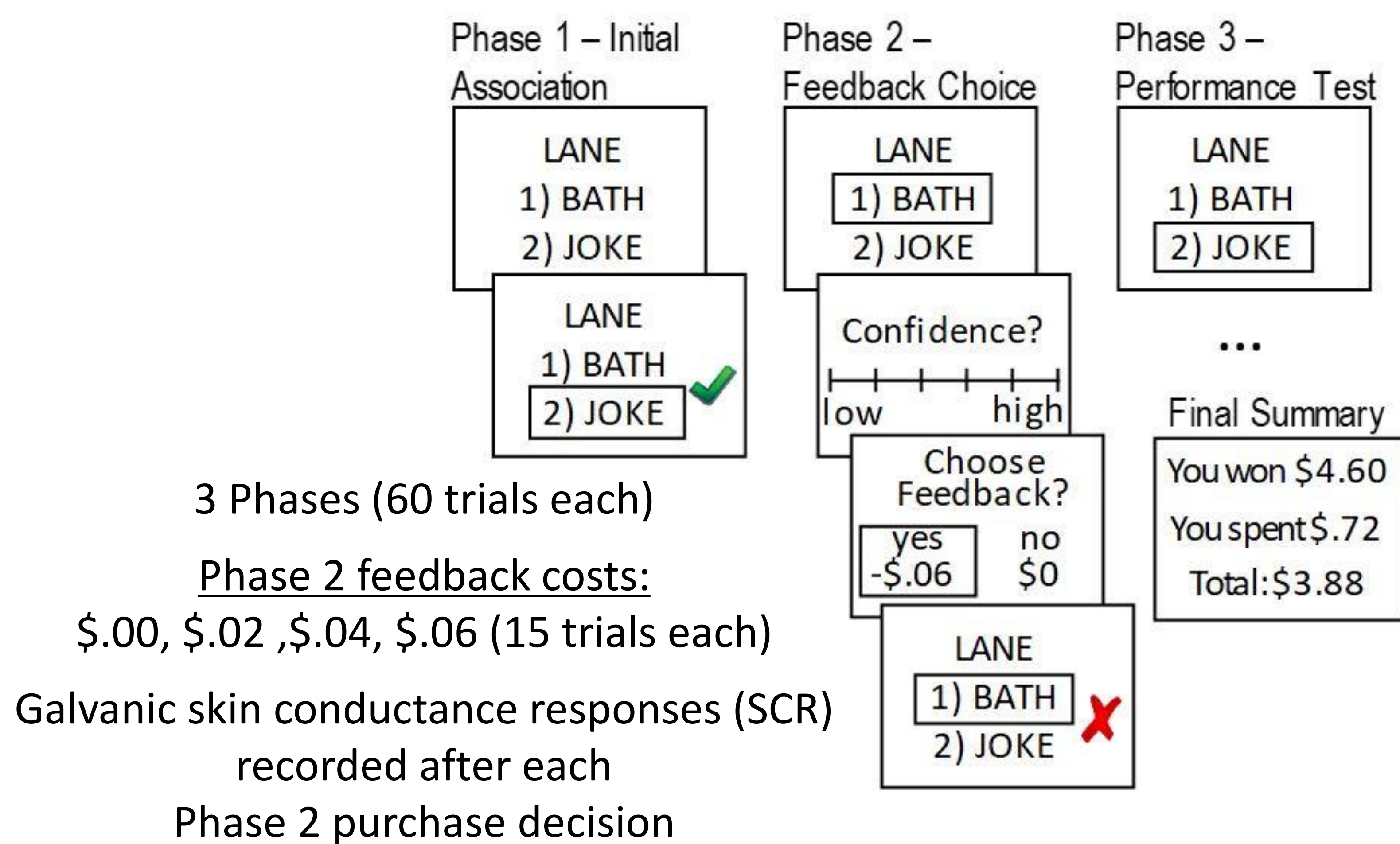
EXPERIMENT 1

Participants

- 60 Rutgers University – Newark (RU-N) undergraduates [$M_{age} = 20.2(2.60)$ years]

