

Degree	Type	Year
Psychology	FB	1

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

No previous requirement.

Objectives and Contextualisation

This basic subject is located in the first year of the degree and it is part of a group of subjects aimed at learning the different basic psychological processes, which is composed of: Motivation and Emotion, Memory, Learning and Conditioning, Thinking and Language, and Attention and Perception.

The main aims of this subject are to:

- To describe the fundamental aspects of the psychological processes related to attention and perception.
- Ensure that at the end of the semester students will have acquired terminology and knowledge about the main research trends in these areas
- Identify the implications of attention and perception processes in some areas of daily life such as education, advertising, etc.
- Implement experimental tasks using different methodologies and procedures used in the research of these processes through practical lessons

Competences

- 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.
- Distinguish between the design of research, procedures and techniques to evaluate hypotheses, contrast them and interpret the results.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify, describe and relate the structures and processes involved in basic psychological functions.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- 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 decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.
- Use different ICTs for different purposes.

Learning Outcomes

1. Analyse scientific texts written in English.
2. Apply knowledge of attentional and / or perceptual processes to solve everyday problems in which these processes are involved.
3. Compare the results obtained in practice on attentional and / or perceptual and theoretical models relate processes.
4. Describe the different sensorial modes for capturing information involved in its production and its bio-physical-neurological foundations.
5. Distinguish the mechanisms of attentional processing.
6. Identify and describe the processes and phases involved in the codification of information.
7. Identify evaluation methods for attention processes.
8. Identify the different theoretical focuses of the scientific study of attention and perception processes.
9. Organize experiments on human perception and attention, reasoning decisions made in their planning.
10. Prepare and write reports based on the results of experiments on the processes of attention and perception.
11. 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.
12. Use different ICTs for different purposes.

Content

Block A: Attention

1. Definition and characteristics of attention
2. Variables that influence attention
3. Sustained attention. Selective attention. Divided attention
4. Attention and awareness
5. Applications of the study of attention

Block B: Perception

6. Definition and characteristics of perception
7. Perceptual organization
8. Perception of colour, depth, size, and distance
9. Sensory systems

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conferences	7.5	0.3	2, 4, 6
Lectures	27	1.08	4, 6
Practical sessions carried out in the classroom	18	0.72	1, 2, 3, 9, 11, 12
Type: Supervised			
Supervision	7.5	0.3	
Type: Autonomous			
Essay writing	24	0.96	1, 2, 3, 9, 11, 12
Preparation of oral presentations	24	0.96	1, 2, 3, 9, 12
Study	40	1.6	1, 2, 3, 5, 10, 8, 7, 6, 9

A combination of teaching methods to promote student learning will be used: 1) Lectures, 2) Monographic conferences, and 3) Practical sessions carried out in the classroom

The practical content will be carried out in the classroom practical sessions, students will solve two problems/activities that will need to be presented orally.

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
EV1. Written exam: Block 1. Attention	30%	1	0.04	4, 5, 8, 7, 6
EV2. Written exam: Block 2. Perception	30%	1	0.04	2, 4, 8, 6

The subject will be assessed as follows:

- 1: Written exam (multiple choice) assessing Block A: Attention (30%). First assessment period
- 2: Written exam (multiple choice) assessing Block B: Perception (30%). Second assessment period
3. Three oral presentations : the activities carried out in groups of 4-5 students in the classroom practical sessions will be presented orally. Last practical session (40%).

Students will not be assessed in cases where they fail to deliver 40% or more of the activities. To pass this course students must achieve a minimum final grade of 5/10, given that the mean of the two exam grades is at least of 4/10. Where this requirement is met, the final grade will consist of the weighted average of the 2 exams + 3 oral presentations. However, the grades corresponding to the practical sessions (3 oral presentations) will only compute in the final grade if the mean of the two exams grades is equal or higher than 4/10. If the average grade of the two exams does not reach 4 points, the final grade of the subject will be that grade without adding the practical activities grades. A final synthesis test for those who enroll for the second time or more is not foreseen.

Students who request it may opt for a single assessment (Described in the last table). Single assessment must be requested online (electronic form) during the specified period (more information on the faculty website).

The submission of the translation of in-person assessment tests will be carried out if the requirements established in Article 263 are met and the request is submitted online (electronic form) during week 4 (more information on the faculty website).

To be eligible to participate in the retake process (continuous evaluation or single evaluation), students are required to have previously been assessed for at least 2/3 of the total assessment activities, which corresponds to at least 2 out of the 3 activities. Additionally, students are required to have achieved an average final grade of the subject of less than 5 and equal or higher than 3.5. The retake will consist of 4 questions, each corresponding to an evaluation assessment activity and students will be able to retake activity 1 and/or 2, and/or 3. The grade of each question will substitute the original grade of the assessment activity; however, the maximum final grade will be 5.

The UAB assessment regulations can be found in the following link:

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

CONTINUOUS EVALUATION

SINGLE EVALUATION

Evidence code	Denomination	Weight	Format	Authorship	Via	Week
EV1	Multiple choice exam: Attention	30%	Written	Individual	In person	First evaluation period
EV2	Multiple choice exam: Perception	30%	Written	Individual	In person	Second evaluation period

EV3	Classroom practices	40%	Oral	Collective	In person	Last session classroom paractices		
Correspondence	Denomination	Weight	Format	Duration	Autorship	Via	Week	
EV1 and EV2	Exam 6 open questions.	30% and 30%	Written	60 min	Individual	In person	Second evaluation period	
EV3	Analysis of an advertisement	20%	Written	30 min	Individual	In person	Secondevaluation period	
EV3	Analysis of a scientific article	20%	Written	60 min	Individual	In person	Second evaluation period	

FEEDBACK

TYPE OF FEEDBACK	EV AND TYPE	WEEK
<hr/>		
Written		
<hr/>		
Digital tool		
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In class	EV 3: Oral presentations	According to group
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Tutorial	EV1 and EV2: Written Test	W9/20
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In this course, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. If this significant contribution from the student is not present, it may result in a penalty in the activity's grade.

Bibliography

Main references:

Garcia Sevilla, Júlía (1999). *Psicología de la atención*. Madrid: Síntesis.

Hari, J (2023). *El valor de la atención*. Barcelona: Península.

Morgado, Ignacio (2012). *Cómo percibimos el mundo: Una exploración de la mente y los sentidos*. Barcelona: Ariel.

Complementary references:

Estaún, Santiago (2016). *Una iniciació a la Psicofísica*. Bellaterra. Publicacions UAB.

Goldstein, Bruce (2006). *Sensación y percepción*. Madrid: International Thomson Editores.

Johnson, Addie & Proctor Robert (2015). *Atención. Teoría y práctica*. Madrid: Editorial Universitaria Ramón Areces.

Software

Not applicable

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	32	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	41	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	42	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	52	Catalan	first semester	morning-mixed
(SEM) Seminars	1	Catalan/Spanish	first semester	afternoon
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed
(TE) Theory	4	Catalan	first semester	morning-mixed
(TE) Theory	5	Catalan	first semester	morning-mixed