

Degree	Type	Year
2502443 Psychology	OB	3

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Teachers

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Teaching groups languages

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

Prerequisites

This subject has not prerequisites.

Objectives and Contextualisation

This subject aims to introduce the student to the study of thought and language from a cognitive perspective. The characteristics of the cognitive tasks of classification and structuring of information, reasoning, decision making and problem solving will be analyzed, resources will also be provided for the improvement of thought and methods of intervention will be identified. On the other hand, the cognitive processes that are involved in the use of language in their different aspects (understanding, production) as well as in their different functions (communication and representation) will be explained and the various theoretical perspectives on the origin (phylogenetic and ontogenetic) of the language, as well as some language disorders that are relevant in the discussion about these theoretical frameworks.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse scientific texts written in English.
- 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.
- Identify, describe and relate the structures and processes involved in basic psychological functions.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse and describe the processes for problem-solving and decision-making.
3. Analyse scientific texts written in English.
4. 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.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Describe and critically evaluate the different types of human reasoning.
7. Distinguish between the foundations for the different focuses in the study of creativity and problem-solving and classify the strategies for problem-solving in agreement with them.
8. Identify and differentiate the processes of representation of knowledge.
9. Identify the different hypotheses on the interaction of language and thought on human cognition and compare them.
10. Identify the main characteristics of the theoretical focuses in the study of associative learning, memory and psycholinguistics and distinguish between texts by different authors in agreement with them.
11. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
12. Identify, describe and relate the different phases of natural language processing.
13. List and relate the characteristics and functions of human language.
14. Recognise and analyse critically the experimental and observational studies methodology in psycholinguistics, the designs chosen variables measurement and interpretation of results.
15. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. Submit a report on the development of skills and abilities developed in solving specific problems.
18. Use different ICTs for different purposes.
19. Work in a team.

Content

Thinking and reasoning:

Topic 0. Fundamental Aspects

- Definition of thought
- Functions of thought
 - Making judgments: certainty and plausibility
 - Reason
 - Decide
 - Check hypotheses
 - Troubleshoot problems
- Two systems of thought
 - Heuristics and algorithms.
 - Context and interpretation.
 - Regulatory models and descriptive models
 - System 1 - System 2

Topic 1. Judgment and decision making

- Judgment
 - Intuitive trial and judgment
 - Accessibility
 - Predicting uncertain events
 - Heuristics and Biases
- Decision making
 - Rational theories in decision making (SEO and MAT)
 - Problems with rational theories in decision making
 - Prospective theory
 - Framing decisions

Topic 2. Inductive Processes

- Definition, characteristics and tasks
- Concepts and categories
- Induction of rules and hypothesis checking
- Causality and counterfactual reasoning
- Analogue reasoning

Topic 3. Deductive Reasoning

- What is reasoning?
- Reasoning: deductive vs inductive
- Categorical reasoning
 - Categorical reasoning: Normative aspects
 - Human performance in categorical reasoning tasks.
 - Formal errors: The Atmosphere Effect.
 - Formal errors: Illicit conversions
 - Content errors: Cognitive consistency.
 - The psychological theory of reasoning: The models

- Propositional Reasoning
 - Conditional and biconditional reasoning
- Reasoning with dilemmas

Language:

Topic 1. How we understand language in Cognitive Psychology

Topic 2. Language processing

- Language comprehension
 - Perception of speech in babies and adults
 - How we recognize and store words
 - Syntactic processing: the structure of language
- Language and communication
 - Pragmatics of working language
 - Understanding and production of discourse
- Language production

Topic 3. Theoretical approaches to psycholinguistics

- Human language acquisition: Innatism vs. empirism
- Language and cognition: independence or interdependence
- Human language and animal communication

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Theoretical-practical classes (group 1/1)	36	1.44	2, 3, 6, 8, 9, 10, 12, 13
D2. Practical sessions in small group (1/4) and half group (1/2)	20	0.8	2, 3, 6, 7, 12, 13, 14, 17, 18, 19
Type: Supervised			
S1. Self-evaluation exercises	20	0.8	2, 6, 8, 12, 13
S2. Tutorials	10	0.4	2, 3, 6, 8, 9, 10, 12, 13, 14, 17, 19
Type: Autonomous			
A1. Reading, study and self-learning	115	4.6	2, 3, 6, 8, 9, 10, 12, 13
A2. Search for information	10	0.4	2
A3. Preparation of documentation	10	0.4	17

