Pyramid PuzzleUser Instructions





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Description

This classic puzzle problem has long been used for the study of problem solving, in sight learning, and concept formation. The device consists of a block containing three posts and a series of graduated blocks. The object of the puzzle is to transfer the series of blocks without ever placing a larger block over a smaller.

Procedure

It is suggested that both the experimenter and subject read Woodworth and Schlosberg, pages 768 and 769, also page 827, before starting this experiment. One student will serve as experimenter (E) and the other as subject (S). E will place the problem board before S with the six blocks stacked at Peg 1. The blocks should be stacked according to size with the largest block on the bottom.

- 1. E should give S the following instructions:
 - "You are to transfer this pile of blocks from Peg 1 to Peg 3 by moving one block at a time. A block may be moved from any peg to any other peg, but no block can be placed on a smaller block. You will call each move as you make it—A to 3, B to 2, A to 1, etc—I will record each move so do not go too fast, but keep your attention on the problem, not on the record which I am keeping."
- 2. S should work at the problem until he succeeds in transferring all of the blocks from Peg 1 to Peg 3. He should, in solving the problem try to figure out how it is solved, and keep in mind any rules or principles which lead to the solution.
- 3. E will keep a record of each move made by S by writing the letter of the block and the number of the peg to which it is moved. Thus, E will have on his record sheet a series of moves such as A3, B2, C3, etc. Duplicate copies of all records should be made by using carbon paper.
- 4. After S has solved the problem the first time, he should take a sheet of paper and write a report of how he solved the problem or of any ideas which he thinks might be of value in solving it again. In brief, the report should reveal any "insight" which S gains in solving the problem.
- 5. Following this report, S will again transfer the blocks from Peg 1 to Peg 3, calling each move as it is made. E will keep a record of the moves as before.
- 6. On a third trial, S should move the blocks from Peg 1 to Peg 2. After each trial, S will write a report of how the problem was solved, any new ideas or additional insight gained regarding the solution of the problem.

E will next give in succession, the problem of transferring three blocks, four blocks, five blocks, and six blocks, from Peg 1 to Peg 3. E will keep a record as before. Each problem should be repeated until S has discovered the smallest number of moves necessary for solving each problem. After each problem has been solved, S will write a report in which he describes any principles or ideas, which he has learned regarding the nature of the solution of the problem and the number of moves needed for solving the problem.

Results

The correct solution of each problem is the one that requires the minimum number of moves.

- 1. Determine the number of errors made on each trial for each problem.
- 2. Present these errors in a table.
- 3. Prepare another table to show the smallest number of moves for solving each problem.
- 4. From S's written reports prepare a list of the principles involved in the solution of these problems. For example, S should have discovered a rule formula, or principle by which one could calculate the number of moves needed for solving a problem involving any number of blocks.
- 5. Can you prepare a learning curve from this data?

Discussion - Interpretation - Criticism - Suggestions

- 1. What can you say concerning any of the principles S used in the solution of the problem?
- 2. Can you cite any examples from your experiment to show how "fixed assumptions" interfere with the solution of the problem?
- 3. If you were able to prepare a learning curve, what does it indicate? To what extent was "trial and error" behavior evident?
- 4. When S had mastered the problem, could E have performed 100% accurately after being only a "spectator"? Does this prove that the doctrine "we learn only by doing" is false?

Summary and Conclusions

Summarize and draw conclusions from your data.

Questions: (to be answered from your reading in the references).

- 1. Define idea, meaning, insight, thinking, and process-tracing experiments.
- 2. Distinguish between "trial and error" and "thinking" as methods of solving problems.
- 3. In describing problem solving by adults, Ruger states that "analysis varies from the purely perceptual to the purely ideational." What does this statement mean?
- 4. What did Ruger use as indications of insight?
- 5. What is the solution to the problem of the Captain and the fifty men given by Woodworth on page 774 (834 in Woodworth and Schlosberg)?
- 6. What is the evidence that implicit speech is involved in thinking?
- 7. What are some of the factors that influence the course of problem solving?
- 8. What are positive and negative transfer effects in problem-solving activites?

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