## Course/Modul Description Card

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| To be completed by the Program Committee | Module name:  CORE CURRICULUM COURSES | | | | | | Module code: C | | |
| Course Title: **COGNITIVE PROCESSES PSYCHOLOGY** | | | | | | Course code: C/12 | | |
| Organizational Unit Responsible for the Module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Field of study: **PSYCHOLOGY** | | | | | | | | |
| Module: **Educational and Developmental Psychology / Clinical and Health Psychology** | | | | | | | | |
| Form of study: **FULL-TIME** | | | Educationa profile:  **PRACTICAL** | | | Level of study: **LONG-CYCLE MASTER’S DEGREE PROGRAMME** | | |
| Year / semester: 1st Year / 2nd Semester | | | Module status:  **COMPULSORY** | | | Language:  **POLISH/ENGLISH** | | |
| Form of classes | Lecture | Practice exercise | | Laboratory | Project | | Seminar | Others |
| Estimated hours | **30** | **45** | |  |  | |  |  |

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| Subject/module coordinator | DSc Łucja Bieleninik |
| Lecturer | DSc Łucja Bieleninik, PhD Arkadiusz Mański,  PhD Ilona Bidzan-Bluma |
| Course objectives | To acquire knowledge enabling an understanding of psychological theories describing cognitive processes (perception, attention, memory, language, executive functions). To develop practical skills in applying selected principles of cognitive psychology. To help students gain the ability to assess their own level of knowledge in the field of cognitive psychology. |
| Entry requirements | - |

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| **LEARNING OUTCOMES** | | | |
| No. | Learning Outcome Description | | Code |
| 01 | | The student has in-depth knowledge of current achievements in cognitive psychology, including terminology, theory, and methodology. | PS\_W05 |
| 02 | | The student has structured and in-depth knowledge of individual cognitive processes: perception, attention, memory, thinking. | PS\_W02  PS\_W06 |
| 03 | | The student has advanced and structured knowledge of the psychological foundations of functioning in the area of cognitive processes. | PS\_W10 |
| 04 | | The student can identify a psychological problem, analyze it, generate solution ideas, verify them, and draw theoretical and practical conclusions based on knowledge of cognitive processes. | PS\_U01  PS\_U02  PS\_U03  PS\_U13 |
| 05 | | The student is aware of the need for personal development in effectively using cognitive processes, including reducing the risk of cognitive errors and developing techniques to support memory and attention. | PS\_K01  PS\_K02 |
| 06 | | The student ensures adherence to ethical principles in researching and analyzing cognitive processes. | PS\_K05  PS\_K06 |

