

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

Code	33307
Name	Psychology of memory
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	2	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	8 - Basic psychological processes I: motivation, emotion and memory	Obligatory

Coordination

Name	Department
TRENADO SANTAREN, ROSA MARIA	300 - Basic Psychology

SUMMARY

Psicología de la Memoria is one of the two parts of the course called Procesos Psicológicos Básicos I, which is a core course of the Psychology degree. It is worth 6 credits and includes theoretical contents and practical activities. It is a required course offered by the Faculty in the 2nd year, 2nd term. This course examines topics that are complementary to those reviewed in other courses on psychological processes, such as learning, perception and attention, motivation and emotion, thinking and language.

This course aims for students learning of the fundamental psychological processes which explain how human memory works, by using a series of theoretical and practical activities.

For students, Psychology of Memory contributes decisively to their future opportunities to practice in Psychology, by providing them conceptual and methodological resources that are useful to interpret and understand normal psychological functioning, as well as altered states or developmental disorders.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

This course is one of the fundamental ones in training as a psychologist, therefore it has no prerequisites. However, as the details of this course guide concerns, it has been taken into account that this course is carried in the second year in the degree and thus, students can benefit from knowledge obtained in the first year. Moreover, this course provides fundamental information on Cognitive Psychology that widen the students knowledge on perceptual processes, attention and learning. Knowledge got from the subjects Statistics, Biology and Physiology are also relevant.

OUTCOMES

1319 - Degree in Psychology

- Know the functions, characteristics and limitations of the different theoretical models of Psychology of Motivation and Emotion and Psychology of Memory. Be able to critically assess their contributions and limitations.
- Know the laws and principles of the psychological processes involved in Psychology of Motivation and Emotion and Psychology of Memory.
- Be able to describe and measure affective-motivational and memory processes and variables.
- Analyse and interpret the quantitative and qualitative results from research, reports and works in Psychology of Motivation and Emotion.
- Know how to use the relevant documentary sources in Psychology of Motivation and Emotion and Psychology of Memory.

LEARNING OUTCOMES

- 1.- To identify and distinguish among different structures of memory, and also among different memory processes, that are involved in a task
- 2.- To establish specific hypotheses on memory phenomena, within the framework of theoretical models which are reviewed in this course, and to specify the variables which are involved in those hypotheses
- 3.- To analyse the methodological features of experiments designed in order to assess hypotheses on memory phenomena
- 4.- To apply procedures used in basic research on memory



- 5.- To deduce theoretical consequences from results obtained in basic research on memory
- 6.- To apply and score techniques and tests which aim to assess specific aspects of memory structures or memory processes
- 7.- To introduce students to design techniques and programmes intended to improve memory

DESCRIPTION OF CONTENTS

1. PSYCHOLOGY OF MEMORY. INTRODUCTION AND METHOD

In this introductory part, basic topics are treated, such as conceptual issues, a historical overview and some of the main methodological issues in research on memory.

2. THE MODAL MODEL AND THE LEVELS OF PROCESSING THEORY

This part covers the structural features of memory. Multi-store models of memory are examined, and also another approach to memory which emphasizes the processing of material rather than the mere storage. The aim is to discuss both their merits and drawbacks.

3. SENSORY MEMORY

This part explains details on our visual and auditory memories, focusing on iconic memory and echoic memory. An additional aim is to provide brief outlines of visual short-term / long-term memory and auditory short-term / long-term memory.

4. WORKING MEMORY

Working memory, as conceived by A. Baddeley, is examined. Thus, this part includes a detailed description of the phonological loop, the visuo-spatial sketchpad and the central executive.

5. DECLARATIVE SEMANTIC MEMORY

In this part, issues on semantic memory are explored, such as the principle of organization and models of organization within semantic memory.

6. AUTOBIOGRAPHICAL MEMORY

This part considers the main results in research on autobiographical memory and also, the emotional factors which affect to autobiographical memories.

**7. IMPLICIT MEMORY**

Conscious memory and implicit memory are compared. The focus is on issues regarding to measurement, dissociations and theoretical proposals.

8. RETRIEVAL PROCESSES IN MEMORY

In this part, the differences between recall and recognition tests of memory are discussed, the most important findings on retrieval are summarized and activation-based models of retrieval are presented.

9. FORGETTING AND MNEMONIC AIDS

The main theories of forgetting are outlined: consolidation, decay and interference. Regarding to mnemonic aids, memory strategies are explained.

