

Top-Down or Bottom-Up?

Disentangling Channels of Attention in Risky Choice

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August 22, 2022

Motivation

- Attention is an important mechanism for the decision process.
- Economics: Increased interest in attention
 - Rational Inattention (Sims, 2003; Gabaix, 2019; Avoyan and Schotter, 2020)
 - Salience theory (Bordalo et al., 2013)
 - Sequential sampling models (e.g., Krajbich et al., 2010, 2012; Fudenberg et al., 2018, 2020)
 - Game Theory and rationality (Brocas et al., 2014; Polonio et al., 2015, e.g..)
- Advances in capturing (visual) attention in experimental settings have improved drastically over the years
 - Reduced cost and increased efficiency of eye-trackers
 - MouselabWeb (Willemsen and Johnson, 2011)
 - Webcam ET (still work in progress)

What do we get from attention data?

- Too much...

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- Multiple variables like:
 - Fixation-Times / Total Dwelling-Time (or proportion of time)
 - Saccades
 - First/Last Fixations
 - Time to first fixation
 - Pupil Dilation
- The dimensions of these variables scale up with the amount of stimuli
- These variables give us information about:
 - Stimulus relative importance (dwell-times, first/last fixation)
 - Strategies in the decision process (saccades)
 - Engagement (Time to first fixation)
 - Emotional reaction to stimulus (Pupil dilation)

How can we use attention in our experiments?

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How can we use attention in our experiments?

- This is the real question
- There are multiple frameworks/approaches:
 - attentional Drift-Diffusion model
 - Clustering analysis
 - Rational Inattention
 - Attention-based models (Pachur et al., 2018, e.g.,)
- Attention-based models use the theory from cognitive psychology and neuroscience and connects it with theoretical models.
- The problem is that attention is connected with the decision process in multiple ways.
- How to incorporate attention to a DM model is very important and not trivial.

In this presentation

We will see:

- When and how attention can be useful
- Empirical model that incorporates attention
- Theory and assumptions behind it
- Some results from different studies

Decision Process

- Consider a population of agents J
- They have to make a series of decisions $\{d_{i,t}\}_{t \in T}$ for all $i \in J$
- In order to decide, the agents need to collect information $\{x_k\}_{k \in K}$
- We assume agents linearly integrate the information and make their decision based on this.

$$d_{i,t} = \alpha_{i,0} + \sum_{k \in K} \omega_{i,k,t} x_{k,t} + \nu_{i,k,t}$$

- Where $\omega_{i,k,t}$ is the decision weight for attribute k .
- The decision weight can have individual- and trial-specific effects.

Decision weights and attention

The links between attention and the decision weights (Review in Orquin and Mueller Loose, 2013) for example:

- Relevant information is attended for longer
- Processing information is easier if you look at it
- Salient/striking information can influence choice

We model the link between attention and the decision weights as follows:

$$a_{i,k,t} = \eta_{i,k} + \sum_l z_{k,t}^l + \epsilon_{i,k,t}^a$$

$$\omega_{i,k,t} = \pi_{k,\eta} \eta_{i,k} + \sum_l z_{k,t}^l \beta_k^l + \epsilon_{i,k,t}^\omega$$

- Individual differences $\eta_{i,k}$ in attention (e.g., preferences)
- Contextual factors $z_{k,t}$ affecting attention (e.g., Saliency, Available info on trial, within-subject treatments, learning)

Estimating the factors

$$a_{i,k,t} = \eta_{i,k} + \sum_l z_{k,t}^l + \epsilon_{i,k,t}^a$$

$$\omega_{i,k,t} = \pi_{k,\eta} \eta_{i,k} + \sum_l z_{k,t}^l \beta_k^l + \epsilon_{i,k,t}^\omega$$

- Our goal is to have better estimates of $\omega_{i,k,t}$ based on the attention data $A = \{a_{i,k,t}\}_{t \in T, i \in J, k \in K}$ and any observables O .
- We estimate $E(\eta_{i,k}|A, O)$ and $E(z_{k,t}^l|A, O)$ on a first stage.
- Then use them to estimate:

$$E(\omega_{i,k,t}|A, O) = \pi_{k,\omega} E(\eta_{i,k}|A, O) + E(z_{k,t}^l|A, O) \beta_k$$

Estimating the factors

$$a_{i,k,t} = \eta_{i,k} + \sum_l z_{k,t}^l + \epsilon_{i,k,t}^a$$

$$\omega_{i,k,t} = \pi_{k,\eta} \eta_{i,k} + \sum_l z_{k,t}^l \beta_k^l + \epsilon_{i,k,t}^\omega$$

- Consider the Fixed-Effects regression:

$$a_{i,k,t} = \mu_{i,k} + O_t \delta_k + \varepsilon_{i,k,t}$$

- Assume every observable is linked to one specific contextual factor $z_{k,t}^l \in z_{k,t}$.
- $O_t^l \subseteq O_t$ are the observables associated to $z_{k,t}^l$