Experimental Task

- “willingness-to-pay”³ word-association task¹



EXPERIMENT 2

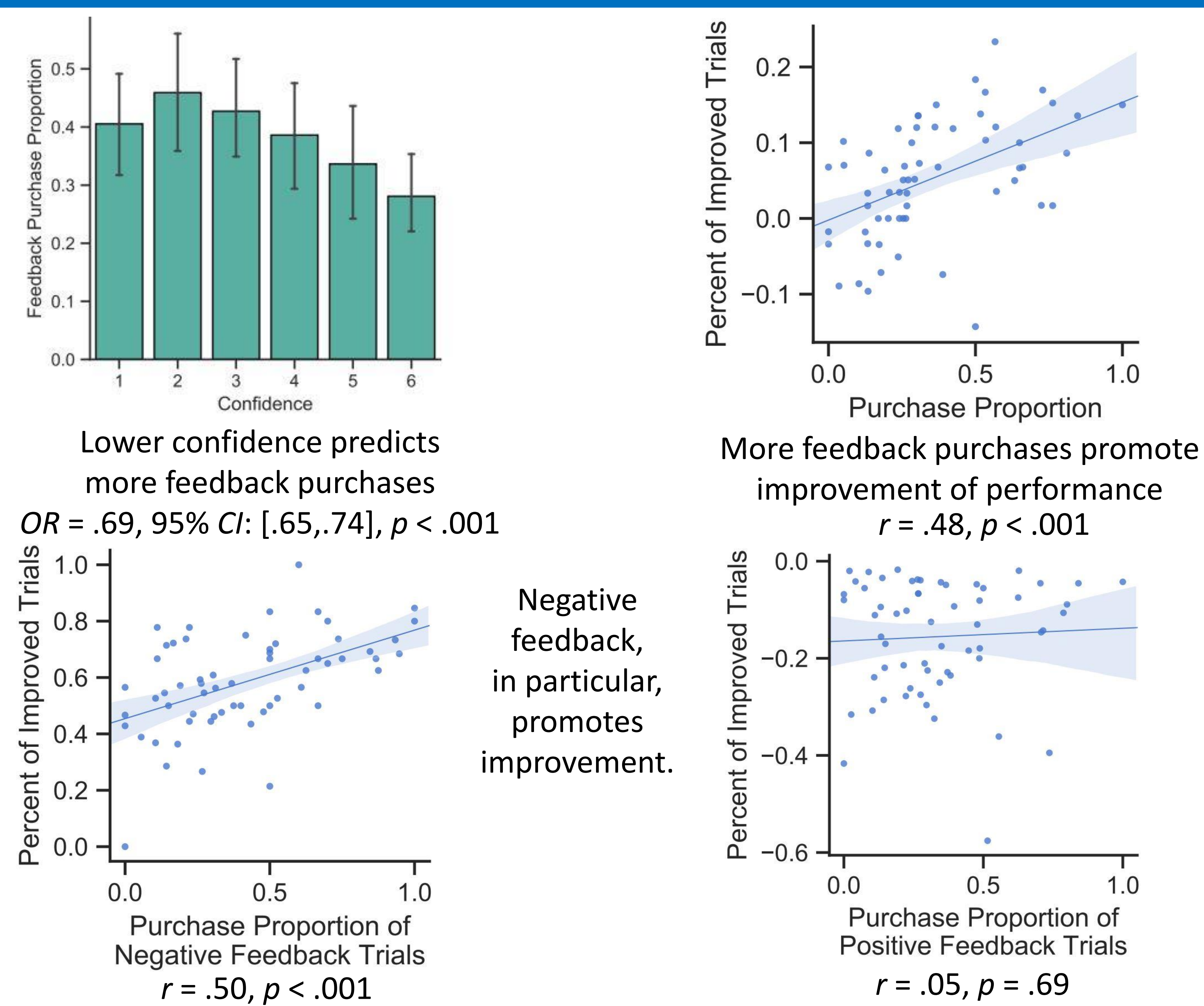
Participants

- 53 RU-N undergraduates [$M_{age} = 21.0(4.0)$ years]