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| **PROGRAM** |
| **Lectures**   Cognitive Psychology: history and pioneers of cognitive psychology, subject of study and key issues.   Perception: fundamental properties and theories of perception. Physiological basis of perceptual processes – the senses. The role of perception in orientation and understanding of the world. Bottom-up and top-down perception processes, subliminal perception, perceptual disorders.   Attention: essence and aspects of attention, theories of attention, attention disorders.   Consciousness: concept of consciousness, relationship between consciousness and attention and other mental processes, various states of consciousness. Cognitive control.   Memory: memory as a capacity and a process, memory theories, memory research. Phases of memory processes, various criteria and types of memory, memory distortions and disorders.   Language and Speech: communication theory, structure and functions of language. Psychological research on language and speech, development and disorders of speech.   Mental Imagery: creative and reproductive imagery, the relationship between imagery and other cognitive processes, imagery and emotions.   Concepts: individual and general concepts, different perspectives on concept formation.   Thinking: nature and types of thinking, methods of studying thinking, theories of thinking, thinking disorders.   Thinking and Intelligence: theories of intelligence, extreme levels of intelligence.   Problem Solving: types of problems, phases and strategies of problem solving.   Decision Making: decision-making strategies, phases of decision-making.   Applications of Cognitive Psychology. |
| **Practical Classes** |
|  What is cognitive psychology? Basic assumptions of cognitive psychology.   **Perception:** Three stages of perception: sensation reception; perceptual organization; identification and recognition processes. Transduction, sensory adaptation, perceptual constancy, influence of context and expectations, perceptual illusions.   **Attention:** functions, neurobiological foundations, involuntary and voluntary attention. Attention in practice. Mindfulness – what it is, how to train it.   Memory: sensory memory, short-term/working memory, retroactive and proactive interference, long-term memory – semantic, episodic, false memories, the impact of emotions on memory. Memory and learning.   Concept Formation: methods of concept acquisition, concept vs. word, the role of language in thinking.   Intelligence: genes or environment, intelligence measurement, controversies surrounding intelligence tests.   Creative Thinking: characteristics of creative thinking, barriers to creative thinking, the creative child in school.   Exercises to develop creative thinking in children and adults.   Problem Solving: types of problems, problem-solving phases, obstacles in solving problems, the role of thinking in problem solving.   Decision Making under Risk: model of risky situations, risk assessment, sequence of risky decisions.   Cognitive and Emotional Processes. |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Others** |
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| Basic literature\* | * Gerrig, R.J., Zimbardo P.G., *Psychologia i życie.* Warszawa, PWN 2010. * Maruszewski, T., *Psychologia poznania.* Gdańsk, GWP 2002. * Nęcka, E., Orzechowski, J., Szymura, B., *Psychologia poznawcza.* Warszawa, PWN 2006. * Strelau, J. (red.), *Psychologia. Podręcznik akademicki.* Gdańsk, GWP 2000. * Strelau J., Doliński D., Psychologia. Podręcznik akademicki, Gdańsk, GWP 2008. * Baddeley, A.D., *Pamięć: poradnik użytkownika.* Warszawa, Pruszyński i S-ka 1998. * Zimbardo P.G., *Psychologia - kluczowe koncepcje: struktura i funkcje świadomości*. Warszawa, PWN 2010. |
| Supplementary literature\* | * Schacter D.L., *Siedem grzechów pamięci: jak zapominamy i jak zapamiętujemy*. Warszawa, PIW 2003. * Kahneman, D., Pułapki myślenia. O myśleniu szybkim i wolnym*.* Poznań, Media 2012. * Nęcka E., Orzechowski J., Słabosz A., Szymura B., *Trening twórczości*. Gdańsk, GWP 2008. * Piaget J., *Mowa i myślenie dziecka*. Warszawa, PWN 2010. * Bowkett S., *Wyobraź sobie, że... Ćwiczenia rozwijające myślenie twórcze uczniów*. Warszawa, WSIP 2000. |
| Teaching methods |  Lecture with multimedia presentations   Problem-based learning   Case study analysis   Practical exercises and workshops   Group discussions   Individual and group tasks |
| Distance learning methods |  E-learning materials and interactive modules   Online lectures and discussions   Digital collaboration tools (e.g., forums, shared docs)   Online tests and assignments   Recorded presentations and video instructions |

\* *The literature may be changed after approval of the Director of the Institute*

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| Verification method | | Related learning outcomes |
| Active participation, contributions during classes, individual and group work | | 01,02,03,04,05, 06 |
| Analysis of a problem situation and development of an intervention plan | | 04,05,06, |
| Preparation of a presentation on a given topic | | 01,02,03, |
| Assesment methods and conditions |  Final Assessment:Written examination   Coursework Assessment:   * Evaluation of a topic-based presentation * Completion test including closed and open questions | |

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| **STUDENT WORKLOAD** | | | |
| Type of activity | Estimated hours | | |
| Total | Including activities related to practical professional training | Including participation in classes conducted using distance learning methods and techniques |
| Participation in lectures | 30 | - | 10 |
| Independent study | 15 | - |  |
| Participation  in practical classes/workshops/seminars | 45 | 30 |  |
| Preparation for classes | 23 | 10 |  |
| Project/essay preaparation | 20 | 15 |  |
| Exam or assessment preparation | 15 | 5 |  |
| Consultations | 2 |  |  |
| Other |  |  |  |
| **TOTAL student workload** | 150 | 60 | 10 |
| Number of ECTS credits for the course | **6** | | |
| ECTS credits for practical activities | **2,4** | | |
| ECTS credits for distance learning activities: | **0,4** | | |
| ECTS credits for direct academic contact hours | **3,7** | | |