

Cognitive Psychology 1

Section A: Headline Information	
Module title	Cognitive Psychology 1
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Susan Ní Chuileann
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	Stage 2: Child Developmental Psychology Stage 2: Educational Psychology
Co-requisite module titles	
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Minimum level 9 qualification in Psychology with teaching and/or research competence in the area
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall Library IT Resources

Analysis of required learning effort										
*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:7				97			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>The rationale for including Cognitive Psychology 1 in this Programme is twofold. In the first instance, it provides the learner pursuing a career pathway in Psychology a clear route to obtaining sufficient credits for a conversion course, and for entry to graduate membership of the Psychological Society of Ireland or the British Psychological Society.</p> <p>In the second instance, Cognitive Psychology provides the learner on the Programme with an understanding of sensation, perception, attention and memory that compliments modules already on offer in Philosophy. Taking this module also allows the English Literature Learner an opportunity to understand characters within the novel such as <i>Left Neglected</i> by Lisa Genova or <i>A Three Dog Life</i> by Abigail Thomas.</p> <p>Its contribution to the overall Programme exist in its ability to provide breadth of knowledge to the learner as this module provides a significant step-up from modules of Psychology in preceding Stages. This module allows the learner to enhance a skill set also, as they are guided through the process of writing-up and producing a case study.</p>
Module Aims and Objectives	<p>The overall aim of this core module is to introduce the learner to how human beings attend to and gain information about the world. The objectives are that the learner will engage with the various cognitive theories and research evidence that portray how such information is perceived and processed by the human brain. The study of</p>

	<p>cognitive psychology involves investigating how the brain recognises and mentally processes information from the environment, that is received through the senses, in order to recognise objects, faces, colours and sounds. Furthermore, to examine what can go wrong when there are errors in cognition and resultant cognitive impairments. By studying this core module, the learner will deepen their understanding of psychology and enhance their knowledge of how to relate psychological learning with the ways practical steps can be taken by psychologists to improve quality of life for people with cognitive impairments.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Discuss, evaluate, and understand the core components of sensation, attention, and perception, within the cognitive system. (MIPLO 1, 2, 5) 2. Demonstrate a critical understanding of higher order perceptual impairments. (MIPLO 3, 6) 3. Engage robustly with face recognition problems, such as agnosia, and prosopagnosia. (MIPLO 4, 5, 8) 4. Critically evaluate the ways that humans processes colour and movement. (MIPLO 3, 7)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 12 two-hour lectures the learner will cover topic such as:</p> <p>An Introduction to Cognitive Psychology:</p> <ul style="list-style-type: none"> • Exploring the landscape of psychology before the advent of cognitive psychology. • Precursors of cognitive psychology (i.e., the influence of philosophy). • Outline the factors that lead to the mainstreaming of cognitive psychology. • The relevance of cognitive psychology within the modern context. <p>Explaining Cognitive Psychology.</p> <ul style="list-style-type: none"> • Methods used in this discipline: Introducing the Case Study Approach. • Diagram Approaches • Models of Understanding Approaches • Converging Operations. <p>Sensation and Attention</p> <ul style="list-style-type: none"> • Bottom-Up vs Top-Down Processing • Signal Detection Theory • Selective Attention • Sustained Attention • Executive Attention

