

NEW MODULE DESCRIPTOR

Module Title	Psychology of Learning and Memory
Course Title	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Psychology
Parent Course (if applicable)	BSc Psychology
Level	5
Module Code (showing level)	PSY_5_PLM
JACS Code (completed by the QA)	C800
Credit Value	20 CAT Points
Student Study Hours	Contact hours: 44 Student managed learning hours: 156 Placement hours:
Pre-requisite Learning	none
Co-requisites	none
Excluded combinations	none
Module leader	Name: Claudia Civaic Email: civaic@lsbu.ac.uk
Short Description (max. 100 words)	Students studying this module will explore three themes, considering them in their own right and also in the light of their development from infancy through to adulthood. Firstly, how we gather and process information from the world around us, covering perception and attention processes. Secondly, how we remember what we have experienced, covering the cognitive and biological machinery underlying short-term and long-term memory structures and how our socio-cultural milieu influences these processes. Thirdly, how we use this information to act in the world, highlighting the ways in which we learn from the information that we have gathered from our environment.
Aims	The module aims to provide students with the opportunity:

	<ul style="list-style-type: none"> • To develop an understanding of how we sense information in our environment. • To explore how we perceive and understand the information we have gathered from the environment. • To understand how we attend to some information in our environment whilst ignoring other information. • To explore how we learn, both implicitly and in the absence of instruction, and explicitly, through instruction and practice. To understand how the brain mediates such behaviours. • To explore the influence of others on learning. • To gain an understanding of how memories are formed and accessed across the lifespan. • To explore how personal memories develop and influence our behaviour. To explore how collective memories influence our behaviour.
Learning Outcomes (4 to 6 outcomes)	<p>Knowledge and Understanding: Describe and explain the contributions of different perspectives on the fundamental processes of learning and memory.</p> <p>Intellectual Skills: Evaluate the contribution of different perspectives to our understanding of fundamental processes and integrate them as appropriate.</p> <p>Practical Skills: Communicate effectively in spoken and written format.</p> <p>Transferable Skills: Be able to transfer knowledge to applied settings</p>
Employability	<p>Students will be able to point to evidence that they can undertake a self-managed project which requires the ability to organise their time to produce a piece of evaluative work. Additionally, they will be able to communicate with others their understanding of the wide variety of topics covered from a variety of different perspectives. These outcomes will ensure that all students are exposed to, and assessed by, external benchmarks derived by the British Psychology Society (BPS), ensuring that their degree is eligible for recognition by the BPS and furnishing them with the knowledge and skills necessary for any future career-specific post-graduate study that they may wish to undertake.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops <input type="checkbox"/> Practical <input type="checkbox"/> VLE Activities</p>
Indicative content	<p>Session 1: introduction to the module and the processing of visual and auditory signals. Session 2: Bases of attentional processes</p>

	<p>Session 3: Attentional control and its failures</p> <p>Session 4: Introduction to memory systems; working memory and executive functions</p> <p>Session 5: Long term memory and consolidation</p> <p>Session 6: Disorders of memory</p> <p>Session 7: Development of learning and memory</p> <p>Session 8: The role of self and others in autobiographical memories</p> <p>Session 9: Implicit and reward-based learning</p> <p>Session 10: Social learning and memory</p> <p>Session 11: Recap</p>
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative assessment:</p> <ol style="list-style-type: none"> 1. A short (500 word) critical evaluation of a topic area 2. Essay plan (draft) <p>Summative assessment:</p> <ol style="list-style-type: none"> 1. Essay (2500 words), 100%
Mode of resit assessment (if applicable)	Resubmission of summative assessment (essay) using feedback given with the aim to improve the mark.
Indicative Sources (Reading lists)	<p>Core materials:</p> <ol style="list-style-type: none"> 1) Eysenck, M. W., & Keane, M. T. (2010). <i>Cognitive Psychology: A Student's Handbook (6th ed.)</i>. Hove, East Sussex: Psychology Press. 2) Anderson, J. R. (2010). <i>Cognitive Psychology and its Implications (7th ed.)</i>. New York: Worth. 3) Kalat, J.W. (2009). <i>Biological Psychology (10th ed.)</i>. Belmont, CA: Wadsworth-Cengage. <p>Optional reading:</p> <ol style="list-style-type: none"> 1) Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2008). <i>Memory</i>. Hove, East Sussex: Psychology Press. 2) Groome, D., Dewart, H., Brace, N., Pike, G., Edgar, G., Edgar, H., Esgate, A., & Stafford, T. (2008). <i>An Introduction to Cognitive Psychology. Processes and Disorders</i>. London: Psychology Press. 3) Martin, G. N., Carlson, N.R., & Buskist, W. (2010). <i>Psychology (4th ed.)</i>. Harlow, Essex: Pearson.
Other Learning Resources	Examples of Journals include: Acta Psychologica, Applied Cognitive Psychology, Brain and Cognition, Cognition, European Journal of Cognitive Psychology, Journal of Experimental Psychology: Learning, Memory, and Cognition Memory, Quarterly Journal of Experimental Psychology