Cognitive Psychology 1

Module title			
Cognitive Psychology 1			
Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
8		**5**	**12 weeks**
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
BA (Honours) in Psychology		**1**	**1**

Teaching and Learning modes	**Proportion** (% of Total Directed Learning)
Classroom / Face to Face	**22.4%**
Workplace	
Online	
Other (Identify)	**77.6% (directed and self-directed learning)**

Entry requirements (statement of knowledge, skill and competence)	
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.	
Maximum number of learners per instance of the module	**40**
Average (over the duration of the module) of the contact hours per week	**2.3**
Pre-requisite module title(s) (if any)	
Co-requisite module title(s) (if any)	**N/A**
Is this a capstone module? (Yes or No)	**No**

Module-specific physical resources and support required per centre (or instance of the module)
Lecture Hall, Library, IT Resources

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.

Role e.g. Tutor, Mentor etc.	**Qualifications & experience required:**	**# of Staff with this profile (WTEs)**
Lecturer/Tutor	Minimum level 9 qualification in Psychology with teaching and/or research competence in the area	100%

Analysis of required learning effort

						Hours of Learner effort				
Classroom and demonstrations		**Mentoring and small-group tutoring**		**Other (specify)**		**Directed e-learning**	**Independent learning**	**Other (specify)**	**Work-based learning**	**Total effort**
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					

24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	**Supervised Project**	**Proctored Practical Exam.**	**Proctored Written Exam**	**Total**
Percentage Contribution	100%				**100%**

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Cognitive Psychology is considered a core module in Psychology (PSI, 2020). The rationale for including this module in Semester 1 of Stage 1 is to introduce the learner at an early stage to the ways Cognitive Psychologists study internal mental processes, including attention, perception, and object and facial recognition. There are numerous practical applications for this cognitive research, such as providing help coping with disorders of perception, finding ways to help people recover from acquired brain injury, and structuring educational and environmental supports to enhance learning. Learning more about how individuals think, and process information not only helps learners gain a deeper understanding of how the human brain works, but it allows future psychologists to develop new ways of helping people deal with psychological difficulties.
Module Aims and Objectives	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 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.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Discuss, evaluate, and understand the core components of sensation, attention, and perception, within the cognitive system. (MIPLO 1, 2, 4, 6) 2. Demonstrate a critical understanding of higher order perceptual impairments. (MIPLO 1, 4, 7) 3. Engage robustly with face recognition problems, such as agnosia, and prosopagnosia. (MIPLO 1, 4, 5) 4. Critically evaluate the ways that humans processes colour and movement. (MIPLO 1, 4, 5)

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 Moodle page 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.
Module Content, Organisation and Structure	Over the course of 12 weeks the learner will cover topic such as: **An Introduction to Cognitive Psychology:** • 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. **Explaining Cognitive Psychology.** • Methods used in this discipline: Introducing the Case Study Approach. • Diagram Approaches • Models of Understanding Approaches • Converging Operations. **Sensation and Attention** • Bottom-Up vs Top-Down Processing • Signal Detection Theory • Selective Attention • Sustained Attention • Executive Attention • Change Blindness **Perception:** • 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. **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 **Face Processing** • 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 **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 (including formative assessment) Strategy	This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight 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 encouraging elaborate learning and class collaboration. 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	N/A
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120. The maximum tutor: learner ratio is 1:20

	Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative 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	**(a) Continuous Assessment 1 (50%).** This module will ask the learner to write an essay on one of the following subjects: • Sensation and Attention • Perception These topics will directly assess MIMLOS 1 – 4. This will have a word limit of 1,500 words. The guidelines involve: 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. This work will be graded as follows: • 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). **(b) Continuous Assessment 2 (50%)** This module will ask the learner to write an essay on one of the following subjects: • Object and Facial Recognition • Name Retrieval Problems These topics will directly assess MIMLOS 1 – 4. This will have a word limit of 1,500 words. The guidelines involve: 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. This work will be graded as follows:

	• 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).
Reading Lists and Other Information Resources	**<u>Essential Reading:</u>** Anderson, J. R. (2020). *Cognitive psychology and its implications* (9th ed.). UK: Macmillan Learning. Goldstein, E. B. (2018). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Boston: Cengage. Goldstein, E. and Van Hooff, J. (2018). *Cognitive Psychology* (4th ed.). Stanford: Cengage Learning. **<u>Other Reading:</u>** Case Studies and articles as posted on Moodle by the Lecturer. These include articles from journals such as: *Cognitive Science* *Cognitive Linguistics* *Topics in Cognitive Science* *Cognitive Neuroscience* *Applied Cognitive Psychology* *Journal of Cognitive Psychology* *Cognitive Development* *Advances in Cognitive Psychology* **<u>Essential Viewing:</u>** Clips of patients with cognitive disorders Brain imaging videos
Module Physical Resource Requirements	Lecture Hall with PowerPoint, DVD and internet access.