

**COURSE DATA****Data Subject**

Code	33302
Name	Perception and attention
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	5 - Psychology	Basic Training

Coordination

Name	Department
PASTOR CEREZUELA, GEMMA	300 - Basic Psychology

SUMMARY

“Perception and attention” is a core course within the Psychology curriculum offered by the University of Valencia, taken by all the students in their 1st year, 1st term. For most students, “Perception and attention” implies the first exposure to cognitive mechanisms and processes we use to adapt to the environment. Further, the course introduces students to scientific methodology applied to psychological problems and to procedures which are used in this area. The outcomes of learning of this course are complementary to those provided by other core courses in Psychology curriculum, such as “Psychology of Learning”, “Psychology of Memory”, “Psychology of Thinking”, “Psychology of Language” and “Motivation and Emotion”.

“Perception and attention” describes, on the one hand, sensory and perceptual processes which are involved in taking information from the environment, and on the other hand, the attentional functions involved in selecting only a part of this information, controlling mental and behavioural activity, and achieving and maintaining the alert state. This basic knowledge is fundamental to understand other psychological processes which are relevant in applied Psychology fields, such as those concerning health, social behaviour.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Know how to analyse the patient's needs and demands in different contexts.
- Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.
- Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- Be able to identify differences, problems and needs.
- Be able to identify group and intergroup problems and needs.
- Know and comply with professional ethics of Psychology.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.
- Know the functions, characteristics and limitations of the different theoretical models of Psychology of Learning and of Perception and Attention.
- Know the basic laws of learning, perceptual and attentional processes.
- Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results.

LEARNING OUTCOMES

The objectives are to identify which organs are involved in vision and to describe the main physiological aspects referred to those organs and to the visual processing.



The objectives are to identify which organs are involved in audition and to describe the main physiological aspects referred to those organs and to the auditory processing.

The objectives are to describe the attentional process and the factors which influence on it.

DESCRIPTION OF CONTENTS

1. Introduction to human information processing

1. What is human cognition.
2. How to study human cognition.

This part intends to introduce students to cognitive sciences, and in particular, to perceptual and attentional processes. Basic concepts and methodology are explained with the aim to provide an initial understanding about human information processing.

2. Perception

Introduction to perception.

1. The perceptual process. Basics of the physiology of perception.
2. Theoretical approaches to perception.
3. Measuring perception.

Visual perception.

1. The stimulus for vision.
2. Physiology of vision.
3. Visual perception of objects and scenes.
4. Perceiving colour.
5. Perceiving depth and size.
6. The moving observer and motion perception.

Auditory perception.

1. The stimulus for hearing.
2. Physiology of hearing.
3. Sound perception.
4. Sound localization and the auditory scene.
5. Speech perception.

This Part presents the general principles of perception, considering the processes that begin with the stimulus and lead to the perceptual experience and action. Then students are introduced to studying the two main perceptual modalities in humans: vision and hearing.

**3. Attention**

Introduction to attention

1. Varieties of attention.
2. Attentional networks.
3. Models of attention.
4. Measuring attention.

Experimental studies on attention

1. Orienting and selection.
2. Executive control.
3. Alertness, vigilance and sustained attention.

Application of theories of attention

1. Attention in real-world tasks and environments.
2. Human attention development.
3. Deficits in attention.

This Part introduces students to human attention. Attention is explained as a central strategic mechanism which can control cognitive processes. From this point of view, applied topics in both normal and pathological cognitive functioning are discussed.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	2,00	0
Development of group work	7,00	0
Development of individual work	13,00	0
Study and independent work	40,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	8,00	0
TOTAL	150,00	

TEACHING METHODOLOGY



In order to enhance the learning of significant knowledge and the development of related skills among students, active and participative didactic methods will be displayed through the following:

- (1) Lectures and presentations on the subject contents.
- (2) Practical activities (experiments in the classroom, case studies, forums and texts analysis).
- (3) Tutoring.
- (4) Students independent academic work, report writing, etc. both in individual or group settings.
- (5) Formative and summative evaluation.

