

Degree programme	Type	Course
Psychology	OB	2

Contact lecturer

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Group languages

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

Prerequisites

It is convenient to have some reading skills in English and to have passed the subjects on psychological processes from previous semesters.

Objectives

In previous semesters, different cognitive processes have been studied, including perception, attention, motivation, emotion and learning. In this subject, the systems, processes, and types of representation of human memory and their relationship with other cognitive processes are studied.

Therefore, the aim is that at the end of the subject the student will be able to:

1. To understand the functions of memory in human behaviour, its importance, the basic mechanisms of its functioning and the factors that can affect memory.
2. To recognize different systems, processes and forms of representation involved in memory.
3. To relate the functioning of memory with other psychological processes.
4. To identify the implications of memory mechanisms in some areas of daily life such as education, advertising, witness memory and aging.
5. To know some practical applications that can improve mnemonic processes: mnemonic rules and factors that improve the processes of coding, storage and retrieval of information.

Learning outcomes

1. 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.
2. Describe each of the different systems that make up human memory and the relationship between them.
 3. Clarify the processes that take place during the codification and recovery of information in memory.
 4. Analyse and describe the processes for problem-solving and decision-making.
 5. Submit a report on the development of skills and abilities developed in solving specific problems.
 6. Write reports using the results of experiments on human memory.
 7. Design experiments in human memory.
 8. Analyse the results of experiments on human memory.
 9. Relate the results of experiments in learning, conditioning and human memory with theoretical concepts of each of these processes.
 10. Use different ICTs for different purposes.
 11. Work in a team.
 12. Apply knowledge, skills and acquired values critically, reflexively and creatively.
 13. 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.
 14. 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.

Contents

Unit 1. Introductory topics.

Unit 2. Factors and variables that affect the mnemonic process.

Unit 3. Memory systems.

Unit 4. The processes of memory.

Unit 5. Forgetting.

Unit 6. Current fields of application of psychology of memory.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
D1. Traditional and flipped theoretical classroom.	28.5	1.14	2, 4, 5, 8
D3. Practice work	16	0.64	3, 9, 12, 13, 14
S1. Tutorials (in person / virtual)	7.5	0.3	2, 4, 5, 8, 12
A1. Autonomous work	94	3.76	2, 3, 4, 5, 8, 9, 12, 13, 14

DIRECTED ACTIVITIES

Theoretical sessions and practical sessions (30%):

1. Traditional and flipped theoretical classroom.
2. Practical sessions that involve experiments, debates, participation in activities, and discussion of cases or articles in small groups.

SUPERVISED ACTIVITIES

Follow-up tutorials and tutorial work (individual or group) in person or virtual (5%).

AUTONOMOUS ACTIVITIES

- Search in databases, comprehensive reading and synthesis of documentation (16%).
- Preparation of practice reports and preparation of public presentation of works (24%).
- Study through elaboration of schemes, conceptual maps and summaries (25%).

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	Weight	Hours	ECTS	Learning outcomes
EV3. Written report + attendance to practical sessions Block 1	15%	0	0	1, 3, 6, 7, 9, 10, 11, 12, 13, 14
EV2. Written multiple-choice test (2nd midterm)	35%	2	0.08	1, 4, 8, 12
EV4. Oral presentation + attendance to practical sessions Block 2	15%	2	0.08	3, 11, 12, 13
EV1. Written multiple-choice test (1st midterm)	35%	0	0	2, 4, 5, 8, 12

The competencies of this course will be assessed through different pieces of evidence. The weight of each piece of evidence is indicated below:

- EV1 (Evidence 1): written multiple-choice test (1st midterm) (35% of the final grade).
- EV2 (Evidence 2): written multiple-choice test (2nd midterm) (35% of the final grade).
- EV3 (Evidence 3): written report + attendance to practical sessions Block 1 (15% of the final grade).
- EV4 (Evidence 4): oral presentation + attendance to practical sessions Block 2 (15% of the final grade).

TABLE OF EVIDENCES:

Evidence

Submission

Code	Description	Weight	Format	Authorship	Method	Week
EV1	Written multiple-choice test (1st midterm)	35%	written	individual	in person	1st assessment period
EV2	Written multiple-choice test (2nd midterm)	35%	written	individual	in person	2nd assessment period
EV3	Written report + attendance to practical sessions Block 1	15%	written	group / individual	in person	Before the 1st assessment period
EV4	Oral presentation + attendance to practical sessions Block 2	15%	oral	group / individual	in person	Before the 2nd assessment period
REC	Resit		written	individual	in person	Resit period

Attendance is compulsory on the days when the assessed activities are scheduled. In the case of practical sessions, failure to attend on the scheduled day will result in a Not Submitted, and they may only be rescheduled if a supporting document is provided and approved by the responsible lecturer.

Regarding feedback:

Type of Feedback	EV	WEEK
Written / In class	EV3 and EV4	The week grades are published, to be specified at submission
Tutorial	EV1 and EV2	1st assessment period / 2nd assessment period

Passing criteria:

Minimum performance thresholds will be established for students to pass the course (minimum grade of 5.0). Students who, by the end of the course, have not submitted at least 40% of the assessment evidence will receive a NOT ASSESSED grade. Once this 40% threshold is exceeded, a different grade will be assigned.