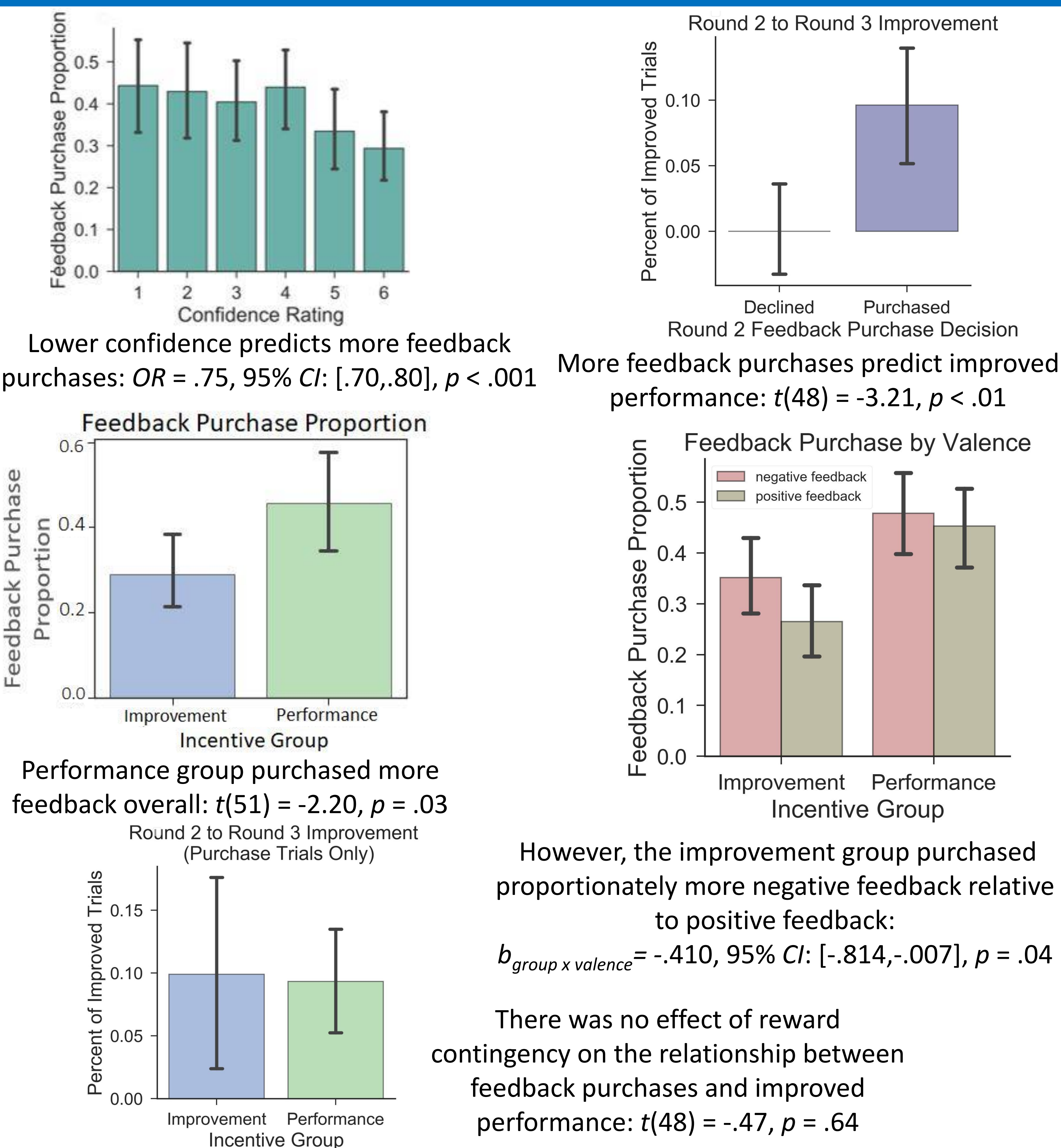
Experimental Task

- Same task, but random assignment to an incentive framing contingency, in which participants were instructed that they would earn money based on either Phase 3 performance (n=26) or on improvement in performance from Phase 2 to Phase 3 (n=27)

