Syllabus

Course Overview

See copy deck in course files.

Course Competencies

To successfully complete this course, you will be expected to:

1   Apply psychology theories and concepts to human learning and cognition.

2   Apply research findings to topics in human learning and cognition.

3   Describe the research methods used in the study of human learning and cognition.

4   Analyze theory and research to solve problems and inform professional behavior in human learning and cognition.

5   Apply metacognitive strategies to self-assess performance quality.

6   Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Prerequisite: PSYC1000 or PSYC1001.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Book

Goldstein, E. B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Boston, MA: Cengage. ISBN: 9781337408271.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Aiken-Morgan, A. T., Bichsel, J., Allaire, J. C., Savla, J., Edwards, C. L., & Whitfield, K. E. (2012). Personality as a source of individual differences in cognition among older African Americans. *Journal of Research in Personality, 46*(5), 465–471. doi:10.1016/j.jrp.2012.04.006
- Bordei, S. (2017). How can one possibly determine the multiple intelligences? *Journal Plus Education / Educatia Plus, 18*(2), 204–212.
- Daugherty, P. R., Wilson, H. J., & Chowdhury, R. (2019). Using artificial intelligence to promote diversity. *MIT Sloan Management Review, 60*(2), 1–5.
- Etzioni, A., & Etzioni, O. (2017). Should artificial intelligence be regulated? *Issues in Science and Technology, 33*(4), 32–36.
- Hassabis, D., Kumaran, D., Summerfield, C., & Botvinick, M. (2017). Neuroscience-inspired artificial intelligence. *Neuron, 95*(2), 245–258. doi:http://dx.doi.org.library.capella.edu/10.1016/j.neuron.2017.06.011
- Huang, M., & Rust, R. T. (2018). Artificial intelligence in service. *Journal of Service Research, 21*(2), 155–172. doi:10.1177/1094670517752459
- Kirschner, P. A. (2017). Stop propagating the learning styles myth. *Computers & Education, 106*, 166–171. doi:10.1016/j.compedu.2016.12.006
- Kozhevnikov, M., Evans, C., & Kosslyn, S. M. (2014). Cognitive style as environmentally sensitive individual differences in cognition: A modern synthesis and applications in education, business, and management. *Psychological Science in the Public Interest, 15*(1), 3–33. doi:10.1177/1529100614525555
- Lawrence, D. R., Palacios-Gonzãlez, C., & Harris, J. (2016). Artificial intelligence. *Cambridge Quarterly of Healthcare Ethics, 25*(2), 250–261. doi:http://dx.doi.org.library.capella.edu/10.1017/S0963180115000559
- Shearer, B. (2018). Multiple intelligences in teaching and education: Lessons learned from neuroscience. *Journal of Intelligence, 6*(3), 1–8. doi:http://dx.doi.org.library.capella.edu/10.3390/jintelligence6030038
- Singh, T. (2016). Learning styles. *The National Medical Journal of India, 29*(3), 181–182.
- Sparling, H. (2013, April 21). Learning to live again after brain injury. Zanesville, OH: Times Recorder.
- Truong, H. M. (2016). Integrating learning styles and adaptive e-learning system: Current developments, problems and opportunities. *Computers in Human Behavior, 55*, 1185–1193. doi:10.1016/j.chb.2015.02.014

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Chedd, G. (Writer/Director). (2004, May 11). Don't forget [Television series episode]. In Chedd-Angier (Producer), *Scientific American Frontiers*. Available from http://chedd-angier.com/frontiers/season14.html
- Perveen, A. (2018). Facilitating multiple intelligences through multimodal learning analytics [PDF]. *The Turkish Online Journal of Desistance Education, 19*(1), 18–30. Retrieved from https://doaj.org/article/34158d4d5cbd4ff5a4ef0cadddb0d334
- Understanding Compassion. (n.d.). He's teaching his partner to read again. Retrieved from https://understandingcompassion.com/compassion/hes-teaching-partner-read-stroke-love-beautiful/

- Uttl, B., White, C. A., Gonzalez, D. W., McDouall, J., & Leonard, C. A. (2013). Prospective memory, personality, and individual differences. *Frontiers in Psychology, 4*, 1–15. Retrieved from https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00130/full
- Şener, S., & Çokçalışkan, A. (2018). An investigation between multiple intelligences and learning styles [PDF]. *Journal of Education and Training Studies*, *6*(2), 125–132. Available from http://redfame.com/journal/index.php/jets/article/view/2643

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Skillsoft. (n.d.). *Microsoft PowerPoint 2016 for Mac: Building and structuring a presentation* [Tutorial].
- Skillsoft. (n.d.). *PowerPoint Office 365 (Windows): Creating presentations* [Tutorial].
- Skillsoft. (n.d.). *Working with graphic, audio, and video content in PowerPoint 2016* [Tutorial].