	<ul style="list-style-type: none"> • Change Blindness <p>Perception:</p> <ul style="list-style-type: none"> • Explore visual perception considering early theories of perception, the constructivist approach and the ecological approach. • Explore visual illusions and outline how these can be explained by cognitive psychology. • Culture and perception. <p>Object Recognition Phase 1</p> <ul style="list-style-type: none"> • Understanding the power of Object Recognition • Object Recognition and Naming • Object Constancy • Agnosia-the lack of normal recognition • A Case Study of Agnosia <p>Object Recognition Phase 2</p> <ul style="list-style-type: none"> • Higher Order Perceptual Impairment • Introducing Integrative Agnosia • Introducing the Optic Agnosia • Case Studies <p>Visual and Spatial Abilities</p> <ul style="list-style-type: none"> • How we process colour • How we process movement • What is Blindsight? • Visual Location and Soldiers in WW1 • Spatial Attention and Extinction <p>Face Processing</p> <ul style="list-style-type: none"> • What is it? • A Functional Model of Face Recognition • The case study of PH and his inability to recognise faces • Prosopagnosia • Face Memory Errors • Case Studies <p>Name Retrieval Problems</p> <ul style="list-style-type: none"> • Covert recognition in Prosopagnosia • Specificity of Face Recognition Problems • Different Types of Face Recognition Ability • Expression Analysis • Lip-reading
<p>Module Teaching and Learning Strategy</p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and with four one hour tutorials delivered across eight weeks.</p> <p>Typically, the first hour will deliver information while the second hour will be given over to:</p> <p>Debating what was just learned Writing up what was just learned Critiquing the methods used about what was just learned.</p>

	<p>The rationale for this teaching mode rests in the amount of information to be covered in this timeframe and in teaching the learner the correct method of Case Report Writing in Psychology.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	This module will be assessed by Continuous Assessment. Learners will be asked to submit two 1,500 word essays, worth 50% each.
Sample Assessment Materials	<p>(a) Continuous Assessment 1 (50%).</p> <p>This module will ask the learner to write an essay on one of the following subjects:</p> <ul style="list-style-type: none"> • Sensation and Attention • Perception <p>These topics will directly assess MIMLOS 1 – 4.</p> <p>This will have a word limit of 1,500 words. The guidelines involve:</p> <ol style="list-style-type: none"> 1. Adhering to APA formatting within the presented work. 2. Work must be proof-read for spelling and grammatical errors. 3. Include a Title page for the presentation and a separate page of references. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the question outlined. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 8. Demonstrate an appropriate depth and breadth of reading. <p>This work will be graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1 – 3) is worth 20%. • Academic understanding and ability as per Guidelines 4 – 6 is worth 50%. • The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 - 8). <p>(b) Continuous Assessment 2 (50%)</p> <p>This module will ask the learner to write an essay on one of the following subjects:</p> <ul style="list-style-type: none"> • Object and Facial Recognition • Name Retrieval Problems

	<p>These topics will directly assess MIMLOS 1 – 4.</p> <p>This will have a word limit of 1,500 words. The guidelines involve:</p> <ol style="list-style-type: none"> 1. Adhering to APA formatting within the presented work. 2. Work must be proof-read for spelling and grammatical errors. 3. Include a Title page for the presentation and a separate page of references. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the question outlined. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 8. Demonstrate an appropriate depth and breadth of reading. <p>This work will be graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1 – 3) is worth 20%. • Academic understanding and ability as per Guidelines 4 – 6 is worth 50%. <p>The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 - 8).</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u></p> <p>Anderson, J. R. (2020). <i>Cognitive psychology and its implications</i> (9th ed.). UK: Macmillan Learning.</p> <p>Goldstein, E. B. (2018). <i>Cognitive psychology: Connecting mind, research, and everyday experience</i> (5th ed.). Boston: Cengage.</p> <p>Goldstein, E. and Van Hooff, J. (2018). <i>Cognitive Psychology</i> (4th ed.). Stanford: Cengage Learning.</p> <p><u>Other Reading:</u></p> <p>Case Studies and articles as posted on Moodle by the Lecturer. These include articles from journals such as:</p> <p><i>Cognitive Science</i></p> <p><i>Cognitive Linguistics</i></p> <p><i>Topics in Cognitive Science</i></p> <p><i>Cognitive Neuroscience</i></p> <p><i>Applied Cognitive Psychology</i></p> <p><i>Journal of Cognitive Psychology</i></p> <p><i>Cognitive Development</i></p> <p><i>Advances in Cognitive Psychology</i></p> <p><u>Essential Viewing:</u></p> <p>Clips of patients with cognitive disorders</p> <p>Brain imaging videos</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with PowerPoint, DVD and internet access.</p>