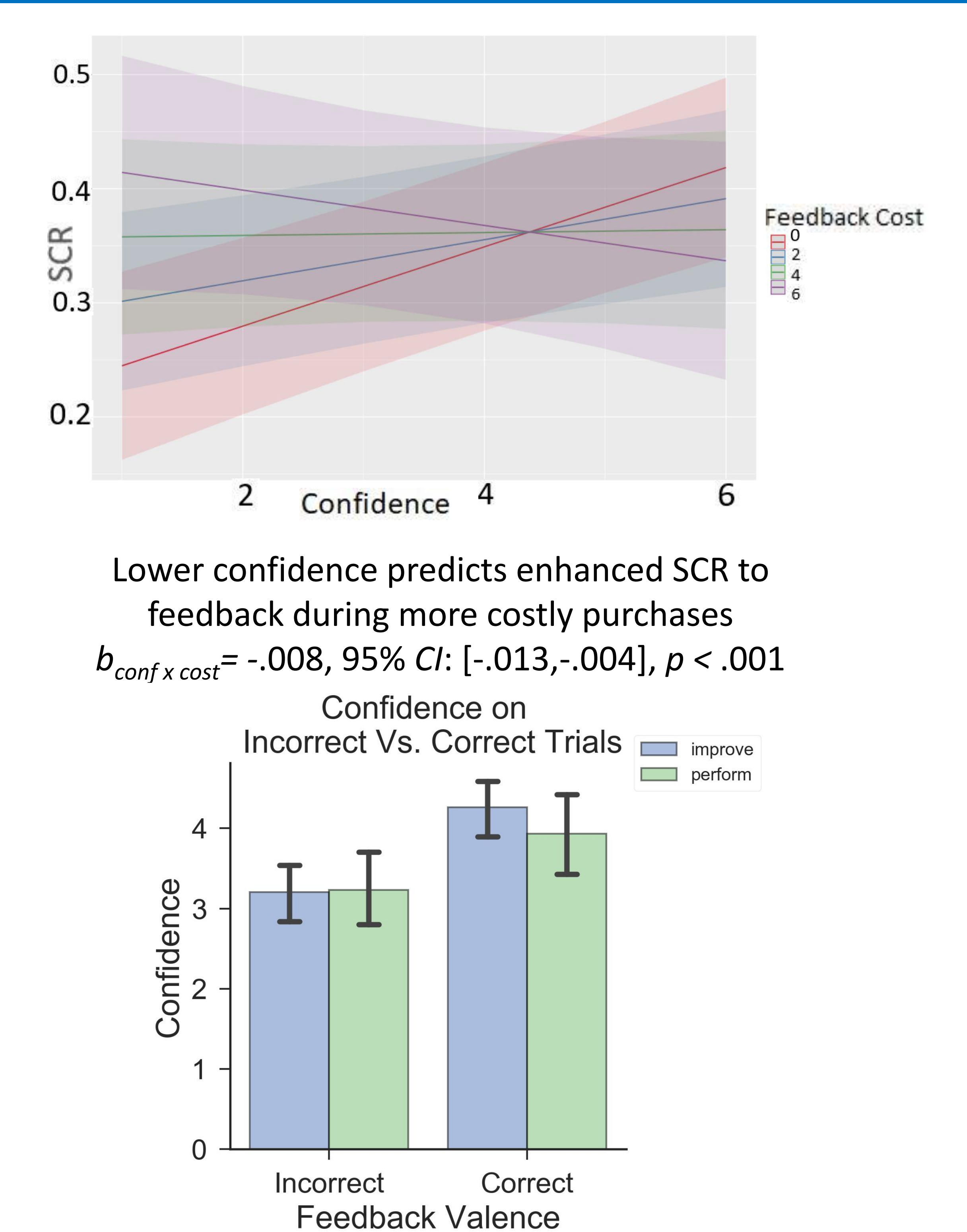
Experiment 1 Results



Experiment 2 Results



Exploratory Results



Conclusions and Future Directions

- Subjective confidence in performance is an important factor in value-based decisions about seeking feedback, especially when doing so is costly to the seeker. This is consistent with other work that has shown an effect of low confidence on information-seeking behavior⁴.
- Framing of monetary incentives can moderate SV of feedback and promote feedback-seeking, but different reward contingencies (improvement vs. performance) can influence the valence of feedback sought.
- Regardless of how it is incentivized, feedback benefits task performance.
- Being rewarded for improvement may promote greater calibration between confidence and task performance.
- Future work will examine the potential role of trait differences within domains such as goal orientation, self-esteem, and need for cognition.

References

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