



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 291106 **Name:** Psychology of Attention and Perception

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: PSYCHOLOGICAL FUNCTIONS AND PROCESSES

Subject Matter: PSYCHOLOGY **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1121P	<u>Rodrigo Martin Pazos Siri</u> (Responsible Lecturer)	rm.pazos@ucv.es
291A	<u>Rodrigo Martin Pazos Siri</u> (Responsible Lecturer)	rm.pazos@ucv.es
	<u>Isabel Iborra Marmolejo</u>	isabel.iborra@ucv.es
291B	<u>Isabel Iborra Marmolejo</u> (Responsible Lecturer)	isabel.iborra@ucv.es
	<u>Rodrigo Martin Pazos Siri</u>	rm.pazos@ucv.es
291C	<u>Rodrigo Martin Pazos Siri</u> (Responsible Lecturer)	rm.pazos@ucv.es
291D	<u>Isabel Iborra Marmolejo</u> (Responsible Lecturer)	isabel.iborra@ucv.es



Universidad
**Católica de
Valencia**
San Vicente Mártir

Course guide

Year 2023/2024

291106 - Psychology of Attention and Perception

291D

Rodrigo Martín Pazos Siri

rm.pazos@ucv.es





Module organization

PSYCHOLOGICAL FUNCTIONS AND PROCESSES

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY	12,00	Psychology of Attention and Perception	6,00	1/1
		Psychology of Learning and Memory	6,00	1/2
PSYCHOLOGICAL PROCESSES	12,00	Psychology of Motivation and Emotion	6,00	2/1
		Psychology of Thought and Language	6,00	3/2

Recommended knowledge

Not required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing and being able to explain the psychological processes of Attention as well as the underlying theoretical models.
- R2 Understanding empirical evidence that supports each theoretical construct in the area of Psychology of Attention.
- R3 Knowing and being able to explain the psychological processes of Perception, as well as the underlying theoretical models.
- R4 Understanding empirical evidence that supports each theoretical construct in the area of Psychology of Perception.
- R5 Being familiarized with the experimental-hypothesis validation methods.
- R6 Approaching learning in an active way through the individual elaboration of materials, reading, watching and critical analysis of texts and audiovisual materials.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE5 Identifying differences, problems and needs.			X	
CE28 To know the functions, characteristics and limitations of the different theoretical models of Psychology.				X
CE29 To know the basic laws of the different psychological processes.				X

TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Capacity to analyze and synthesize.				X
CT2 Capacity to organize and plan.				X
CT3 Mastering Spanish oral and written communication.			X	
CT6 Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CT8 Decision making.			X	
CT9 Capacity to work in team.				X
CT18 Capacity to produce new ideas (creativity).			X	
CT24 Taking responsibility			X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R6	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3, R4, R6	10,00%	Oral presentation of assignments.
R1, R2, R3, R4, R6	10,00%	Group assignments.

Observations

CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

It is necessary to obtain at least 4 points in the exam, in order to apply the percentages obtained in the practical part and in the attendance and participation in class.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R6	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3, R4	20,00%	Attendance and participation in synchronic communication activities.



Observations

High Honours: better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.



- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	40,00	1,60
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R4, R6	8,00	0,32
SEMINAR Supervised monographic sessions with shared participation. M8	R1, R2, R3, R4, R6	2,00	0,08
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M7	R1, R3	4,00	0,16
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R6	2,00	0,08
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R2, R4, R6	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4	40,00	1,60
Virtual practical session (distance learning) M12	R2, R4, R6	8,00	0,32
In-person or virtual assessment (distance learning) M7	R1, R2, R3, R4	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4	4,00	0,16
Discussion forums (distance learning) M18	R1, R2, R3, R4, R6	2,00	0,08
Continuous assessment activities (distance learning) M19	R1, R2, R3, R4, R6	4,00	0,16
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4	60,00	2,40
Teamwork (distance learning) M8	R1, R2, R3, R4, R6	30,00	1,20
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: Introduction to the Psychology of Cognitive Processes	1.1. Origins and evolution of Psychology 1.2. Study of cognitive processes and paradigms in psychology
DIDACTIC UNIT II: The Concept of Attention	2.1. Definition and concept of attention 2.2. Attention manifestations 2.3. Determinants of attention 2.4. Vigilance and arousal level. 2.5. Types of attention.
DIDACTIC UNIT III: Theoretical models of attention	3.1. Historical perspective in the study of attention 3.2. Filter Models of attention
DIDACTIC UNIT IV: Assessing attention	4.1. Dichotic hearing technique. 4.2. Dual-task paradigm. 4.3. Visual search paradigm. 4.4. Attentional set 4.5. Stroop paradigm
DIDACTIC UNIT V: Attention alterations	5.1. Attention dysfunctions 5.2. Individual and group differences
DIDACTIC UNIT VI: Introduction to perception	6.1. The process of perception 6.2. Physiological perspective in the study of perception
DIDACTIC UNIT VII: Perceiving objects	7.1. Organizing the environment: perceptual organization 7.2. Neuronal processing
DIDACTIC UNIT VIII. Visual space perception, size perception and optical illusions	8.1. Cues theory 8.2. Size perception 8.3. Optical illusions



DIDACTIC UNIT IX. Perception
alterations

9.1. Concept of sensoperception
9.2. Clasification of sensory disorders

Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: Introduction to the Psychology of Cognitive Processes	4,00	8,00
DIDACTIC UNIT II: The Concept of Attention	4,00	8,00
DIDACTIC UNIT III: Theoretical models of attention	3,00	6,00
DIDACTIC UNIT IV: Assessing attention	4,00	8,00
DIDACTIC UNIT V: Attention alterations	3,00	6,00
DIDACTIC UNIT VI: Introduction to perception	3,00	6,00
DIDACTIC UNIT VII: Perceiving objects	3,00	6,00
DIDACTIC UNIT VIII. Visual space perception, size perception and optical illusions	3,00	6,00
DIDACTIC UNIT IX. Perception alterations	3,00	6,00



References

Basic References

Fernández-Abascal, E.G., Martín Díaz, M.D. & Domínguez Sánchez, J.

(2001). *Procesos Psicológicos*. Madrid: Pirámide.

Goldstein, E. B. & Brockmole, J. R. (2017). *Sensation and perception* (10th ed.). United Kingdom: Cengage Learning.

Supplementary References

Amishi, P. (2021). *Peak Mind. Find your Focus. Own Your Attention*. HarperOne.

Aznar Casanova, J. A. (2017). *La consciencia*. Madrid: Pirámide.

Banyard, P. Cassells, P. Green, Hartland, J., Hayes, N. & Reddy, P. (1995). *Introducción a los procesos cognitivos*. Madrid: Ariel.

Fuentes, L. & García Sevilla, J. (2008). *Manual de Psicología de la Atención: una perspectiva neurocientífica*. Madrid: Síntesis.

Johnson, A. & Proctor, R. W. (2015). *Atención: Teoría y Práctica*. Madrid: Ramón Areces.

Matlin, M. W. & Foley, H. J. (1996). *Sensación y percepción*. México: Prentice-Hall.

Munar, E., Roselló, J. & Cabaco, A. S. (1999). *Manual de Atención y Percepción*. Madrid: Alianza.

Serrano, I., Sierra, V. & López, L. E. (2014). *Psicología de la Percepción. Prácticas*. Madrid: Editorial Síntesis.

Tudela, P. (2015). *Percepción y atención*. Madrid: Udimá.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☒

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: