

## Cognitive Psychology 2

|   |   |  |                                |                                  |                        |  |                     |
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| <b>Module title</b>   |   |  |                                |                                  |                        |  |                     |
| Cognitive Psychology 2  |   |  |                                |                                  |                        |  |                     |
| <b>Module NFQ level</b> (only if an NFQ level can be demonstrated)  |   | <b>Module number / reference</b>   |                                | <b>ECTS Value</b>                |                        | <b>Duration</b>                            |                     |
| 8   |   |  |                                | 5                                |                        | 12 weeks                                   |                     |
| <b>Parent programme(s).</b> Principal programme title, and embedded(s) if relevant  |   |  |                                | <b>Stage of parent programme</b> |                        | <b>Semester No.</b>                        |                     |
| BA (Honours) in Psychology  |   |  |                                | 3                                |                        | 2  |                     |
|   |   |  |                                |                                  |                        |  |                     |
| <b>Teaching and Learning modes</b>  |   | <b>Proportion</b> (% of Total Directed Learning)   |                                |                                  |                        |  |                     |
| Classroom / Face to Face  |   | 19.2%  |                                |                                  |                        |  |                     |
| Workplace   |   |  |                                |                                  |                        |  |                     |
| Online  |   |  |                                |                                  |                        |  |                     |
| Other (Identify)  |   | 80.8% (directed learning)  |                                |                                  |                        |  |                     |
| <b>Entry requirements (statement of knowledge, skill and competence)</b>  |   |  |                                |                                  |                        |  |                     |
| Successful completion of Stage 2 of the programme or equivalent is required for entry onto Stage 3.   |   |  |                                |                                  |                        |  |                     |
| <b>Maximum number of learners per instance of the module</b>  |   | 40   |                                |                                  |                        |  |                     |
| <b>Average (over the duration of the module) of the contact hours per week</b>  |   | 2  |                                |                                  |                        |  |                     |
| <b>Pre-requisite module title(s) (if any)</b>   |   |  |                                |                                  |                        |  |                     |
| <b>Co-requisite module title(s) (if any)</b>  |   |  |                                |                                  |                        |  |                     |
| <b>Is this a capstone module? (Yes or No)</b>   |   | No   |                                |                                  |                        |  |                     |
| <b>Module-specific physical resources and support required per centre (or instance of the module)</b>   |   |  |                                |                                  |                        |  |                     |
| Lecture Hall, Library, IT Resources   |   |  |                                |                                  |                        |  |                     |
| <b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b> |   |  |                                |                                  |                        |  |                     |
| <b>Role e.g. Tutor, Mentor etc.</b>   |   | <b>Qualifications &amp; experience required:</b>   |                                |                                  |                        | <b># of Staff with this profile (WTEs)</b> |                     |
| Lecturer/Tutor  |   | Minimum level 9 qualification in Psychology with teaching and/or research competence in the area |                                |                                  |                        | 100%                                       |                     |
| <b>Analysis of required learning effort</b>   |   |  |                                |                                  |                        |  |                     |
|   |   |  | <b>Hours of Learner effort</b> |                                  |                        |  |                     |
| <b>Classroom and demonstrations</b>   | <b>Mentoring and small-group tutoring</b> | <b>Other (specify)</b>   | <b>Directed e-learning</b>     | <b>Independent learning</b>      | <b>Other (specify)</b> | <b>Work-based learning</b>                 | <b>Total effort</b> |

|       |                                 |       |                                 |       |                                 |    |    |  |  |     |
|-------|---------------------------------|-------|---------------------------------|-------|---------------------------------|----|----|--|--|-----|
| Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner |    |    |  |  |     |
| 24    | 1:10                            |       |                                 |       |                                 | 20 | 81 |  |  | 125 |

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

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| <p><b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b></p> | <p>Cognitive Psychology is considered a core module in Psychology (PSI, 2020). The rationale for including this module in Semester 2 of Stage 3 is to build on the key cognitive concepts that the learner engaged with in <i>Cognitive Psychology 1</i> (sensation, attention, perception, and object and facial recognition). In <i>Cognitive Psychology 2</i>, the learner will advance their knowledge and understanding of cognitive concepts and systems and engage with the study of more advanced internal mental processes, such as memory, language, problem solving, logic, and decision making. Furthermore, the learner will examine what can go wrong when these cognitive systems fail, which lead to errors and impairments in the process and outcomes.</p> <p>There are numerous practical applications for this cognitive research, such as providing help coping with memory disorders, increasing decision-making accuracy, finding ways to help people recover from brain injury, treating learning disorders, and structuring educational curricula to enhance learning.</p> <p>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.</p> |
| <p><b>Module Aims and Objectives</b></p>   | <p>The overall aims of this core module are to expand on the learner’s knowledge of the basic concepts of cognitive psychology and engage with the advanced processes of how human memory works, how we solve problems and the understanding of how we formulate language. The learner will study critical theories of language acquisition and the problems in the brain that can negatively impact language development, production, and progression (e.g., aphasia). The objectives are to deepen the learners understanding of cognitive psychology and to enhance the learner’s 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 impairment.</p>   |
| <p><b>Minimum Intended Module Learning Outcomes</b></p>  | <p>On successful completion of this module, learners should be able to:</p>   |

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|   | <ol style="list-style-type: none"> <li>1. Describe, discuss, and evaluate cognitive memory processes, specifically short-term vs long-term memory. (MIPLO 1, 2, 4)</li> <li>2. Demonstrate an in-depth understanding of aphasias. (MIPLO 1, 2, 4)</li> <li>3. Critically evaluate cognitive theories of language acquisition and development. (MIPLO 1, 2, 3, 4, 6)</li> <li>4. Demonstrate a clear appreciation of word meaning deafness and other errors in auditory perception. (MIPLO 2, 4, 5, 8)</li> <li>5. Discuss and understand the cognitive theories of problem solving and decision making. (MIPLO 1, 2, 4, 7)</li> </ol>  |
| <p><b>Information Provided to Learners about the Module</b></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 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.</p>   |
| <p><b>Module Content, Organisation and Structure</b></p>        | <p>Over the course of 12 two-hour lectures the learner will cover topic such as:</p> <p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• Short Term Memory versus Long Term Memory</li> <li>• Working Memory Model.</li> <li>• Retention and retrieval of long-term memories.</li> <li>• Transactive Memory Theory</li> <li>• Why do we forget?</li> <li>• Why do we misremember?</li> <li>• Disorders of memory</li> </ul> <p><b>Language and Cognitive Processing:</b></p> <ul style="list-style-type: none"> <li>• Explore the basic principles of language and language production – Pinker and Chomsky.</li> <li>• Psycholinguistics.</li> <li>• Structures of language.</li> <li>• Models of language.</li> <li>• The production and dysfunction of language.</li> </ul> <p><b>Producing the Spoken Word 1:</b></p> <ul style="list-style-type: none"> <li>• What is aphasia?</li> <li>• What is anomia?</li> <li>• Case Study: Patient JCU</li> <li>• Case Study: Patient EST</li> </ul> <p><b>Producing the Spoken Word 2:</b></p> <ul style="list-style-type: none"> <li>• Neologistic Jargonaphasia</li> <li>• Anomia and Neologistic Jargonaphasia compared</li> <li>• Morphology and Neologistic Jargonaphasia</li> <li>• Word Finding and Production</li> </ul> <p><b>Recognising and Understanding Spoken Words:</b></p> |

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|  | <ul style="list-style-type: none"> <li>• Pure Word Deafness (PWD)</li> <li>• Psychology of PWD</li> <li>• Models of Perception</li> <li>• Use of Lip Information</li> <li>• Use of Context</li> </ul> <p><b>Word Meaning Deafness:</b></p> <ul style="list-style-type: none"> <li>• Case Study DER</li> <li>• Auditory Phonological Agnosia</li> <li>• Category Specific Access Problems</li> <li>• Errors in Repetition (Deep Dyslexia)</li> </ul> <p><b>Thinking, Problem Solving and Logic:</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Concept Formation</li> <li>• Logic</li> <li>• Decision-Making</li> <li>• Rationality</li> </ul> <p><b>Thinking Problem Solving, Creativity and Human Intelligence:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Creativity</li> <li>• Human Intelligence</li> <li>• Case Studies</li> </ul> |
| <p><b>Module Teaching and Learning (including formative assessment) Strategy</b></p> | <p>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:</p> <p>Debating what was just learned<br/> Writing up what was just learned<br/> 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>   |
| <p><b>Work-Based Learning and Practice-Placement</b></p>                             | <p>N/A</p>   |
| <p><b>E-Learning</b></p>   | <p>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.</p>  |
| <p><b>Specifications for Module Staffing Requirements</b></p>                        | <p>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.</p>   |

