

Subject Description Form

| Subject Code | APSS 5060 | | | | | | | | | | | | | | | | | |
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| Subject Title | Advanced Cognitive Psychology | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | |
| Level | 5 | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance & participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>2. Seminar Presentation</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Individual Written Paper</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>4. Final test</td> <td style="text-align: center;">40%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Students must pass all components so as to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Attendance & participation | 10% | | 2. Seminar Presentation | | 20% | 3. Individual Written Paper | 30% | | 4. Final test | 40% | |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | |
| 1. Attendance & participation | 10% | | | | | | | | | | | | | | | | | |
| 2. Seminar Presentation | | 20% | | | | | | | | | | | | | | | | |
| 3. Individual Written Paper | 30% | | | | | | | | | | | | | | | | | |
| 4. Final test | 40% | | | | | | | | | | | | | | | | | |
| Objectives | <p>This subject covers a selected range of major construct and theories in cognitive psychology to help students understand some common cognitive processes. It is aimed at enabling students to gain more advanced experience of some of cognitive psychologists' studied issues through their own experimentation and analyses. The subject provides students with opportunity and supervision to engage in learning activities that can stimulate them to appreciate research findings on learning and methods of thinking. The class will also allow independent planning and execution of experiments. Finally, implications for clinical and educational contexts will be examined.</p> | | | | | | | | | | | | | | | | | |

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| <p>Intended Learning Outcomes</p> | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. acquire knowledge of some common cognitive processes using multiple perspectives from major theories in cognitive psychology, recognizing the range of research methods, evidence and applications; b. identify and differentiate neuroscience and psychological theories of cognition; c. formulate research questions and make attempts to carry out empirical studies topics of interest in cognitive psychology; d. draw upon personal experiences of mental representations and to make links with the popular discussion of thinking methods and learning approaches. e. apply findings in clinical, social, educational and community settings and in Chinese context. |
| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 2. Perception and Attention <ul style="list-style-type: none"> - Perception and determinants of perception - Attention processes and sensory experiences 3. Consciousness <ul style="list-style-type: none"> - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness - 4. Introduction <ul style="list-style-type: none"> - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 5. Perception and Attention <ul style="list-style-type: none"> - Perception and determinants of perception - Attention processes and sensory experiences - 6. Consciousness <ul style="list-style-type: none"> - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness |

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| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 7. Introduction <ul style="list-style-type: none"> - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 8. Perception and Attention <ul style="list-style-type: none"> - Perception and determinants of perception - Attention processes and sensory experiences 9. Consciousness <ul style="list-style-type: none"> - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness 10. Memory <ul style="list-style-type: none"> - Short term memory, long term memory, and working memory - Encoding, storage and retrieval in short term memory - Durability and fallacy of long term memory 11. Representation of Knowledge <ul style="list-style-type: none"> - Models of semantic memory - Declarative knowledge and procedural knowledge in a proposed taxonomy of memory structure 12. Cognitive Development <ul style="list-style-type: none"> - Cognitive development: Piaget’s developmental stages of intelligence - Comparison of Piaget and Vygotsky’s cognitive development perspective - Developmental changes in cognitive abilities throughout infancy to adulthood in information-acquisition skills, higher-order thinking 13. Thinking and Complex Cognition <ul style="list-style-type: none"> - Thinking as a transformation process - Concept formation - Logic: deductive and inductive reasoning - Human decision making: theories and heuristics - Problem solving: top-down or hypothesis-driven processing - Creativity: judgment criterion and capacity for nurturance 14. Applications to educational and clinical settings across different age ranges and different cultural contexts |
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| Teaching/Learning Methodology | Face-to-face lectures, seminars and lab sessions 39 hours TOTAL 39 hours Rationale: The lectures will provide the opportunity to learn and consolidate the conceptual framework of the subject area. The lectures will also stimulate reflection on the applications to the subject area to the real world. The lab session will promote appreciation of the experimental paradigm and methods of assessing cognition. The seminars will help to consolidate learning and enhance analytical and creative thinking as well as team collaboration in learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="492 743 1471 1318"> <thead> <tr> <th data-bbox="492 743 782 957" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="782 743 956 957" rowspan="2">% weighting</th> <th colspan="5" data-bbox="956 743 1471 894">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="956 894 1065 957">a</th> <th data-bbox="1065 894 1174 957">b</th> <th data-bbox="1174 894 1282 957">c</th> <th data-bbox="1282 894 1375 957">d</th> <th data-bbox="1375 894 1471 957">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 957 782 1031">1. Attendance & participation</td> <td data-bbox="782 957 956 1031">10%</td> <td data-bbox="956 957 1065 1031">✓</td> <td data-bbox="1065 957 1174 1031">✓</td> <td data-bbox="1174 957 1282 1031">✓</td> <td data-bbox="1282 957 1375 1031">✓</td> <td data-bbox="1375 957 1471 1031"></td> </tr> <tr> <td data-bbox="492 1031 782 1104">2. Seminar presentation</td> <td data-bbox="782 1031 956 1104">20%</td> <td data-bbox="956 1031 1065 1104">✓</td> <td data-bbox="1065 1031 1174 1104">✓</td> <td data-bbox="1174 1031 1282 1104">✓</td> <td data-bbox="1282 1031 1375 1104">✓</td> <td data-bbox="1375 1031 1471 1104">✓</td> </tr> <tr> <td data-bbox="492 1104 782 1178">3. Individual paper</td> <td data-bbox="782 1104 956 1178">30%</td> <td data-bbox="956 1104 1065 1178">✓</td> <td data-bbox="1065 1104 1174 1178">✓</td> <td data-bbox="1174 1104 1282 1178">✓</td> <td data-bbox="1282 1104 1375 1178">✓</td> <td data-bbox="1375 1104 1471 1178">✓</td> </tr> <tr> <td data-bbox="492 1178 782 1251">4. Final test</td> <td data-bbox="782 1178 956 1251">40%</td> <td data-bbox="956 1178 1065 1251">✓</td> <td data-bbox="1065 1178 1174 1251">✓</td> <td data-bbox="1174 1178 1282 1251">✓</td> <td data-bbox="1282 1178 1375 1251">✓</td> <td data-bbox="1375 1178 1471 1251">✓</td> </tr> <tr> <td data-bbox="492 1251 782 1318">Total</td> <td data-bbox="782 1251 956 1318">100%</td> <td colspan="5" data-bbox="956 1251 1471 1318"></td> </tr> </tbody> </table> <p data-bbox="492 1318 1471 1423">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="492 1423 1471 1591"><u>Group project</u> Students are asked to form groups and present an empirical research paper on cognitive psychology.</p> <p data-bbox="492 1591 1471 1759"><u>Individual paper</u> Students are asked to write an essay to assess their understanding of key concepts of cognitive psychology.</p> <p data-bbox="492 1759 1471 1906"><u>Final test</u> The test will consist of both multiple-choice, short-answer, and essay questions. It will cover all course material.</p> | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | 1. Attendance & participation | 10% | ✓ | ✓ | ✓ | ✓ | | 2. Seminar presentation | 20% | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Individual paper | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | 4. Final test | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Attendance & participation | 10% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Seminar presentation | 20% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Individual paper | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Final test | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Student Study | Class contact: | |
| Effort Expected | ▪ Lecture and lab session | 39 Hrs |
| | Other student study effort: | |
| | ▪ Self-study | 46 Hrs |
| | ▪ Individual Written Paper and Group Presentation | 50 Hrs |
| | Total student study effort | 135 Hrs |
| Reading List and References | <p><u>Essential Textbook</u></p> <p>Goldstein, E. B. (2018). Cognitive psychology: Connecting mind, research and everyday experience (5th edition). Cengage Learning.</p> <p><u>Recommended Textbooks</u></p> <p>Reed, S. K. (2013) Cognition: theories and applications (9th edition.). Belmont, CA: Wadsworth, Cengage Learning.</p> <p>Robinson-Riegler, B. & Robinson-Riegler, G. (2017). Cognitive Psychology: Applying the Science of the Mind (4th edition). New York, NY : Pearson</p> <p><u>Recommended Academic Journals</u></p> <p>Selected articles and special series in the following journals:</p> <ol style="list-style-type: none"> 1. <i>Nature Human Behaviour.</i> 2. <i>Cognition.</i> 3. <i>Psychological Science.</i> 4. <i>Journal of Experiment Psychology: General</i> | |