Unit 1 ➤➤ Cognitive Psychology Foundations: Theory and Research

Introduction

Bruce is a middle-aged man who lives in Riverbend City, a mid-sized city in the Midwest. His daughter, Shayna lives with him while she goes to school and works a part-time job.

One morning, Bruce goes to the mailbox with his cup of coffee in hand. After opening his mail box and seeing that it's full, he puts his coffee cup on top of the mailbox to use both hands to pull everything out. He closes the mailbox and turns right to walk down the street. A few minutes later, Shayna starts calling his name. She finds his coffee cup on the mailbox but sees no other trace of him. She freezes, looking up and down the street, unable to decide what to do next.

Cognitive psychology is the study of how people think. Why did Bruce forget his coffee cup on the mailbox? Why did Bruce walk down the street? Why couldn't Shayna make a decisioTo

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about foundational concepts in cognitive psychology.
- **Achievement Board:** Visit the Achievement board to set up your bio and begin tracking your progress.

Learning Activities

u01s1 - Activity Overviews

Discussion Overview

Discussions in this course are somewhat different from what you may have experienced in other Capella courses. Rather than responding to a different discussion question each week, there is only one discussion board that will run for the entire class. You are provided with some ideas for each theme that you may post about, but you are free to talk about course topics that interest you. These may be topics that you have questions about, that you have experienced yourself, or that surprised you. Get more information in this week's **Write Your Discussion Post**.

u01s2 - What You Need to Know

Chapter 1 in *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* reviews classic experiments, seminal theories, and the evolution of cognitive psychology to lay a foundation for studying learning and memory.

- Chapter 1 "Introduction to Cognitive Psychology," pages 3–24.

The following media will help you understand foundational concepts in cognitive psychology:

- Classical Conditioning.
- Instrumental Conditioning Case Studies.

u01d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Briefly describe (using no more than 75 words) a classic cognitive psychology experiment and how it is currently relevant. Include a link to a video, website or article the talks about the experiment. Feel free to use a hashtag, such as the name of the experiment.
- Briefly describe (using no more than 75 words) cognitive psychology theory and how it is currently relevant. Include a link to a video, website or article the talks about the theory. Feel free to use a hashtag, such as the name of the theory.
- Briefly describe (using no more than 75 words) a part of the brain related to learning. What is it? How does it relate to learning? Include a link to a video, website or article the talks about this part of the brain. Feel free to use a hashtag, such as the part of the brain.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.

u01s3 - Achievement Board: Explore

Throughout your course (and your program if you are pursuing a Psychology degree), you will use the Achievement Board. The Achievement Board is a website where you can keep track of your weekly progress in your PSYC courses.

Each of your courses has its own checklist in the Achievement Board. The checklist includes all the tasks you'll be asked to do in the course. Each time you check off a task in your courses as done, you progress toward earning another achievement!

Visit the Achievement Board this week and explore its functions. Make sure to set up your avatar and bio.

Unit 2 ≫ Cognitive Neuroscience

Introduction

After Shayna calls the police, they find Bruce walking around the park. They take him to the hospital, because he seems to be disoriented and is exhibiting signs of memory loss. Blood tests show no drugs or alcohol in his system, leading Dr. Ramsey to think of possible lesions in the brain. Due to his clear disorientation, the police take him to the hospital. At 49 years old, he's young for dementia or Alzheimer's. The doctor sends Bruce to get an fMRI done.

Our ability to think starts with the biological actions in our brain. What areas of the brain might cause disorientation or memory loss? What other problems could occur in a brain that might cause these symptoms?

To-Do List:

- **Quiz:** Take a quiz on cognitive theories and models.
- **Discussion:** Participate in the course discussion boards.
- **What You Need to Know:** Read about the physiological basis of cognition.
- **Interactive Learning Module:** Test your knowledge of cognitive theories and models.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u02s1 - Activity Overviews

Quiz Overview

This week you will take the Cognitive Theories Quiz to demonstrate your understanding of the theories and models presented so far.

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

u02s2 - What You Need to Know

Chapter 2 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* will help you understand the physiological basis of cognition as well as advances in technology that capture brain imaging. Readings from both Weeks 1 and 2 will help prepare you for this week's quiz.

