

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

Code	33862
Name	Introduction to Behavioural Sciences
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1007 - Degree in Information and Documentation	Faculty of Geography and History	1	Second term

Subject-matter

Degree	Subject-matter	Character
1007 - Degree in Information and Documentation	15 - Psychology	Basic Training

Coordination

Name	Department
CHISVERT PERALES, MAURICIO JAVIER	300 - Basic Psychology

SUMMARY

Introduction to Behavioural Science (ICC) approaches the study of the basic psychological processes underlying human cognition and the acquisition of information and knowledge, as some of the main social and cognitive approaches to the analysis of individual, group and social human behaviour. It introduces three areas: (1) Fundamentals of Human Cognition (perception and attention, memory, thinking, language and communication, learning, motivation and emotion). (2) Cognitive and Organisational Social Psychology. (3) Psychology and Ergonomics and New Technologies. It is expected that students acquire knowledge and skills useful in the specific academic and professional field of Information and Documentation and in other areas of personal and professional practice.

This subject provides either additional knowledge, in some cases, or prior knowledge required, in other cases, and is closely linked with the following subjects in the curriculum of the degree:



- Organisational Management
- Planning, Organisation and Evaluation of Information Units
- Representation and Retrieval of Information
- Research Fundamentals and Methodologies. Metric Studies of Information
- Information Literacy
- Human-Computer Interaction

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No enrolment restrictions with other subjects in the curriculum have been specified.

OUTCOMES

1007 - Degree in Information and Documentation

- Capacity to write analytical reports and summaries with regard to management and organisation of information.
- Demonstrate organisational and planning skills.
- Have oral and written communication skills in one's own language.
- Have computer skills related to the field of study.
- Have skills for information management.
- Have problem-solving skills.
- Have decision-making capacity.
- Be able to work in a team and to integrate into multidisciplinary teams.
- Acknowledge diversity and multiculturalism.
- Show skills for interpersonal relations.
- Be able to apply critical reasoning to the analysis and assessment of alternatives.
- Show ethical commitment in the relationships with users and in information handling.
- Be able to learn independently.



- Be able to adapt to changes in the environment.
- Show management and leadership skills.
- Be able to undertake improvements and propose innovations.
- Show creativity.
- Show motivation for quality.
- Show commitment to the principle of equal opportunities for men and women.
- Show commitment to the principle of universal accessibility.
- Show commitment to democratic values and the culture of peace.

LEARNING OUTCOMES

1. Know how to describe and/or recognise the object of study, areas of application and research methods of modern psychology as well as its projection in different dimensions – applied and conceptual – in the field of Information and Documentation.
2. Know the link of Information and Documentation with the disciplines that make up cognitive science, especially cognitive psychology.
3. Know, differentiate and understand the main social and cognitive mechanisms underlying human activity, both individually and in groups and organisations.
4. Understand the basic mechanisms for the development of knowledge from perception, attention, memory, concept formation, logical reasoning and learning.
5. Introduce the students to the application of psychological processes in their professional career, and be able to assess their importance in different aspects of the professional practice in Information and Documentation.
6. Assess the importance of the principles of human cognition to analyse the use of information.
7. Evaluate the importance of human factors in the processes of organisation and representation of information.
8. Understand the importance of evaluating the ergonomic features of the environments in which work takes place.
9. Know the human factors of the interaction of people with computers and information systems.
10. Assess the implications of research on human cognition in designing interfaces.



DESCRIPTION OF CONTENTS

1. Introduction to Psychology.

- Introduction to Psychology: Concept, areas and applied fields of action.
- Psychology applied to Information and Documentation Sciences.

2. Foundations of Human Cognition.

- Perception and Attention.
- Memory.
- Learning.
- Thinking, Language and Intelligence.
- Motivation and Emotion.
- Application of Psychological Processes to New Technologies and Ergonomics: Human-Computer Interaction (HCI).

3. Social cognition.

- Introduction to Social Cognition.
- Social Cognitive and Organisational Psychology.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Computer classroom practice	20,00	100
Attendance at events and external activities	4,00	0
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	48,00	0
Resolution of online questionnaires	8,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

This course has a theoretical and practical component with a higher specific weight on theory, which will be delivered in lectures. Theory lectures will be combined with practical activities proposed in the classroom. Some of these practical activities will be proposed and explained face to face in class, and will have to be completed, either individually or in teams, outside the classroom. These activities will have to be either submitted or publicly presented, according to the assessment system established by the lecturer for each specific activity.



Depending on availability, additional activities might be proposed (attending conferences, participating in experiments, etc.) and will be communicated in due course.

Tutorials may be scheduled for individual follow-up and for monitoring group projects, as the case may be.

EVALUATION

Written test: theory exam. The minimum mark that a student must achieve in this test for it to count towards the final mark is 2.5 points out of 5.

Practical classes: up to 5 points. For obtaining the maximum score of 5 points, students must attend all the practical sessions and successfully complete and submit all the activities proposed and the corresponding individual and/or team reports, if any.

The composition of the final mark is as follows:

Exam: 50%

Attendance at and active participation in practical lessons: 50%

Students who, for duly justified reasons, cannot attend practical classes regularly must notify the lecturer at beginning of the year so that equivalent activities as regards assessment and workload can be suggested.

This assessment is based on the premise that teaching at the University of Valencia is, by definition, classroom-based teaching. In this sense, students should be aware that attendance at both theory and practical sessions is essential for the proper understanding of the contents. Students must also bear in mind the possibility of part-time enrolments when they are unable to attend all the subjects that make up a complete academic year (60 credits). However, in duly justified circumstances, students may request to be assessed without attending none or some of the lessons. In such cases, the following procedure must be followed:

- At the start of the year, students must inform the course head lecturer(s) of the reason why they are unable to attend class by providing written proof.
- Based on this information, the head lecturer will decide on the possibility of exempting these students from attending all or part of the classes.

To be assessed, students who are in this situation must submit all the assignments required by the lecturer (not necessarily identical to those required during the course). Also, they may be asked to defend their assignments orally in front of the lecturer, and they will have to pass a theory test. Assignments will be worth 50% of the final mark and the test will be worth the remaining 50%.



REFERENCES

Basic

- Banyard et al. (1995). Introducción a los procesos cognitivos. Ed. Ariel.
- Boada, H. (Coor.). (2001). Processos psicològics bàsics. Ed. Universitat Oberta de Catalunya.
- Cañas, J.J y Waerns, (2000). Ergonomía cognitiva. Ed. Panamericana.
- Davies, C.(2008). Finding and knowing: psychology, information and computers. London: Routledge.
- Nevid, J.S. (2011) Psicología; Conceptos y aplicaciones. Cengage Learning Editores S.A. Mexico D.F.
- Lores, J. (2001). La interacción persona-ordenador. AIPO.
- Sternberg, R. (2011). Psicología Cognoscitiva. Mexico: Cengage Learning, Inc

Additional

- Smith, E.M. (2008). Procesos cognitivos. Modelos y bases neuronales. Ed. Pearson
- Wilson R.A. & Keil, F. C. (eds.). (1999). The MIT encyclopedia of the cognitive sciences. Cambridge: MIT Press
- Alcocer, CM. (2007). Introducción a la Psicología del Trabajo. Ed. MacGraw-Hill.
- Derks D, y Bakker AB.(eds.)(2013). The psychology of digital media at work. London; New York: Psychology Press.