

Course Unit	Cognitive Psychology	Field of study	Psychology
Master in	Information and Communication Technologies- Education and Training	School	School of Education
Academic Year	2020/2021	Year of study	1
Type	Semestral	Semester	1
Level	2-1	ECTS credits	6.0
Code	1083-622-1102-00-20		
Workload (hours)	162	Contact hours	T - , TP 30 PL - , TC - , S 6 E 18 OT - O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Ana Raquel Russo Prada, Paulo Jorge Ramos Duarte Fortes Resende, Rosa Maria Ramos Novo

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Explain the relevance of cognitive psychology to create learning and training scenarios supported by emerging digital technologies;
2. Distinguish the various theoretical perspectives, knowing the main differences and similarities to the understanding of educational phenomena;
3. Analyse, critically or not, some concepts and principles of the models studied in their teaching practice.

Prerequisites

Before the course unit the learner is expected to be able to:
None.

Course contents

1. Introduction; 2. Cognition: theoretical conceptualizations, according to Resnik; 3. The cognitive processing of information; 4. Specific cognitive models or contextualized cognition; 5. Beliefs and cognitions; 6. Educational Implications.

Course contents (extended version)

1. Introduction
 - What is Cognitive Psychology
 - Brief historical context
 - Cognition and the advent of the information society
2. Cognition: theoretical conceptualizations, according to Resnik
 - The behaviorist view.
 - The rationalist view.
 - The socio-historical and cultural view
3. The cognitive processing of information
 - Perception
 - Attention
 - Memory
 - Reasoning and problem solving
4. Specific cognitive models or contextualized cognition
 - The theory of Cognitive Flexibility
 - The theory of Distributed Cognition
 - Connectivism
5. Beliefs and cognitions
 - Cognitive Theory of Social Learning
 - The causal attribution theory Weiner
6. Educational Implications
 - Analysis of teacher mediation complexity

Recommended reading

1. Eysenck, M. W. , & Groom, D. (2015). Cognitive psychology: revisiting the classic studies. Sage Publications.
2. Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: a student's handbook. Routledge.
3. McBride, D.M. & Cutting, J.C. (2019). Cognitive psychology: theory, process and methodology. Sage Publications.
4. Resnick, L. B. , Levine, J. M. , & Teasley, S. D. (1991). Perspectives on socially shared cognition. American Psychological Association.
5. Sternberg, R. , & Sternberg, K. (2017). Cognitive psychology. Cengage Learning.

Teaching and learning methods

Lectures, presentation and discussion of group work.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Development Topics - 50% (Practical Work.)
 - Work Discussion - 50% (Individual assessment in defense of group work.)
2. Final Exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Ana Raquel Russo Prada, Paulo Jorge Ramos Duarte Fortes Resende	Ana Raquel Russo Prada	Manuel Florindo Alves Meirinhos	António Francisco Ribeiro Alves
02-10-2020	02-10-2020	02-10-2020	04-10-2020