- Chapter 2,"Cognitive Neuroscience," pages 25–58.

u02v1 - Interactive Learning Module: Quiz Preparation Flashcards

This interactive will help you review relevant concepts before taking this week's quiz.

u02d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Briefly describe (using no more than 75 words) a classic cognitive psychology experiment and how it is currently relevant. Include a link to a video, website or article the talks about the experiment. Feel free to use a hashtag, such as the name of the experiment.
- Briefly describe (using no more than 75 words) cognitive psychology theory and how it is currently relevant. Include a link to a video, website or article the talks about the theory. Feel free to use a hashtag, such as the name of the theory.
- Briefly describe (using no more than 75 words) a part of the brain related to learning. What is it? How does it relate to learning? Include a link to a video, website or article the talks about this part of the brain. Feel free to use a hashtag, such as the part of the brain.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.

u02q1 - Quiz: Cognitive Theories

Complete this quiz to test your mastery of cognitive theories and models presented in the first two weeks of this course. The quiz consists of 20 questions and is worth 10 percent of your course grade. You may take the quiz up to two times.

- It is recommended that you access and take the quiz in this week.
- There is no time limit on the quiz.
- After you have answered the questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructional team.

u02d2 - Write Your Discussion Post

Using the Achievement Board

Using a minimum of 50 words, create a unique Yellowdig "pin" that talks about **using the Achievement Board.** Your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your pin informative, concise, and engaging to your readers. Be creative!

- Label your selection with a hashtag (e.g., #careersuccess).

- What did you notice about using the Achievement Board?
- Have you checked course tasks off the checklist?
- How do you think you will use the Achievement Board in the rest of the course?
- How does use of the Achievement Board illustrate some of the things that you are beginning to understand about social psychology?

Response Guidelines

Using a minimum of 30 words, respond to one or more pins posted by your fellow learners:

- Did your classmates have the same reaction to the Achievement Board that you did?
- Can you think of an example of how this tool could be used to help you build organization and accountability skills for your career?

Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand. As you read through the posts of your peers, you will likely find opinions and value sets that differ from your own. Remember to be respectful of others' opinions and value perspectives.

Unit 3 ›› Perception and Attention

Introduction
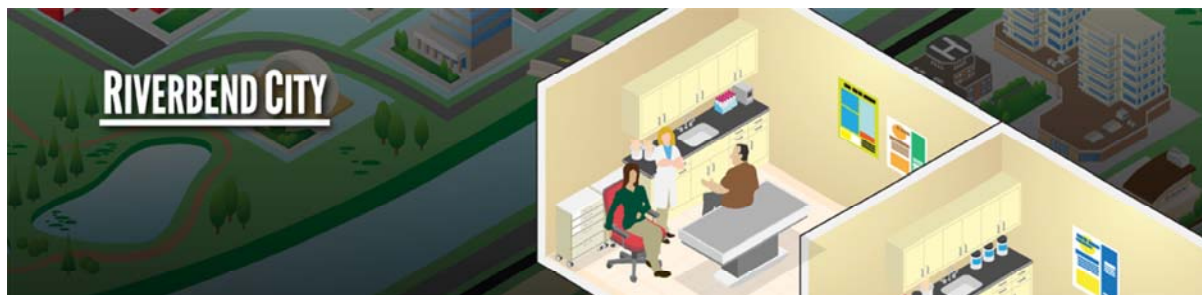
> "The ghosts hide behind the curtain," Bruce tells his daughter when she comes to visit. "People come in here, but they never leave." Dr. Ramsey meets Shayna's eyes and shakes her head. She has no idea what is wrong. "He's getting worse, isn't he?" Shayna asks. All Dr. Ramsey can do is nod.

This week we will move to the next theme in our course: Memory and Impediments to Learning. We will start by looking at perception and attention. Perception and attention have many links. What might explain seeing things that aren't there? Or not seeing things that are there?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about how the brain equips us to learn from stimuli.
- **Prepare:** Use resources to prepare for your first assignment.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u03s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

u03s2 - What You Need to Know

Chapters 3 and 4 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* review experiences that result from stimulation of the senses and will help you to understand how the brain equips us to focus on stimuli.

- Chapter 3,"Perception," pages 59–91.
- Chapter 4, "Attention," pages 93–127.

The following media will help you understand how memory works and the concept of multiple intelligences. You will also see the effects of memory impairment in a case study.

- Interactive Memory Model.
- Multiple Intelligences.
- Life Without Memory.

u03s3 - Prepare: Cognitive Psychology Assignment

Your next assignment, the Cognitive Psychology Paper, is due in Week 5. In this paper you will choose one of four topics related to cognition and learning. The topic choices are:

- Learning styles.
- Individual differences.
- Multiple intelligences.
- Artificial intelligence.

To begin preparing for this assignment, consider your interests and professional goals, then select one of these topics to focus on. You may find the Assignment Guide media presentation helpful as you begin your assignment. It walks you through each aspect of assignments, including scoring guides, rubrics, pre-work, and evaluating your own work before submitting it. You can always find the Assignment Guide in the Tools and Resources section of the course navigation.

In all of the assignments for this course, you are expected to locate resources to support your ideas and cite them appropriately using APA style. The following resources will help you understand these assignment expectations.

