

COGNITIVE PSYCHOLOGY

Credit points	6 CP		
Study course annotation	The course provides the student with knowledge and forms ideas about the cognitive processes of a person (attention, perception, memory, representation of knowledge, language, thinking, creativity), about their relationship and regularities in the framework of recent research and theoretical concepts. The course emphasizes the connection between theory and practice, which allows a better understanding of the individual differences in the cognitive processes of a person. The course introduces students to new models of implicit and explicit cognitive processes.		
Aim of the study course	To help build an understanding of cognitive processes in psychology, their regularities and how these processes help to be familiar with the environment.		
Objectives of the course	<ul style="list-style-type: none"> • To help students to create an idea of the study of cognitive processes in psychology. • To show modern models of memory, attention, thinking, consciousness, unconscious processes. • To create an idea of how these processes make it possible to familiarize with the environment. 		
Study course results	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> • To help students to create an idea of the study of cognitive processes in psychology. • To show modern models of memory, attention, thinking, consciousness, unconscious processes. • To create an idea of how these processes make it possible to familiarize with the environment 	<ul style="list-style-type: none"> • To recognize the characteristic aspects and indicators of cognitive processes in human behaviour. • To analyze cognitive processes, their interactions in accordance with scientific ideas and patterns. • The ability to scientifically substantiate the knowledge and perception of a person, explain the features of a person's cognitive processes, taking into account the influence of various factors. • The ability to innovative 	<ul style="list-style-type: none"> • Understanding the role and place of cognitive psychology in the system of cognitive sciences. The ability to differentiate cognitive processes and analyze them on the base of concepts and terms specific to each process. • The ability to recognize the manifestations of certain cognitive processes in human behavior. • Take responsibility for decision making in unpredictable research terms. • Observe the ethics of conducting psychological research
Study course content	Topics		
	1	History of the cognitive psychology development and basic methods.	
	2	Sensibility. Weber-Fechner Law. Methods of measuring sensibility by Fechner. Phenomenon of synesthesia. Factors that determine sensitivity.	
	3	Theories of perception. Visual perception, eye movements. Perception of form and space. Perceptual conflicts and perceptual organization. Illusions of perception. Perception of time. Perception of colors. The development of perception. The value of previous experience, needs and values in perception.	



	4	Memory structure. Classification of memory processes. The problem of oblivion. Mnemonics and mnemonists. Classical methods of memory research. The study of the main memory models: Atkinson-Shiffrin model of memory; episodic-semantic memory of Tulving; Craik's level of processing memory model, connectionist memory model: Rumelhart & McClelland. Memory Effects: Zeigarnik Effect. Implicit and explicit memory.
	5	Attention Theories: types by James and Turner. Lange and Ribot theories of attention. Halperin's theory. Attention, as the degree of activation. Theories of early and late selection. Selective attention according to Broadbent and Kahneman, model of attention according to Treisman. Methods of attention research (double stimulation method, Bourdon test, E. Kraepelin test, Schulte tables, Treisman method).
	6	Study of thinking at the Würzburg School. Intelligence and thinking. Thinking like information processing. Factorial theories of Intelligence: Spearman, Thurstone, Guilford. Sternberg thinking styles. Intelligence tests on IQ. Reproductive and productive thinking. Scientific discoveries on Poincare. Figurative and analytical thinking. Bleuler autistic thinking. "Trial and Error" and "Insight" by Köller.
	7	Thinking as problem solving, creativity, human intelligence. Cognitive Theories of Intelligence. Internal representation and problem solving. Creativity and functional sustainability. Descriptive Theories of Intelligence. Giftedness.
	8	Emotional and social intelligence.
	9	"Functional solution", "the value of the functional solution" and "psychological structure of the situation" according to Duncker. The ratio of knowledge and skills and the availability of problem solving by Sekei. Regulation of thinking and the formation of goals. Phase by phase formation of intellectual activity.
	10	Types of speech. The unity and differences of speech and thinking. Types of concepts by L. Vygotsky. Language: Structure and abstractions; Chomsky Grammar Theory; Hypothesis of linguistic relativity; Kintsch understanding model; Propositional representation of text and reading.
	11	Consciousness as a scientific construct. Modern theories of consciousness. The model of individual interactions and conscious experiences (Schacter). The theory of the general workspace by Baars. Studies with preparing incentives. Unconscious evaluative priming method.
Form of assessment:	Exam	

