Cognitive Psychology: Sensation, Perception and Memory

Section A: Headline Information	
Module title	Cognitive Psychology: Sensation, Perception and Memory
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology
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 demon-strations		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					12	89: 25 hours assessment & prep 34 hours Self-directed study and reading 30 hours study and reading.			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	The rational for including Cognitive Psychology: Sensation, Perception and Memory 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. 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 Left Neglected by Lisa Genova or A Three Dog Life by Abigail Thomas.

	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.
Module Aims and Objectives	The overall aims of this module are to introduce the learner to how we attend to and gain information about the world, how that information is stored, and processed by the human brain, and how we solve problems, think, and formulate language. The objectives are to deepen the learners understanding of psychology and to enhance the learner's knowledge of how to relate psychological learning with philosophers such as Chomsky and Descartes, and /or how to use psychological learning to understand or create characters in novels, films or other media.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Discuss, evaluate and understand the concept of agnosia. (MIPLO 1, 2, 5) 2. Demonstrate a critical understanding of higher order perceptual impairments. (MIPLO 3, 6) 3. Present a case study on a subject such as agnosia, prosopagnosia or other face recognition problems. (MIPLO 4, 5, 8) 4. Critically evaluate the way the human processes colour and movement. (MIPLO 3, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Over the course of 12 two-hour lectures the learner will cover topic such as: **Explaining Cognitive Psychology.** • The case study of PH and his inability to recognise faces. • Methods used in this discipline: Introducing the Case Study Approach. • Diagram Approaches • Models of Understanding Approaches • Converging Operations. **Object Recognition Phase 1** • Understanding the power of Object Recognition • Object Recognition and Naming • Object Constancy • Agnosia-the lack of normal recognition • A Case Study of Agnosia

Object Recognition Phase 2
- Higher Order Perceptual Impairment
- Introducing Integrative Agnosia
- Introducing the Optic Agnosia
- Case Studies

Visual and Spatial Abilities
- How we process colour
- How we process movement
- What is Blindsight?
- Visual Location and Soldiers in WW1
- Spatial Attention and Extinction
- Knowledge and Thought

Face Processing
- What is it?
- A Functional Model of Face Recognition
- Prosopagnosia
- Face Memory Errors
- Case Studies

Name Retrieval Problems
- Covert recognition in Prosopagnosia
- Specificity of Face Recognition Problems
- Different Types of Face Recognition Ability
- Expression Analysis
- Lip-reading

Module Teaching and Learning Strategy	This module will be delivered in a two-hour lecture format across twelve weeks. Typically, the first hour will deliver information while the second hour will be given over to: Debating what was just learned Writing up what was just learned Critiquing the methods used about what was just learned. 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. Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle will be used to encourage learner engagement. Learners will use a Discussion Board type format to discuss a fictional client (s) and the methods they will use to write up their case studies on their diagnosis. This will be monitored and contributed to weekly by the lecturer to ensure safe and appropriate engagement and learning.

Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners
	Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
	However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	This module will (A) ask the learner to write an essay on a subject such as:
	• Agnosia
	• Aphasia
	• Blindsight
	• Face Processing
	This will have a word limit of 1,500 words and should take at least seven hours of learner effort. The guidelines involve:
	1. Using a discursive and critical approach to the topic.
	2. Using a balanced, non-judgemental and person-first approach.
	3. Using TNR font size 12 with 1.5 line-spacing
	4. Work must be proof-read for spelling and grammar
	5. Up to 10 references from reputable sources are required
	6. Include a separate Cover Age and Reference Page
	7. All work should introduce and map-out the work as well as a strong conclusion.
	8. Do not refer to 'I' in this work, instead write in the third party.
	This work is worth 50% of the CA and is graded as follows:
	Structure (Guidelines 3-8) is worth 10%
	Academic understanding and ability as per Guidelines 1 and 2 is worth 25%
	The remaining 15% is awarded for content, comprehension and excellent flow to the work.
	This module will (B) ask the learner to write an essay on a subject such as:
	• Agnosia
	• Aphasia
	• Blindsight
	• Face Processing
	This will have a word limit of 1,500 words and should take at least eight hours of learner effort. The guidelines involve:
	1. Using a set case study approach to the topic.
	2. Using a balanced, non-judgemental and person-first approach.
	3. Using TNR font size 12 with 1.5 line-spacing
	4. Work must be proof-read for spelling and grammar
	5. Up to 10 references from reputable sources are required
	6. Include a separate Cover Age and Reference Page

	7. All work should introduce and map-out the work as well as a strong conclusion. 8. Do not refer to 'I' in this work, instead write in the third party. This work is worth 50% of the CA and is graded as follows: Structure (Guidelines 3-8) is worth 10% Academic understanding and ability as per Guidelines 1 and 2 is worth 25% The remaining 15% is awarded for content, comprehension and excellent flow to the work.
Sample Assessment Materials	As above
Reading Lists and Other Information Resources	**Essential Reading:** Ellis, A. W., and A. W. Young, *Human Cognitive Neuropsychology: A textbook with readings* (New York: Psychology Press, 2015) Solso, R. L., Maclin, M.K., and Maclin, O. H., *Cognitive Psychology,* 8th edn (New York: Pearson Printing, 2014) **Other Reading:** Case Studies and articles as posted on Moodle by the Lecturer **Essential Viewing:** Clips of patients with cognitive disorders Brain imaging videos
Module Physical Resource Requirements	Lecture Hall with PowerPoint, DVD and internet access.