EVALUATION

ASSESSMENT SYSTEMS

- Assessment of theoretical and practical contents through a final individual exam. As a general rule, the final exam is a multiple-choice test to be sat on the dates set by the Faculty of Psychology. However, only in some special cases such as those mentioned in Article 9 of the Regulations on Assessment and Marking for Bachelor's and Master's Degrees at the Universitat de València (ACGUV 108/2017), (<http://links.uv.es/36lQH6>), the Perception and Attention Teaching Unit can decide to administer other kinds of exam – for example, with open-ended questions. In any case, the exam will cover a selection of the contents and skills previously mentioned in the present course guide.
- Written or oral presentation of reports, individual or group projects, clinical cases, resolution of problems and administration of diagnostic tests.
- Active participation in classroom activities, seminars and workshops and motivation for quality in learning outcomes.

WEIGHTING AND MINIMUM REQUIREMENTS

The individual final assessment (exam) contributes 70 % to the final mark. A minimum score of 3.5 is required to pass the course (out of a maximum score of 7).

The continuous assessment or student progress will contribute 30% to the final mark.



The lecturer will specify the details of the assignments that students will have to hand in throughout the course. These assignments will include practical activities, reports, oral presentations, attendance to the lecturer's office hours, etc., either individually or in teams.

Submission and presentation dates will be specified by the lecturer.

Students are not allowed to hand in any practical activities after the deadline, unless explicitly permitted to do so by the lecturer (points 5 and 6 of Article 6 of the Regulations on Assessment and Marking for Bachelor's and Master's Degrees at the Universitat de València (ACGUV 108/2017) (<http://links.uv.es/36lQH6>).

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with Article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

Grades shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 108/2017, on 30-05-2017) (http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:



- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established are met (i.e., a score of 3.5 or higher in the exam).

Final grades will be recorded on the student's academic record according to the following rules:

- For students who passed the exam (i.e., their exam score was 3.5 or higher): exam score plus continuous assessment score.
- For students who failed the exam (i.e., their score was lower than 3.5): exam score only.
- For students who did not take the exam: absent.

Review of and appeals against assessment results shall be subject to the regulations for appealing against marks (ACGUV 108/2017, on 30-05-2017)

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

REFERENCES

Basic

- Castillo, M.D. (2009). La Atención. Madrid: Pirámide.
- García-Sevilla J. (1997). Psicología de la Atención. Madrid: Síntesis.
- Goldstein E.B. (2010). Sensation and Perception. Belmont, California:Wadsworth Cengage Learning. 8th edition.
- Goldstein E.B. (2011). Sensación y Percepción. Mexico: CENGAGE Learning(8ª edición).
- Munar, E., Rosselló, J., Maiche, A., Travieso, D. y Nadal, M. (2011). Modelos teóricos y neurociencia cognitiva de la percepción. En Tirapu, J., Rios, M. y Maestú, F. (Eds.) Manual de Neuropsicología (pp. 59-95). Barcelona: Viguera Editores (2ª ed.).
- Pousada, M y de la Fuente, J. (2009). L'atenció. Barcelona: EditorialUOC (1ª Edició).
- Styles E.A. (2006). The Psychology of Attention. New York, NY (US): Psychology Press. 2nd edition.
- Styles, E.A. (2010) Psicología de la Atención. Editorial UniversitariaRamón Areces (1ª Edición).



Additional

- Coren, S., Ward L. y Ens J. (2001). Sensación y Percepción. Ciudad de México: McGrawHill.
- Farah M. J. (2000). The cognitive neuroscience of vision. Malden, MA (US): Blackwell Publishers Inc.
- Kahneman D. (1977). Atención y esfuerzo. Madrid: Biblioteca Nueva.
- Kramer A.F., Wiegmann D.A. y Kirlik A. (2007). Attention: From theory to practice. New York, NY (US): Oxford University Press.
- LaBerge D. (1995). Attentional processing: The brains art of mindfulness. Cambridge, MA (US) / London (UK): Harvard University Press.
- Lillo J. (1993). Psicología de la Percepción. Madrid: Debate.
- Matlin M.W. y Foley H. (1996). Sensación y Percepción. México/Nueva York: Prentice Hall Hispanoamericana.
- Moore B.C.J. (2003). An introduction to the psychology of hearing. San Diego, CA (US): Academic Press.
- Power R. P., Hausfeld S., Gorta A. (1987). Prácticas perceptivas. Madrid: Debate.
- Rosselló J. (1994). Psicología de la atención. Madrid: Eudema.
- Sánchez-Cabaco A. y Arana J. M^a (1997). Manual de prácticas de percepción y atención. Salamanca: Amarú Ediciones.
- Wade N.J. y Swanston M. (2001). Visual perception: an introduction. Hove, ES (UK): Psychology Press.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available