According to Faculty guidelines, passing the course under continuous assessment (0-10 scale) requires:

- A minimum overall grade of 5.0.
- A minimum grade of 4.0 in each in-person assessment contributing at least 20% of the final grade (EV1 and EV2).
- If these requirements are not met, the maximum recorded grade will be 4.5.

Continuous assessment grade calculation:

Grades (before resits) will be expressed with one decimal. Rounding up to the next integer will occur when it results in a qualitative grade change and the score is within one tenth. Examples: PASS: 4.85 (4.9 = 5.0) / GOOD: 6.85 (6.9 = 7.0) / EXCELLENT: 8.85 (8.9 = 9.0).

Students may take the resit if they:

- Have completed evidence worth at least 2/3 of the total grade.
- Have a final continuous assessment grade below 5 but at least 3.5
- In the resit, students may retake the midterm(s) (EV1 and/or EV2) where they did not reach 5. If neither midterm reaches 5, they may choose to retake EV1, EV2, or both.

The resit grade will replace the previous one, and the final grade will be recalculated accordingly, but it cannot exceed 6.84.

This subject does not offer a single synthesis test to students who enrol for a second time.

The UAB assessment regulations can be found on the following link:
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Translation of exams:

Translation of in-person exams will be provided if the requirements established in Article 263 are met and requested via the online form (see Faculty website).

Single assessment:

The single assessment will be carried out on the same day and place as the test of the second assessment period of the subject and all the contents of the subject will be assessed. It will cover all course content and include the two multiple-choice tests, a written practical report, and oral presentation on an experimental proposal. Duration 4 hours. The final grade of the subject will be obtained as described for the continuous assessment. The final grade is calculated as in continuous assessment. Resits, "Not Assessed" status, and grade review follow the same procedures.

Applications must be submitted online (E-FORM) during the designated period (see Faculty website).

SUMMARY OF THE SINGLE ASSESSMENT

Name and description	Weight	Duration	Date
EV1. Written multiple-choice test (1st midterm)	35%	4 hours	2nd assessment period
EV2. Written multiple-choice test (2nd midterm)	35%		
EV3. Written report	15%		
EV4. Oral presentation	15%		

Artificial Intelligence:

Restricted Use: For this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively in support tasks, such as bibliographic or information searches. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI in this subject will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

Bibliography

Main bibliography:

Baddeley, A. D., Eysenck, M. W., Anderson, M., & Togato, G. (2018). *Memoria* (Segunda edición ampliada y revisada). Alianza.

Ruiz-Vargas, J. M. (2010). *Manual de psicología de la memoria*. Síntesis.

Further reading:

Baddeley, A. (2004). *Your memory: A user's guide*. Firefly Books Ltd.

Baddeley, A. (2009). *Memory*. Psychology Press.

Baddeley, A. D. (1982/1984). *Su memoria: Cómo conocerla y dominarla*. Debate.

Baddeley, A. D. (1998/1999). *Memoria humana: Teoría y práctica*. McGraw-Hill.

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Baddeley, A. D., Kopelman, M. D., & Wilson, B. A. (2002). *The handbook of memory disorders* (2nd ed.). John Wiley & Sons.

Berrios, G. E., Hodges, J., et al. (2000). *Memory disorders in psychiatric practice*. Cambridge University Press.

Cowan, N. (2005). *Working memory capacity*. Psychology Press.

Kandel, E. R. (2006). *In search of memory: The emergence of a new science of mind*. W. W. Norton.

Miyake, A., & Shah, P. (1999). *Models of working memory: Mechanisms of active maintenance and executive control*. Cambridge University Press.

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Parkin, A. (1999). *Memory: A guide for professionals*. John Wiley & Sons.

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Ruiz-Vargas, J. M. (1994). *La memoria humana: Función y estructura*. Alianza.

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- Saito, A., et al. (Eds.). (2000). *Bartlett, culture and cognition*. Psychology Press.
- Schacter, D. L. (1996/1999). *En busca de la memoria: El cerebro, la mente y el pasado*. Ediciones B.
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- Schacter, D. L. (2001). *The seven sins of memory: How the mind forgets and remembers*. Houghton Mifflin.
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- Schacter, D. L., & Scarry, E. (Eds.). (2000). *Memory, brain, and belief*. Harvard University Press.
- Schacter, D. L., & Tulving, E. (1994). *Memory systems*. MIT Press.
- Smith, E. E., & Kosslyn, S. M. (2009). *Procesos cognitivos: Modelos y bases neurales*. Pearson-Prentice Hall.
- Tulving, E. (Ed.). (2000). *Memory, consciousness, and the brain: The Tallinn Conference*. Psychology Press.
- Tulving, E., & Craik, F. I. M. (Eds.). (2000). *The Oxford handbook of memory*. Oxford University Press.

Software

Not required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	4	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	111	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	112	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	113	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	114	Catalan	second semester	morning-mixed
(PLAB)	211	Catalan	second	morning-mixed

Practical laboratories			semester	
(PLAB) Practical laboratories	212	Catalan	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	second semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	313	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	314	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	411	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	412	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	413	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	414	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	511	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	512	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	513	Catalan	second semester	morning-mixed