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	10,00	0
Development of individual work	10,00	0
Study and independent work	40,00	0
Readings supplementary material	4,00	0
Preparation of evaluation activities	4,00	0
Preparing lectures	4,00	0
Preparation of practical classes and problem	4,00	0
Resolution of case studies	10,00	0
Resolution of online questionnaires	2,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The instructional methodology in Psychology of Memory fosters an active student participation, meaningful learning and memory specific skill development.

This course aims to provide students with the abilities to describe, discuss and apply knowledge of the psychological processes involved in memory, by using basic instructional techniques such as:



(1) Presentations and accounts of relevant topics

(2) Doing short practical activities in the classroom and/or non-classroom activities, and writing brief reports of these activities (case studies using readings and videos, discussing and comments on articles and/or readings about theoretical approaches and designs, exercises for practising techniques to assess memory features, replication of simple experiments and analyses of data, applying and scoring tests)

(3) Tutorial support sessions

(4) Doing simple surveys, individually or in small teams, including tasks such as defining the specific goals, work designing, data gathering, data analyses, writing and presenting the survey report

EVALUATION

ASSESSMENT SYSTEMS

- Assessment of theory and practical contents through objective questionnaire (final examination) during the scheduled final exam period. The examination will include questions about 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 handling of diagnostic tests.
- Active participation in classroom activities, seminars and workshops and motivation for quality in learning outcomes.

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.

WEIGHTING AND MINIMUM REQUIREMENTS

- First call
 - a) Examination: The individual final assessment (examination) will contribute 70 % to the final mark on this call. A minimum score of 3.5 must be obtained to pass the course (being 7 the maximum score).



b) The continuous assessment or student progress during the course will contribute from 0 to 3 points to the final mark on this first call.

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

- Submission and presentation dates will be specified by the lecturer.

- Second call

a) Students who got a score of 1.5 or higher from the continuous assessment on the first call, and failed the course or did not do the examination on the first call: These students will have to do an examination which will be scored from 0 to 7. A minimum score of 3.5 must be obtained to pass the course (being 7 the maximum score), and also a final mark of 5 or higher.

b) Students who got a score below 1.5 from the continuous assessment on the first call, and failed the course or did not do the examination on the first call: These students will have to do an examination which will be scored from 0 to 10. A minimum score of 5 must be obtained to pass the course.

GRADING SYSTEM

The assessment of the subject and the challenge of the allotted qualification will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 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.
- For students who did not take the exam: Absent.

The different sections considered in the evaluation will only be added up if the minimum requirements established for each one (if they have indeed been established) are exceeded.

REFERENCES



Basic

- BADDELEY, A.D, EYSENCK, M.W., y ANDERSON, M.C.: Memoria. Alianza Editorial, 2018.
- BADDELEY, A.D, EYSENCK, M.W., & ANDERSON, M.C.: Memory. Psychology Press, 2014.
- BADDELEY, A.D, EYSENCK, M.W., & ANDERSON, M.C.: Memory. Psychology Press, 2015.
- BADDELEY, A.D, EYSENCK, M.W., y ANDERSON, M.C.: Memoria. Alianza Editorial, 2010.
- BADDELEY, A.D, EYSENCK, M.W., & ANDERSON, M.C.: Memory. Psychology Press, 2009.
- BADDELEY, A.D.: Memoria Humana. Teoría y práctica. McGraw-Hill, 1999.
- NACHER, M.J., SOLER, M.J., TEJERO, P. i TRENADO, R.M.: Psicología de la memòria. Quadern de Pràctiques. PUV. Universitat de València, 2018.
- NACHER, M.J., SOLER, M.J., TEJERO, P. y TRENADO, R.M.: Psicología de la memoria. Cuaderno de Prácticas. PUV. Universitat de València, 2014.

Additional

- ANDRADE, J. Working Memory in perspective. Hove England: Psychology Press, 2001.
- BADDELEY, A.D.; AGGLETON, J.P. & CONWAY, M.A. (eds.). Episodic Memory: new directions in research. Oxford University Press, 2002.
- BADDELEY, A.D. et al.: Handbook of memory disorders. J. Wiley & Sons, 1996.
- BALLESTEROS, S. Psicología de la Memoria. Editorial Universitas. 2010.
- BLANCO, A.: Claves de la Memoria. Trotta, 1997.
- COHEN, G.: Memory in the real world. Lawrence Erlbaum Ass., 1996.
- DIGES, M. Falsos recuerdos. Paidós, 1997.
- RUIZ RODRIGUEZ, M.: Las caras de la Memoria. Pearson-Prentice Hall, 2003.
- RUIZ VARGAS, J.M.: Memoria y olvido. Trotta, 2002.
- SÁNCHEZ, A., ARANA, J.M. y CRESPO, A.: Prácticas de psicol de la memoria. Alianza, 1999.
- SEBASTIÁN, M.V. Aprendizaje y Memoria a lo largo de la historia. Visor, 1994.
- SOLER, M.J. y ALGARABEL, S.: Prácticas de Psicología de la Memoria. Albatros, 1995.
- WINGFIELD, A y BYRNES, D.L.: Psicología y Memoria Humana. Trillas, 1988.