In this course we propose different activities based on active learning methodologies focused on the student. In this way a "hybrid" approach is outlined in which we combine traditional didactic techniques with other

resources aimed at encouraging meaningful and cooperative learning, such as PBL, CBL, and interactive activities within the classroom.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Thinking and reasoning practical sessions' reports	15%	0	0	1, 2, 5, 6, 7, 17, 18, 19
EV2: Written test on the thinking and reasoning block	35%	2	0.08	2, 3, 4, 6, 8, 11, 15, 16
EV3. Language practical sessions report	15%	0	0	1, 3, 4, 12, 13, 14, 18
EV4. Written test on the language block	35%	2	0.08	4, 9, 10, 11, 12, 13, 14, 15, 16

The evaluation of this subject is carried out continuously. The evaluation has a clear formative function. The competences of this subject will be evaluated by means of: individual, group reports, and written tests. The learning evidences that the student must deliver will refer to the contents and competences worked in the theoretical and practical classes, and to the competences worked on in practice. The evaluation system is organized in 4 evidences, each of which will be assigned a specific weight in the final grade:

Evidence 1: Thinking practice report (15%) (4 sessions of which 3 are evaluative). The reports are individual or in group depending on the practice.

Evidence 2: Written proof of thought (35%) (1st assesement period)

Evidence 3: Report on language practices (15%) (4 evaluative sessions). The reports are individual.

Evidence 4: Written test of language (35%) (2nd assessment period)

Subject passed:

The subject is passed when the student obtains a grade equal to or greater than 5 and has at least two out of the four programmed learning evidences.

If you do not meet these requirements (not having passed at least two of the four evidences) the maximum grade that can be obtained is 4 points.

Resit:

The student may opt for resit if (a) throughout the continuous evaluation he has made evidences with a weight equal to or greater than two thirds of the total grade of the subject, and (b) at the end of the process of Continuous assessment has a mark equal to or greater than 3.5 points and less than 5 points.

The teaching team of the subject will decide, depending on the unfulfilled evidence of each student, what or which one mustrecovery.

The recovery will consist of a test (or several tests in case of recovery of several evidences) to demonstrate that they have the minimum contents that need to approve the subject. If the mean qualification obtained in the recovery tests is higher than 5, the subject will be recovered. However, the maximum grade that can be obtained in the course, in case of overcoming the recovery, will be Approved (5).

Subject 'not evaluable': A student who has given learning evidences with a weight equal to or greater than 4 points (40%) can not record in acts as "non-evaluable".

This subject does not provide any synthesis test for students in second or more enrollments.

Link to the assessment guidelines of the faculty:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Unique assessment. It will take place on the same day and place as the test of the second evaluation period of the subject. All the contents of the subject will be evaluated with the same evaluation weight as in the continuous evaluation. The two partial exams (weight 35% each) will be conducted with test-type questions. Reports of laboratory practices and short questions about the seminar practices of language and thought processes (weight 15% for each process). The approximate duration will be 5 hours. The same resit process as the continuous assessment will be applied.

Bibliography

Basic bibliography:

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Complementary bibliography:

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DeBono, E. (1997). *Aprende a pensar por ti mismo*. Barcelona: Paidós.

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- Mariscal, S. i Gallo, M. P. (2014). *Adquisición del lenguaje*. Madrid: Síntesis.
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- Serra, M., Serrat, E., Solé, M. R., Bel, A. y Aparici, M. (2000). *La adquisición del lenguaje*. Barcelona: Ariel.
- Tubau, E. (Coord.) (2005). *Intuïció, raonament i control de l'acció*. Barcelona: Publicacions i edicions. Universitat de Barcelona.
- Vega, M. (1984). *Introducción a la Psicología cognitiva*. Madrid: Alianza.

Software

Virtual sessions and tutorials (if any) will be conducted through the Teams program.

Practical seminars in Psychology of Language may use the open software PsychoPy which is already installed in

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	21	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	22	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	31	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	32	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	52	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	111	Catalan	second semester	morning-mixed

(PLAB) Practical laboratories	112	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	113	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	114	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	211	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	212	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	213	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	214	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	311	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	313	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	314	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	511	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	512	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	513	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	213	Catalan	second semester	morning-mixed
(SEM) Seminars	214	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	313	Catalan	second semester	morning-mixed
(SEM) Seminars	314	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	511	Catalan	second semester	morning-mixed
(SEM) Seminars	512	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	513	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed

(TE) Theory	3	Catalan	second semester	morning-mixed
(TE) Theory	5	Catalan	second semester	morning-mixed

PROVISIONAL