

MODULE SPECIFICATION FORM

Module Title: Cognitive Psychology	Level: 5	Credit Value: 20
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Module code: PSY504	Cost Centre: GAPS	JACS3 code: C800
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Trimester(s) in which to be offered: 1 or 2	With effect from: Sept 2014
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Office use only: To be completed by AQSU:	Date approved: February 2014 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic Department: Psychology	Module Leader: Victoria Woodward
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Module duration (total hours): 200 Scheduled learning & teaching hours: 48 Independent study hours: 152	Status: core/option/elective (identify programme where appropriate): BSc (Hons) Psychology - Core BA (Hons) Education (Counselling and Psychology) – Option BSc (Hons) Marketing and Consumer Psychology - Core
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Programme(s) in which to be offered: BSc (Hons) Psychology BA (Hons) Education (Counselling and Psychology) BSc (Hons) Marketing and Consumer Psychology	Pre-requisites per programme (between levels): None
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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:

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

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
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)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

1. A written report of a small-scale practical exercise e.g. the Stroop effect.
2. A written report on the study of memory.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,4	Report	50%		2000
2	3,5	Report	50%		2000

Learning and Teaching Strategies:

This module will be delivered using a series of 12 lectures (each 2 hrs) and 12 practical classes (each 2 hrs) where formative learning will be directed in a group for at least 9 of these practical classes. The remaining 3 practical classes will be Fieldwork where students will collect data to complete their assessed reports.

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

Bibliography:

Essential reading:

Eysenck, M. W., & Keane, M. T. (2005). *Cognitive psychology: A student's handbook* (5th ed.). Hove, UK: Psychology Press.

Other indicative reading:

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

Bruce, V., Green, P., & Georgeson, M. (2003). *Visual perception: Physiology, psychology and ecology* (4th ed.). Hove, UK: Psychology Press.

Garrod, S., & Pickering, M. (1999). *Language processing* (Eds). Hove, UK: Psychology Press.

Harley, T. J. (2001). *The psychology of language* (2nd ed.). Hove, UK: Psychology Press.

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

Journals:

Journal of Experimental Psychology, Learning, Memory and Cognition

Memory and Cognition

Quarterly Journal of Experimental Psychology