Obligatory literature:

1. Eysenck M., & Keane, M. (2020) Cognitive Psychology: A Student's Handbook 8th Edition.
2. Plotka, I., Igonin, D., & Blumenau, N. (2016). Implicit Attitudes and Measurements: Effect of Context. *International Business: Innovations, Psychology and Economics*, 7(2(12)), 7-150. Business Source Complete (EBSCO); Business Source Corporate Plus (EBSCO), Index Copernicus Journal Master List. Online ISSN 2345-0932. Monograph. Is available at http://www.kuryba.lt/failai/zurnalai/2016_2.pdf.
3. Sternberg, R. J. (2016) Cognitive Psychology. Seventh Edition / Robert J. Sternberg. Australia: CENGAGE Learning. 596 p

Further reading list:

1. Cognitive Psychology. Ed. Braisby, N., & Gellatly, A. (2005). Oxford: Oxford University Press.
2. Hunt, R. R., & Ellis, H.C. (2004). *Fundamentals of Cognitive Psychology*. 7th ed. McGraw-Hill. 478 p.
3. Eysenck, M., & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook*. – London and New York: Psychology Press. Taylor & Francis Group. 838 p.



4. Plotka, I., Blumenau, N., Igonin, D., & Bolshakova, A. (2019). Research of relationships between implicit and explicit healthy or unhealthy food related cognitions. In V. Lubkina, S. Usca, & A. Zvaigzne (Eds.), Society. Integration. Education. Proceedings of the International Scientific Conference May 26th-27th, 2019, V.I (pp. 97-121). Rezekne: Rezeknes Academy of Technologies. Thomson Reuters Web of Science database, OpenAIRE, WordCat databases. ISSN 2256-0637. It is available at DOI: 10.17770/sie2019vol7.3888
5. Plotka, I., Blumenau, N., Igonin, D., & Vinogradova, Z. (2021). Research of the context effects of graded affective valence videos on the results of measurements of implicit attitudes towards risky driving. In L. Malinovska (Ed.), Proceedings of 20-th International Scientific Conference Engineering for Rural Development Jelgava, Latvia, 26-28.05.2021. Latvia University of Agriculture Faculty of Engineering (pp. 1244-1259). Scopus. DOI: 10.22616/ERDev.2021.20.TF272.
6. Urbane, B., Plotka, I., Blumenau, N., & Igonin, D. (2021). Measuring the affective and cognitive bases of implicit and explicit attitudes towards domestic and foreign food brands. In V. Dislere (Ed.), Proceedings of the 14th International Scientific Conference "Rural Environment, Education, Personality. 7-8.05.2021, REEP-2021". Vol.14. Latvijas Lauksaimniecības Universitāte (pp.216-233). DOI: 10.22616/REEP.2021.14.024. 2020
7. Plotka, I., Urbane, B. & Blumenau, N. (2022). Relationship between implicit and explicit attitudes towards domestic and foreign food brands and personality traits. Proceedings of 21-th International Scientific Conference Engineering for Rural Development Jelgava, Latvia, 25.-27.05.2022. Latvia University of Agriculture Faculty of Engineering. Scopus. <https://www.tf.llu.lv/conference/index.php?topicID=8> DOI: 10.22616/ERDev.2022.21.TF150
8. Wixted J.T., Phelps E. (2018). Stevens handbook of experimental psychology and cognitive neuroscience. – 4th edition. – 674 p. (CD)

Other sources of information (electronic journals):

1. <http://biblio.bsa.edu.lv>
2. EBSCO <http://search.ebscohost.com>
3. Learning Memory Cognition

Changes and additions to the program and literature list are possible during the study process