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|  | Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.  |
| <b>Module Summative Assessment Strategy</b>          | This module will be assessed by 100% Continuous Assessment via Moodle, consisting of four Discussion Boards (worth 20% each, totalling 80%) and one Multiple Choice Quiz (MCQ; worth 20%).  |
| <b>Sample Assessment Materials</b>                   | <p><b>(A – D) Continuous Assessment (Sample Discussion Boards):</b><br/>Learners will be asked to contribute to four separate discussion boards on the following topics (corresponding to MIMLOs 1 – 4):</p> <ul style="list-style-type: none"> <li>• Discussion Board 1: Agnosia: Signs and Symptoms</li> <li>• Discussion Board 2: Two types of Neologistic Jargonaphasia and the Media</li> <li>• Discussion Board 3: Dyslexia in all its many formats.</li> <li>• Discussion Board 4: Short Term vs Long Term Memory</li> </ul> <p>Each discussion board will equate to 350 words and learners will be required to make five contributions per discussion board. The guidelines involve:</p> <ol style="list-style-type: none"> <li>1. Work must be proof-read for spelling and grammatical errors.</li> <li>2. Provide a clear and concise definition of the topic of discussion.</li> <li>3. Employ a discursive and critical approach to the topic – i.e., evaluation.</li> <li>4. Use a balanced, objective approach when debating and engaging with other learners.</li> </ol> <p>This work will be graded as follows:</p> <ul style="list-style-type: none"> <li>• Structure (Guidelines 1 – 2) – is worth 25%.</li> <li>• Academic understanding and evaluation as per Guideline 3 is worth 25%.</li> <li>• The remaining 50% is awarded for content comprehension, communication ability and critical analysis as per Guideline 4.</li> </ul> <p><b>(E) Sample MCQ</b><br/>This will comprise 10 questions, each worth 2 marks. Sample Questions would be:<br/>Eysenck and Keane (2015) maintain that there are 3 aspects to decision making, firstly that it is purposeful (i.e., has a goal), secondly that it includes the use of cognitive processes (i.e., have to think), and thirdly that it...</p> <ol style="list-style-type: none"> <li>a) Exists only when someone lacks the knowledge to produce an immediate solution.</li> <li>b) Occurs automatically and spontaneously.</li> <li>c) Involves the immediate solution to an existing problem.</li> </ol> <p>Learners will get instant feedback and grades on the MCQ (which is worth 20% overall). This will address MIMLO 5.</p> |
| <b>Reading Lists and Other Information Resources</b> | <p><b>Essential Reading:</b><br/>Anderson, J. R. (2020). <i>Cognitive psychology and its implications</i> (9<sup>th</sup> ed.). Macmillan Learning.</p>   |

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|  | <p>Ellis, A. W. and Young, A. W. (2015). <i>Human Cognitive Neuropsychology: A textbook with Readings</i>. New York: Psychology Press</p> <p>Goldstein, E. B. (2018). <i>Cognitive psychology: Connecting mind, research, and everyday experience</i> (5<sup>th</sup> ed.). Boston: Cengage.</p> <p>Goldstein, E. and Van Hooff, J. (2018). <i>Cognitive Psychology</i> (4<sup>th</sup> ed.). Stanford: Cengage Learning.</p> <p>Solso, R. L., Maclin, M.K. and Maclin, O.H. (2014). <i>Cognitive Psychology</i> (8<sup>th</sup> ed.). New York: Pearson Printing</p> <p><b><u>Other Reading:</u></b><br/> Case Studies and articles as posted on Moodle by the Lecturer. These include articles from journals such as:</p> <p><i>Cognitive Science</i><br/> <i>Cognitive Linguistics</i><br/> <i>Topics in Cognitive Science</i><br/> <i>Cognitive Neuroscience</i><br/> <i>Applied Cognitive Psychology</i><br/> <i>Journal of Cognitive Psychology</i><br/> <i>Cognitive Development</i><br/> <i>Advances in Cognitive Psychology.</i></p> <p><b><u>Essential Viewing:</u></b><br/> Clips of patients with cognitive disorders<br/> Brain imaging videos</p> |
| <b>Module Physical Resource Requirements</b> | Lecture Hall with PowerPoint, DVD and internet access.  |