1. **Title of the module**

PSYC8290 (SP829): Advanced Topics in Cognition in Action

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 Credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc in Cognitive Psychology/Neuropsychology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate knowledge and understanding of how core concepts, theories and findings in the study of research in cognition have been applied to broader contexts.
	2. Critically reflect when considering the diversity of perspectives in the study of cognition in its broader context.
	3. Critically evaluate theoretical and empirical literature on cognition and action.
	4. Show an ability to evaluate and interpret the application of Cognitive theory and empirical findings to its broader context
	5. Demonstrate appreciation of the historical and conceptual issues in the study of Cognition in Action
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate knowledge of a range of theoretical approaches to cognitive psychology/neuropsychology
	2. Demonstrate awareness of current research and scholarship that requires students to engage with aspects of work at the frontiers of knowledge
3. **A synopsis of the curriculum**

The central theme of this module will be to explore how cognition functions in the real world, that is, to investigate the application of cognitive models to the broader context of human behaviour. Possible topics for study include: the role of cognition in development, emotion, memory and action; applications to eyewitness testimony, intentional forgetting and embodied cognition. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

This module covers a variety of materials that is not available in a single text book. The main teaching materials are journal articles. Recommended textbooks for background reading as follows:

Durso F.T., Nickerson R.S., Dumais S.T., Lewandowsky S, Perfect T.J. (2007) Handbook of Applied Cognition. Second edition. John Wiley & Sons.

Gazzaniga M., Ivry R.B., Mangun G.R. (2013) Cognitive Neuroscience: The Biology of the Mind. Fourth edition. W. W. Norton & Company

Groome D., Eysenck M. (2016) An Introduction to Applied Cognitive Psychology. Second edition, Psychology Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Presentation (approx. 20 minutes; non-prescriptive) 20%

Extended essay 4,000 words 80%

13.2 Reassessment methods

100% Coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Presentation* | **x** |  |  | **x** |  | **x** | **x** |
| *Extended essay (4,000 words)* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students are required to read and discuss a wide variety of topics and articles from both national and international sources. This reading will help decide on trending, relevant topics, which will form the focus of the extended essay. This will guide students to form an understanding of the research focus of different research labs in countries around the world.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/09/2017 | Minor | September 2017 |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018