

Degree	Type	Year
2502443 Psychology	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No requirements.

## Objectives and Contextualisation

Knowledge about the way people create and operate with representations is the basis for explaining human mental activity. A number of large processes (such as learning, comprehension, reasoning or decision making) sustain on representations and operations involving representations. Hence the goals of this course are related with the understanding of human cognitive system, which supports representations managing as well as the ways the cognitive system operates. The goals include a description of intelligence's physical bases and their articulation in useful cognitive functions, which integrate brain's resources with cultural instruments. The course contents will permit the analysis and explanation of outstanding human cognitive activities, understanding their general mechanisms and the variety of instances they may display.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
- Analyse scientific texts written in English.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

- Recognise and evaluate the procedures and techniques applied to the construction and adaptation of the instruments of evaluation in psychology.
- Show respect and discretion in communication and the use of the results of psychological assessments and interventions.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use adequate tools for communication.
- Use different ICTs for different purposes.
- Work in a team.

## Learning Outcomes

1. Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
2. Analyse a situation and identify its points for improvement.
3. Analyse scientific texts written in English.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.
6. Apply knowledge, skills and acquired values critically, reflexively and creatively.
7. Assess how stereotypes and gender roles impact professional practice.
8. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
9. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
10. Create instruments for cognitive and intellectual diagnosis and analysis.
11. Create instruments for diagnosis and analysis of the individual differences in intelligence and knowledge structures.
12. Critically analyse the principles, values and procedures that govern the exercise of the profession.
13. Design plans for the optimisation of cognitive functioning for each representational profile.
14. Differentiate between the different psychoeducational models for explaining teaching quality and the individual differences in school learning.
15. Effectively communicate the result of an intellectual evaluation using psychometric instruments.
16. Identify situations in which a change or improvement is needed.
17. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
18. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
19. Make adequate use of instruments of exploration for the analysis of cognitive processes.
20. Propose new experience-based methods or alternative solutions.
21. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
22. Propose viable projects and actions to boost social, economic and/or environmental benefits.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Select adequate measuring instruments for cognition analysis.
25. Select and properly use exploratory instruments for the analysis of formal and non-formal education.
26. Select the appropriate exploratory instruments for analysing individual differences in school learning.
27. Use adequate tools for communication.
28. Use different ICTs for different purposes.
29. Work in a team.

## Content

Block 1. Representations and intelligence

Bloc 2. Cognitive systems

Bloc 3. Learning

Bloc 4. Intellectual and cognitive development

The contents that will be presented in the lectures will define the theoretical body of the course. The practical approaches, contacting instruments a practical applications by students, will be supervised by the professor.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conducted	36	1.44	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29
Type: Supervised			
Supervised	21	0.84	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29
Type: Autonomous			
Autonomous	90	3.6	2, 3, 4, 5, 6, 7, 8, 9, 12, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29

Teaching method is based in five general approaches:

- (1) Lessons conducted by the professor, where the main contents are presented and discussed.
- (2) Lessons devoted to case-analysis and applications, where the student has an active role under supervision.
- (3) Sessions addressed to contact instruments and measurement procedures, where students are supervised.
- (4) Sessions of reading, documenting and reflexion, developed by students themselves with ensuing feedback on their work.
- (5) Sessions of individualized advice addressed to follow-up individual tasks and knowledge optimisation.

All programmed activities meet one or more of the described methodological approaches and also include testing procedures which serve as continuous evaluation of the contents taught.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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A1 Test on the contents of the previous lessons (week 9)	30	1.5	0.06	1, 2, 4, 5, 8, 9, 11, 14, 15, 19, 21, 23, 25, 28, 29
A2 Test of the remaining contents (week 19 or 20)	30	1.5	0.06	3, 6, 7, 10, 12, 13, 16, 17, 18, 20, 22, 24, 26, 27
A3 Practical lessons' report (last week of classes)	40	0	0	2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29

To pass the subject, the sum of the grades for activities A1, A2, and A3 must be 5,0 or higher, regardless either of the activities does not reach this value.

The person who has carried out activities whose weight in the evaluation of the subject is less than 40% will be considered NON-ASSESSABLE. If activities have been carried out that would allow you to reach 66% or more of the maximum mark and the minimum mark of 5,0 has not been reached, you can access a make-up exam in which the activities not submitted will be carried out again and some of the activities presented that have obtained a low result. Recovery allows access to a maximum grade of 8.5.

It is not expected that second or later matriculation students will be assessed by means of a non-retrievable synthesis test.

#### UNIQUE ASSESSMENT

Students who opt for the single assessment option waive continuous assessment and will be assessed for all the subject's content in a single assessment, which will take place on week 19.

This evaluation act will consist of the same activities included in the continuous evaluation, with the same percentages on the grade (see continuous evaluation table), carried out consecutively. The duration of the same will be: A1: 1.5 hours; A2: 1.5 hours.

The conditions for passing the subject and eventual recovery for students taking the single assessment will be the same as those for students taking the continuous assessment.

The evaluation rules of the Faculty of Psychology can be found at:  
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Bibliography

### COMPLEMENTARY READINGS

SMITH, E.E. y KOSSLYN, S.M. (2007). Cognitive Psychology: mind and brain. London: Pearson Educations, publishing as Prentice Hall.

CASTELLÓ, A. (2001). Inteligencias. Una integración multidisciplinaria. Barcelona: Masson.

CASTELLÓ, A. (2002). La inteligencia en acción. Barcelona: Masson.

## Software

If convenient, it will be provided through the CampusVirtual website.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed

PROVISIONAL