ADDENDUM COVID-19

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



1. CONTENIDOS

Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

No se mantienen los horarios de las sesiones presenciales, pero se ofrece al alumnado una programación semanal de los contenidos teóricos y actividades correspondientes a los mismos. El equipo docente pone a disposición del alumnado en aula virtual los materiales necesarios para la realización de las tareas.

Se ha ampliado el plazo de presentación de las tareas correspondientes a la evaluación continua (actividades e informes) con el objetivo de facilitar la realización de las mismas por parte de todo el alumnado.

Se ha sustituido la evaluación de las tareas correspondientes a la exposición oral por la presentación del documento elaborado para su exposición.

- Clases teórico-prácticas 60. Horas. Se realizaron presencialmente 14 sesiones (28H), por lo tanto, antes del estado de alarma se realizó el 46% de la docencia presencial. Se reducen las 32 horas que restaban de clases teórico prácticas a un total de 16 horas para acortar la duración de videoconferencias o documentos locutados. En resumen, las clases teórico-prácticas tendrán una duración de 44h.

- Preparación del documento que permitirá evaluar sus capacidades de presentación pública de un informe, 2 h.

- Elaboración de trabajos en grupo 10 h

- Elaboración de trabajos individuales 10 h

- Estudio y trabajo autónomo 40 h. Se amplía a un total de 45 horas para que el alumnado pueda trabajar los documentos incluidos en aula virtual.

- Lecturas de material complementario 4 h

- Preparación de actividades de evaluación 4 h. Se amplía a 6 horas para que el alumnado pueda preparar la actividad sobre preguntas.

- Preparación de clases de teoría 4 h. Se amplía a 8 horas dado que al ser clases no presenciales requiere mayor trabajo por parte del alumnado.

- Preparación de clases prácticas y de problemas 4 h. Se amplía a 8 horas dado que el estudiante tiene que realizar de forma autónoma las prácticas y preparar el material para realizar la entrega mediante las tareas de aula virtual.



- Resolución de casos prácticos 10 h
- Resolución de cuestionarios on-line 2 h. Se amplía a un total de 3h.

TOTAL 150.00

3. METODOLOGIA DOCENTE

1. Subida de materiales al Aula virtual.
2. Propuesta de actividades por aula virtual: tareas y ejercicios basados en la bibliografía básica que pueden realizar y autocorregir.
3. Videoconferencia BBC.
4. Transparencias locutadas.
5. Desarrollo de proyectos: informes grupales y documentos de exposición oral.
6. Tutorías mediante videoconferencia o emails.
7. Forums y chats en Aula Virtual: preguntas y respuestas.
8. Noticias: cada semana con la programación.

4. EVALUACIÓN

La evaluación continua de progreso indicada en la guía docente con un valor máximo de 30% ahora tendrá un valor de 50%: 20% actividades, 25% informe, 5% exposición oral.

El informe y el documento sobre la exposición oral se entregarán hasta el 8/5/20.

El 50% restante de la calificación se evaluará mediante:

- 1) Adición de Nuevas Actividades de Evaluación Continua: 25% 1 ejercicio sobre casos (fecha de realización y entrega semana del 11 al 15 de mayo);
- 2) Prueba final: 25% 1 ejercicio sobre resolución de preguntas tipo test, cortas y/o de desarrollo sobre el temario (fecha de realización y entrega 4 de junio de 2020). Si durante la realización de esta prueba final algún estudiante tuviera dificultades (fallos en conexión...) deberá escribir inmediatamente a su profesor/a un correo usando la cuenta @alumni.uv.es, identificándose y describiendo las dificultades, a fin de que el profesorado le comunique una alternativa a la mayor brevedad.



5. BIBLIOGRAFÍA

- Bibliografía básica recomendada se mantiene porque es accesible y el alumnado fue informado el primer día de clase de la bibliografía básica para cada uno de los bloques temáticos.
- Material elaborado por el equipo docente de Psicología de la Memoria y entregado al alumnado mediante aula virtual.