Estimating the factors

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$$E(\eta_{i,k} | A, O) = \hat{\mu}_{i,k}$$

$$E(z_{k,t}^l | A, O) = O_t^l \hat{\delta}_k$$

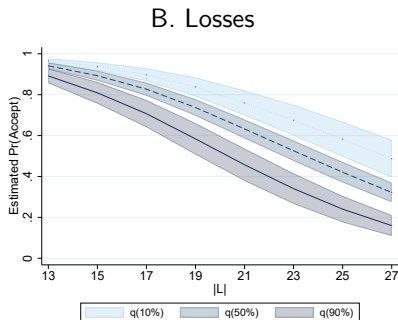
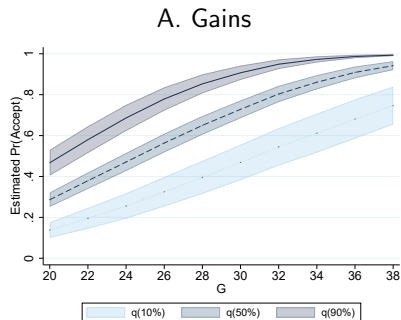
$$E(\omega_{i,k,t} | A, O) = \pi_{k,\eta} \hat{\mu}_{i,k} + \sum_l \hat{z}_{k,t}^l \beta_k^l$$

Expected Individual factors

$$E(\omega_{i,k,t}|A, O) = \pi_{k,\eta} \hat{\mu}_{i,k} + \sum_l \hat{z}_{k,t}^l \beta_k^l$$

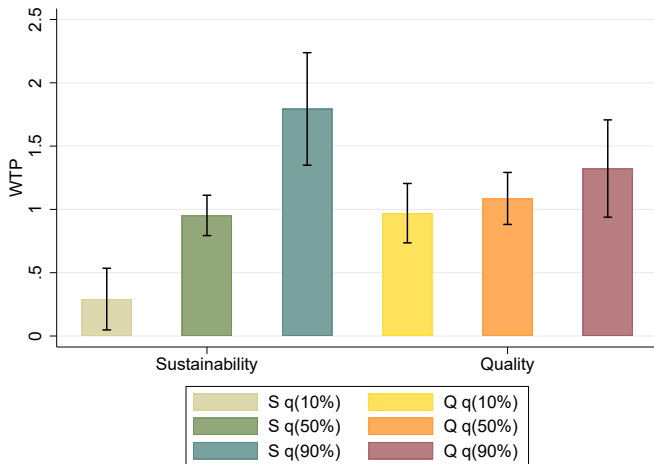
- Preferences: More relevant information is attended for longer and more times
- Strategies: Information that is needed more, is visited more often.
- Then: $\pi_{k,\eta} > 0$

Example 1: Gains vs. Losses



Source: Engelmann, Hirmas & van der Weele (2021) [WP]

Example 2: Sustainability vs. Quality



Source: Hirmas & Engelmann (2022) [WP]

Contextual factors

$$E(\omega_{i,k,t}|A, O) = \pi_{k,\eta} \hat{\mu}_{i,k} + \sum_l \hat{z}'_{k,t} \beta^l_{\omega,k}$$

We consider three potential contextual factors:

- Consideration Sets / Structural Changes:
Easier contexts, faster processing $\beta_k^{CS} \leq 0$
- Visual salience: $\beta_k^{VS} > 0$
- Learning: decisions are more efficient and faster $\beta_k^{CS} \geq 0$

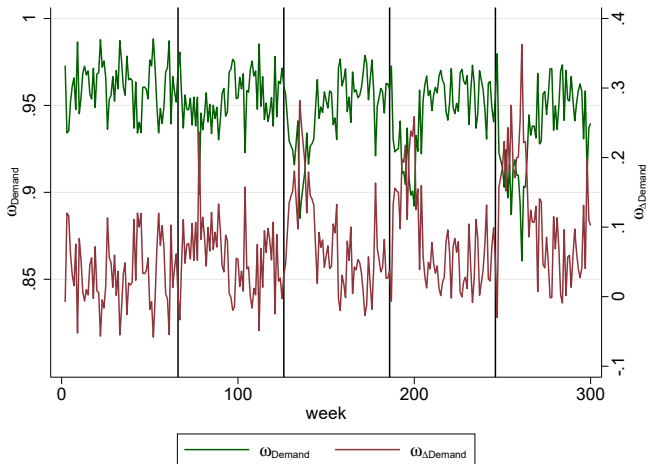
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- When to expect which?
 - Pseudo-randomization in trials / great variance in stimuli: Consideration Sets
 - Visual / Position changes in stimuli: Visual Salience
 - Many trials: Learning

Example 2: Structural changes



Source: Torres et al. (2022) [WP]

Summary

- Using visual attention in experiments is getting easier
- Using attention data in estimations is not straightforward
- We propose a simple method to separate different mechanisms linking attention and decision process
- Factors:
 - Individual factors
 - Consideration Sets / Structural changes
 - Visual Salience
 - Learning

More information in my Website



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Yarbus (1967)



Free examination.

1



Estimate material circumstances
of the family

2



Give the ages of the people.

3



Surmise what the family had
been doing before the arrival
of the unexpected visitor.

4



Remember the clothes
worn by the people.

5



Remember positions of people and
objects in the room.

6



Estimate how long the visitor had
been away from the family.

7

3 min. recordings
of the same
subject