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: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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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	
CE26	Writing oral and written reports.				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
CT35	Being able to develop audio-visual presentations.	x			

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
	10,00%	Oral presentation of assignments.
	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:
The final exam will consist of an objective multiple choice test.
In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, group work and written tests).
There are two types of assessment: the regular assessment (which requires a minimum attendance of 40% of class sessions) and the single assessment (alternative). The single assessment is an exceptional evaluation for students who, for accredited and justified reasons, cannot meet the minimum attendance requirement. This option must be requested in writing by the student to the course instructor, who will respond to the request in the same manner. The request for exemption must be made at the beginning of the course, except in cases of force majeure. The single assessment will include the following evaluation components: a theoretical exam (80%) and practice portfolios (20%).
Citation and Attribution Criteria: Any use of AI tools must be explicitly disclosed in the submitted document (for example, in a footnote or an appendix). The name of the tool, the purpose of its use, and the part of the work where it has been applied should be clearly stated. Responsible use of AI will be assessed as part of the criteria for originality and academic integrity. Students may use AI for clarifying doubts about learning activities, assisted learning (alternative explanations or

self-assessment exercises), searching for resources and alternative study references, organizing ideas, receiving feedback on the clarity or coherence of their own texts, grammar checks, and improving the writing of written documents, as well as any other activity agreed upon with the teaching staff.

Online teaching

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

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:

The final exam will consist of an objective multiple choice test.

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, group work and written tests).

There are two types of assessment: the regular assessment (which requires a minimum attendance of 40% of class sessions) and the single assessment (alternative). The single assessment is an exceptional evaluation for students who, for accredited and justified reasons, cannot meet the minimum attendance requirement. This option must be requested in writing by the student to the course instructor, who will respond to the request in the same manner. The single assessment will include the following evaluation components: a theoretical exam (80%) and practice portfolios (20%).

Citation and Attribution Criteria: Any use of AI tools must be explicitly disclosed in the submitted document (for example, in a footnote or an appendix). The name of the tool, the purpose of its use, and the part of the work where it has been applied should be clearly stated. Responsible use of AI will be assessed as part of the criteria for originality and academic integrity. Students may use AI for clarifying doubts about learning activities, assisted learning (alternative explanations or self-assessment exercises), searching for resources and alternative study references, organizing ideas, receiving feedback on the clarity or coherence of their own texts, grammar checks, and improving the writing of written documents, as well as any other activity agreed upon with the

teaching staff.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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) M14	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) M15, 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) M17	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 attention3.2. 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 set4.5. Stroop paradigm
DIDACTIC UNIT V: Attention alterations	5.1. Attention dysfunctions5.2. Individual and group differences
DIDACTIC UNIT VI: Introduction to perception	6.1. The process of perception6.2. Physiological perspective in the study of perception
DIDACTIC UNIT VII: Perceiving objects	7.1. Organizing the environment: perceptual organization7.2. Neuronal processing
DIDACTIC UNIT VIII. Visual space perception, size perception and optical illusions	8.1. Cues theory8.2. Size perception8.3. Optical illusions
DIDACTIC UNIT IX. Perception alterations	9.1. Concept of sensoperception9.2. 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

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

Supplementary References

Alcantarilla, L., García Valls, J. M., & García Alcarria, E. (2023). Memorias de un laboratorio: Wilhelm Wundt y la psicología experimental. *Revista de Neuro-Psiquiatría*, *86*(2), 109-120. https://doi.org/10.20453/rnp.v86i3.4566

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.

Fernández-Abascal, E.G., Martín Díaz, M.D., & Domínguez Sánchez, J. (2001). *Procesos Psicológicos*. Madrid: Pirámide.

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: Udima.