

<b>Module Code:</b>	PSY512
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<b>Module Title:</b>	Cognitive Psychology
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAPS	<u>JACS3</u> code:	C800
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Dr Joshua Payne
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BSc (Hons) Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None.

**Office use only**

Initial approval: 08/03/2018

Version no:1

With effect from: 24/09/2020

Date and details of revision: August 2020 updated reading list

Version no: 2

### Module Aims

- To enable students to explore the physiology of the central nervous system.
- To develop students' ability to identify and evaluate current psychological theories of learning, attention and memory, and thinking and problem solving.
- To increase students' ability to evaluate current knowledge of the process of information input to humans and animals.

### Intended Learning Outcomes

#### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically evaluate the separate and the cooperative functions of different parts of the brain.	KS1	
2	Evaluate the nature of human learning processes.	KS3	
3	Critically interpret human problem solving.	KS2	
4	Critically evaluate the factors governing attention and its relation to consciousness.	KS5	
		KS6	
5	Critically discuss the various influences which affect the storage and retrieval of information in the brain.	KS9	

#### Transferable skills and other attributes

Study, writing and IT skills.  
 Use of appropriate data.  
 Problem solving skills.  
 Ability to collaborate and plan as a team member

Contribute proactively to team aims and objectives

### Derogations

None.

### Assessment:

#### Indicative Assessment Tasks:

1. Students are asked to write an essay to critically evaluate functions of the brain and their processes
2. A written report of a small-scale practical exercise e.g. the Stroop effect.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,4	Essay	50%	N/A	2,000
2	3, 5	Report	50%	N/A	2,000

### Learning and Teaching Strategies:

The module is delivered using a mixture of lectures, seminars and practical/workshop sessions including teaching or guided learning to support the lecture content. There will be a focus on the original source material which will include a combination of classic and contemporary research studies using a variety of research methods. The practical sessions/workshops will combine student-led discussion, practical sessions in the psychology laboratory, and directed study.

### Syllabus outline:

- What is cognitive psychology and cognitive science?
- Anatomy and function of the brain.
- Attention.
- Perception.
- Theories of memory.
- Language and meaning.
- Problem solving.
- Creativity, and wisdom.
- Factors affecting learning.
- Expertise.

**Indicative Bibliography:****Essential reading**

Eysenck, M. W., & Brysbaert, M. (2018). *Fundamentals of Cognition* (3rd ed.). London, UK: Routledge

Eysenck, M.W., & Keane, M.T. (2015). *Cognitive psychology: A student's handbook* (7<sup>th</sup> ed.). Hove: Psychology Press.

**Other indicative reading**

Baddeley, A.D. (1997). *Human memory: Theory and practice*. London: Erlbaum.

Bruce, V., Green, P., & Gerogeson, M. (2003). *Visual perception: Physiology, psychology and ecology* (4<sup>th</sup> ed.). Hove: Psychology Press.

Garrod, S., & Pickering, M. (2000). *Language processing* (Eds.). Hove: Psychology Press.

Harley, T.J. (2013). *The psychology of language: From data to theory*. Hove: Psychology Press.

Irwin, D., & Ross, B. (2003). *Cognitive vision: The psychology of learning and motivation*. San Diego: Elsevier Science.

**Journals**

*Journal of Experimental Psychology, Learning, Memory and Cognition.*

*Memory and Cognition.*

*Quarterly Journal of Experimental Psychology.*