

Course Syllabus**I. General Information**

Course name	Cognitive processes: learning, memory, thinking and decisions
Programme	Psychology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time
Discipline	Psychology
Language of instruction	English

Course coordinator/person responsible	dr Paweł Strózak
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Type of class (<i>use only the types mentioned below</i>)	Number of teaching hours	Semester	ECTS Points
lecture	30	II	4
classes	30	II	

Course pre-requisites	Knowledge of the psychology of perception and attention; B2 English language skills
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II. Course Objectives

C1: Introducing the basics of human learning, memory, thinking and decision-making
C2: Disseminate knowledge of the mechanisms of information encoding, storage and retrieval, as well as knowledge covering higher cognitive processes such as thinking, decision-making, language, consciousness
C3: Introduction to the problem of explaining human thinking and decision-making processes in terms of heuristics and cognitive biases

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student defines and characterizes the psychological processes of learning, remembering, thinking and decision-making, as well as describes and explains the mechanisms of language and consciousness	K_W02
W_02	The student indicates and explains the most important methods of studying the processes of learning, memory, thinking and decision-making, especially in the context of their methodological and scientific-research values	K_W04
W_03	The student recognizes and analyzes the connections between the psychological characteristics of higher cognitive processes and their neurobiological basis	K_W05

SKILLS		
U_01	The student analyzes and interprets human behavior by relating it to the mechanisms of learning, memory, thinking and decision-making	K_U01
SOCIAL COMPETENCIES		
K_01	The student recognizes and accepts the reliable results of scientific research in the field of psychology of higher cognitive processes, and demonstrates an active and critical attitude towards those views and practices that ignore or oppose these results	K_K01

IV. Course Content

<ol style="list-style-type: none"> 1. Biological basis of learning and memory: neuronal basis of long-term and short-term memory; encoding, consolidation and retrieval of memory traces 2. Sensory and short-term memory: iconic and echoic memory; verbal short-term memory; visuospatial short-term memory 3. Working memory: components of working memory; individual differences in working memory capacity; executive functions 4. Long-term memory: declarative and non-declarative memory; episodic and semantic memory; concepts and schemas 5. Long-term memory: priming; procedural memory; associative and non-associative learning; spatial memory 6. Memory across the lifespan: autobiographical memory; memory in childhood; memory and aging 7. Distortions in memory: eyewitness testimony; memory illusions; amnesia 8. Thinking: dual-process theory 9. Judgments and decision-making: heuristics and cognitive biases 10. Judgments and decision-making: the prospect theory; loss aversion; emotional and social factors in decision-making 11. Problem solving and expertise 12. Reasoning and hypothesis testing 13. Language: language acquisition; language and cognition; speech perception; reading 14. Language: speech planning; speech production; writing 15. Consciousness: functions of consciousness; theories of consciousness; neural correlates of consciousness; attention and consciousness
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V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods <i>(choose from the list)</i>	Forms of assessment <i>(choose from the list)</i>	Documentation type <i>(choose from the list)</i>
KNOWLEDGE			
W_01	Conventional lecture	Written exam	Evaluated exam sheet
	Conversational lecture with discussion	Written exam	Evaluated exam sheet
	Working with text	Written test	Evaluated test sheet
W_02	Conventional lecture	Written exam	Evaluated exam sheet
	Conversational lecture with discussion	Written exam	Evaluated exam sheet
	Working with text	Written test	Evaluated test sheet

W_03	Conventional lecture	Written exam	Evaluated exam sheet
	Conversational lecture with discussion	Written exam	Evaluated exam sheet
	Working with text	Written test	Evaluated test sheet
SKILLS			
U_01	Discussion of issues using multimedia presentation	Written test	Evaluated test sheet
	Team work	Preparation of a multimedia presentation by students	Evaluated multimedia presentation
SOCIAL COMPETENCIES			
K_01	Discussion	Listening to students' comments and arguments during discussion	Active participation in the discussion noted on the list
	Team work with discussion	Listening to students' comments and arguments during discussion	Active participation in the discussion noted on the list

VI. Grading criteria, weighting factors

Lecture

Evaluation criteria for the written exam:

Unsatisfactory (0%-50%; the student demonstrates inadequate knowledge of educational content)

Satisfactory (52,5%-60%; the student demonstrates knowledge of educational content to a sufficient degree)

Satisfactory+ (62,5%-70%; the student demonstrates knowledge of the educational content to a fairly good degree)

Good (72,5%-80%; the student demonstrates knowledge of educational content to a good degree)

Good+ (82,5%-90%; the student demonstrates knowledge of the educational content to a degree higher than good)

Excellent (92,5%-100%; the student demonstrates knowledge of educational content to a very good degree)

Classes

The final grade consists of: **1)** passing all tests (70%);

2) preparation of a multimedia presentation (20%); **3)** active participation in the discussion (10%)

Evaluation criteria for written tests:

Unsatisfactory (0%-50%; the student demonstrates inadequate knowledge of educational content)

Satisfactory (52,5%-60%; the student demonstrates knowledge of educational content to a sufficient degree)

Satisfactory+ (62,5%-70%; the student demonstrates knowledge of the educational content to a fairly good degree)

Good (72,5%-80%; the student demonstrates knowledge of educational content to a good degree)

Good+ (82,5%-90%; the student demonstrates knowledge of the educational content to a degree higher than good)

Excellent (92,5%-100%; the student demonstrates knowledge of educational content to a very good degree)

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30 (lecture) 30 (classes)
Number of hours of individual student work	60

VIII. Literature

Basic literature
<ol style="list-style-type: none"> 1. Eysenck, M. W., Keane, M. T. (2020). <i>Cognitive Psychology: A Student's Handbook. 8th Edition.</i> Routledge. 2. Baddeley, A., Eysenck, M.W., Anderson, M.C. (2020). <i>Memory. 3rd Edition.</i> Routledge. 3. Kahneman, D. (2011). <i>Thinking, Fast and Slow.</i> Farrar, Straus and Giroux.
Additional literature
<ol style="list-style-type: none"> 1. Pohl, R. F. (2022). <i>Cognitive Illusions. Intriguing Phenomena in Thinking, Judgment, and Memory. 3rd Edition.</i> Routledge. 2. Schacter, D. (2001). <i>The Seven Sins of Memory: How the Mind Forgets and Remembers.</i> Houghton, Mifflin and Company. 3. Dehaene, S. (2020). <i>How We Learn: The New Science of Education and the Brain.</i> Allen Lane. 4. Dehaene, S. (2014). <i>Consciousness and the Brain: Deciphering How the Brain Codes our Thoughts.</i> Penguin Books.