

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

Code	33307
Name	Psychology of memory
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

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.

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 cognitive 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
Development of group work	11,00	0
Development of individual work	11,00	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) Practical classes, demonstrations and problems so that students acquire the necessary knowledge to design experiments, obtain data, analyse the results and present their work in accordance with the requirements of scientific communication.

(3) Tutorial support sessions.

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. Qualified learning and competences in continuous assessment.

WEIGHTING AND MINIMUM REQUIREMENTS

1. First examination period:

- a) Examination: The individual final assessment (examination) will contribute 70 % to the final mark on this examination period. 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 examination period.

From 0 to 1.5 points for non-recoverable class activities, reports, experiments, ... which are presented in writing and can be requested to be presented orally. They are not recoverable because they are activities that are explained during the first week of class and the students have a plan to be able to develop it throughout the semester and deliver it in a timely manner for evaluation.

From 0 to 1.5 points for recoverable, exercises that allow the consolidation of theoretical knowledge. The teaching team indicates the activities to be carried out in each subject, how to work on them and the evidence to be able to evaluate them during the classes. The recovery of these activities will be carried out by means of an exam, following the specifications indicated in Second Examination period.

- For activities, recoverable and non-recoverable, 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 at lecturer's office hours... etc., individually or in teams.
- Submission and presentation dates will be specified by the lecturer.

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 (this final mark is computed adding the exam grade and the continuous assessment grade).



2. Second examination period:

- a) Students who got a score of 1.5 or higher from the continuous assessment on the first examination period, and failed the course or did not do the examination on the first examination period: 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 (this final mark computed adding the exam grade and the continuous assessment grade).
- b) Students who got a score below 1.5 from the continuous assessment on the first examination period, and failed the course or did not do the examination on the first examination period: These students will have to do an examination, which will be scored from 0 to 8.5. 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.

In the event of a tie in the final mark, the excellent with distinction will be awarded to the person with the highest mark in the content assessment by means of the exam. In the event of a tie in the exam mark, the students involved will be called to take a test of open questions on the contents of the subject, and the excellent with distinction will be awarded to the person with the highest mark in this test.

- 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.

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.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

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.

REFERENCES

Basic

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Additional

- ANDRADE, J. Working Memory in perspective. Hove England: Psychology Press, 2001.
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