

DESCRIPTION OF THE COURSE OF STUDY

Course code	0313.3.PSY.B03.PPP	
Name of the course in	Polish	Psychologia procesów poznawczych
	English	<i>Psychology of Cognitive Processes</i>

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Psychology
1.2. Mode of study	Full-time studies/ Extramural studies
1.3. Level of study	Single master's degree
1.4. Profile of study*	General Academic
1.5. Person/s preparing the course description	mgr Karol Kubrak
1.6. Contact	karol.kubrak@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English language
2.2. Prerequisites*	None

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Lectures, classes
3.2. Place of classes	UJK teaching facilities
3.3. Form of assessment	Pass/fail (L); pass/fail (C)
3.4. Teaching methods	Lecture: informative lecture; problem lecture; Classes: multiple (group) discussion (DG), discussion - brainstorming, film, paper (multimedia presentation), work with printed text
3.5. Bibliography	Required reading
	Further reading

1. Gerrig, R.J., Zimbardo P.G. (2011). *Psychologia i życie*. Warszawa: Wydawnictwo Naukowe PWN.
2. Maruszewski, T. (2002). *Psychologia poznania*. Gdańsk: GWP.
3. Nęcka, E., Orzechowski, J., Szymura, B. (2006) *Psychologia poznawcza*. Warszawa: Wydawnictwo Naukowe PWN
4. Strelau, J. (red.) (2000) *Psychologia. Podręcznik akademicki. T 2*, Gdańsk:GWP
5. Baddeley, A.D. (1998). *Pamięć: poradnik użytkownika*. Warszawa: Prószyński i S-ka.
6. Kahneman, D. (2012). *Pułapki myślenia. O myśleniu szybkim i wolnym*. Poznań: Media Rodzina.
1. Burns D.D. (2010). *Radość życia*. Poznań: Zysk i S-ka.
2. Langer, E., & Moldoveanu, M. (2000). The Construct of Mindfulness. *Journal of Social Issues*, 56(1), 1- 9.
3. Marcus G. (2009). *Prowizorka w mózgu*. Warszawa: Smak Słowa.
4. Schacter D.L. (2003) *Siedem grzechów pamięci: jak zapominamy i jak zapamiętujemy*. Warszawa: Państwowy Instytut Wydawniczy.
5. Svantesson I. (2004) *Mapy pamięci i techniki zapamiętywania*. Gliwice: Helion.
6. Zimbardo P.G. (2010). *Psychologia - kluczowe koncepcje: struktura i funkcje świadomości*. T3 Warszawa: Wydawnictwo Naukowe PWN.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives (including form of classes)

Lectures:

C1. Understand the psychological theories that describe cognitive processes (perception, attention, memory, language)

C2. To acquire the ability to apply knowledge of selected cognitive processes in everyday life;

C3. Formation of correct attitudes towards issues related to cognitive processes;

Classes:

C1. Gain knowledge of selected cognitive processes (perception, attention, memory, language).

C2. To develop the ability to practically apply selected regularities of cognitive psychology

C3. To acquire the ability to assess the level of one's knowledge in the area of cognitive psychology

4.2. Detailed syllabus (including form of classes)

Lectures

1. Familiarization with the course charter and the conditions for passing.
2. Cognitive psychology: history and precursors of cognitive psychology, object of research and basic problems.
3. Research methods in cognitive psychology
4. Basic properties of perception and theories of perception.
5. Physiological basis of perceptual processes - senses.
6. Perception - the importance of the perceptual process in orientation and understanding of the world, perception as a bottom-up and top-down process, subliminal perception, disorders of the perceptual process.
7. Attention process - essence and aspects of attention, theories of attention, disorders of the attention process.
8. Consciousness - concept of consciousness, consciousness vs. attention and other mental processes, different states of consciousness.
9. Cognitive control - automatic actions, criteria and theories of automatic actions, essence and functions of inhibition
10. Memory - memory as a property and memory as a process, theories of memory, memory research
11. Phases of the memory process, various criteria for the division and types of memory, distortions and disorders of memory.
12. Language and speech - theory of communication, structure and functions of language.
13. Psychological studies of language and speech, development and disorders of speech.

Classes

1. Familiarization with the course charter and the conditions for passing.
2. What is cognitive psychology. Basic assumptions of cognitive psychology
- 3 Attention:
 - Functions
 - Signal detection theory: correct and incorrect decisions.
 - Neurobiological foundations
 - Non-attentional blindness and change blindness - Simons' experiments
 - Involuntary and arbitrary attention
 - Theories of selective attention
 - Theories of divided attention
 - Stroop test
- 4 Attention in practice, or attention-based interventions:
 - Attention - what does it consist of, how is it trained? in what areas of functioning does it help us (in light of research)
5. reflexivity and non-reflexivity in terms of Ellen Langer. Specifics, manifestations in everyday life, research results. Reflexivity and health.
6. automatic and controlled activities - basic differences.
- 7 Memory:
 - Sensory memory
 - Short-term/operational memory
 - Capacity of working memory
 - Levels of processing according to Craik and Lockhart
 - Interference (inhibition) retroactive and proactive
 - Long-term memory: semantic, episodic
 - Latent memory and pacing
 - False memories.
 - Controversies related to witness testimony.
 - The effect of suggestion on memory.
 - Effect of emotions on remembering.
 - Memory versus learning.
- 8 Perception and perception.
 - Three stages of perception: perception of impressions; organization of perception; processes of identification and recognition
 - What is the difference between perception of impressions and perception?
 - Transduction
 - Absolute threshold, difference and Weber's law
 - Sensory adaptation
 - Sensory fluctuation; neuronal noise
 - Photoreceptors: rods and cones
 - Distal stimulus and proximal stimulus
 - Perceptual constancy
 - Bottom - up and top - down processing
 - Influence of context and expectations (from Zimbardo)
 - Findings from research on subliminal perception
 - What does the research that Peshek (2011) has found?
 - Perceptual illusions; Ponzo illusion; Ebbinghaus illusion
 - Laws of perceptual organization according to character psychology (gestalt)
 - What follows from Janiszewski's research on the position of logos vs. text and logos vs. graphics (photos) in print ads?

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	Has in-depth knowledge of current developments in cognitive psychology	PSYCH_W01
W02	Has a structured and in-depth knowledge of the terminology, theory and methodology of cognitive psychology	PSYCH_W07
W03	Has in-depth knowledge of specific cognitive processes: perception; attention; memory; thinking	PSYCH_W13
within the scope of ABILITIES:		
U01	Is able to perceive a research problem of psychological nature, analyze it, generate ideas for its solution and verify them and draw conclusions of theoretical and practical nature referring to the knowledge of cognitive processes	PSYCH_U07
U02	Is aware of the need for personal development in the effective use of cognitive processes including reducing the risk of making cognitive errors, developing techniques to support the process of memorization; practicing attentional processes (including, for example, attentiveness)	PSYCH_U12
within the scope of SOCIAL COMPETENCE:		
K01	Ensures that ethical principles are observed in the area of research and analysis of cognitive processes	PSYCH_K06

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																					
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning			
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	
W01				X	X																	
W02				X	X																	
W03				X	X																	
U01								X		X	X											
U02								X		X	X											
K01								X			X											

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	Obtain from the credit colloquium at least 50% of the possible points.
	3,5	Obtain from the credit colloquium at least 61% of the possible points.
	4	Obtain from the credit colloquium at least 71% of the possible points.
	4,5	Obtain from the credit colloquium at least 81% of the possible points.
	5	Obtain from the credit colloquium at least 91% of the possible points.
classes (C)* (including e-learning)	3	Has mastered the material to a basic degree and obtained at least 50% of positive answers on the colloquium, and has shown basic activity in class and prepared a project at a satisfactory level.
	3,5	Has mastered the material satisfactorily and obtained at least 61% of positive answers on the colloquium and has shown satisfactory activity in class and prepared a project at a satisfactory level.
	4	Has mastered the material to a good degree and obtained at least 71% of the positive answers on the colloquium, and has shown great activity in class and prepared a project at a good level.
	4,5	Has mastered the material more than well and obtained at least 81% of positive answers on the colloquium, and has shown a high level of activity in class and prepared a project at a level more than well.
	5	Has mastered the material to a very good degree and obtained at least 91% of positive answers on the colloquium, and has shown outstanding activity in class and prepared a project at a very good level.

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies

<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	60	30
<i>Participation in lectures*</i>	30	15
<i>Participation in classes, seminars, laboratories*</i>	30	15
<i>Preparation in the exam/ final test*</i>	65	95
<i>Others (please specify e.g. e-learning)*</i>	10	20
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	20	25
<i>Preparation for the lecture*</i>	25	30
<i>Preparation for the classes, seminars, laboratories*</i>	7	10
<i>Preparation for the exam/test*</i>	3	10
<i>Gathering materials for the project/Internet query*</i>	125	125
<i>Preparation of multimedia presentation</i>	5	5
<i>Others *</i>	60	30
<i>TOTAL NUMBER OF HOURS</i>	30	15
ECTS credits for the course of study	30	15

**delete as appropriate*

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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