- APA Paper Template [DOCX].
- APA Style and Format.
- PSYC3500 – Learning and Cognition Library Guide.

u03d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Find and share a website or video about a case of memory impairment. Provide a brief explanation of the impairment and what you learned from the case. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe a time you or someone you know struggled to learn. Using the concepts from the readings, discuss what went wrong. Share a source on the impediment. Feel free to use a hashtag, such as the topic of your post.
- Describe an example of a learning impairment moment from a TV show or movie. If you can find a clip of it, attach the video. Using the concepts from the course content, discuss the problem that was illustrated in your example. Feel free to use a hashtag, such as the topic of your post.

Introduction

Dr. Ramsey talks to Shayna privately. "I don't believe your father is competent to make decisions. As his next of kin, it's up to you. I'd like to place him on medication to prevent the hallucinations."

"Have you found out what's wrong with him?" Shayna asks.

"Not yet, but the anti-psychotics may help," Dr. Ramsey says.

"Will they interfere with your ability to diagnose the true cause?"

"Perhaps, but I believe the medications are important to get your father stable."

Shayna stares off into space. She has never even made a decision about her own medical care; her father always did that. Should she just trust the doctor? But it's her father they are talking about. Should she find out more or get a second opinion?

As you explore problem solving, creativity, judgments, decisions, and reasoning, what is preventing Shayna from making a quick decision? What tips could you give her?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about different approaches to solving problems and thinking creatively.
- **Interactive Learning Module:** Learn about the process of writing a research paper.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

u04s2 - What You Need to Know

Chapter 12 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* will help you to understand different approaches to solving problems and thinking creatively. Chapter 13 focuses on how we choose between alternatives and draw conclusions.

- Chapter 12, "Problem Solving and Creativity," pages 355–392.
- Chapter 13, "Judgment, Decisions, and Reasoning," pages 393–427.

u04v1 - Interactive Learning Module: Research Paper Process

The process of researching a topic and writing a research paper may be new to you. This interactive will walk you through the process. By following each step, you will finish with an outline you can use to start your paper, due next week.

u04d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Find and share a website or video about a case of memory impairment. Provide a brief explanation of the impairment and what you learned from the case. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe a time you or someone you know struggled to learn. Using the concepts from the readings, discuss what went wrong. Share a source on the impediment. Feel free to use a hashtag, such as the topic of your post.
- Describe an example of a learning impairment moment from a TV show or movie. If you can find a clip of it, attach the video. Using the concepts from the course content, discuss the problem that was illustrated in your example. Feel free to use a hashtag, such as the topic of your post.

Unit 5 ≫ Individual Differences

Introduction

At Shayna's request, Tricia, her mother, comes to the hospital. Her parents have been divorced since Shayna was six, but she needs advice on what to decide regarding her father's care.

"I think the doctor knows best," Tricia says as soon as she understands the situation. "I'm an artist, not a medical type. Do what the specialist says."

"But it doesn't feel right," Shayna says, shaking her head. "I don't like the idea of them giving him a medication used on schizophrenics."

As you look through the readings this week, think about the scenario. What individual differences might account for how Shayna and Tricia each approach this decision?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Write a 2–3 page research paper on a topic of your choosing related to cognition and learning.
- **What You Need to Know:** Read about individual differences in cognition and learning.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u05s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

Assignment Overview

This week you will write a 2–3 page research paper about a selected topic around cognition and learning.

u05s2 - What You Need to Know

These foundational readings on individual differences, as well as the readings you select from the three subtopics, will inform your Cognitive Psychology Paper assignment:

- Kozhevnikov, M., Evans, C., & Kosslyn, S. M. (2014).Cognitive style as environmentally sensitive individual differences in cognition: A modern synthesis and applications in education, business, and management. *Psychological Science in the Public Interest, 15*(1), 3–33. doi:10.1177/1529100614525555
- Aiken-Morgan, A. T., Bichsel, J., Allaire, J. C., Savla, J., Edwards, C. L., & Whitfield, K. E. (2012). Personality as a source of individual differences in cognition among older African Americans. *Journal of Research in Personality, 46*(5), 465–471. doi:10.1016/j.jrp.2012.04.006
- Uttl, B., White, C. A., Gonzalez, D. W., McDouall, J., & Leonard, C. A. (2013). Prospective memory, personality, and individual differences. *Frontiers in Psychology, 4*, 1–15. Retrieved from https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00130/full

In addition to these required readings, select one of the following subtopics and read at least two of the articles for that subtopic (that is, learning styles, multiple intelligences, *or* artificial intelligence). The readings you select can be used for the Week 5 assignment: Cognitive Psychology Paper.

Learning Styles

- Şener, S., & Çokçalışkan, A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies, 6*(2), 125–132. Available from http://redfame.com/journal/index.php/jets/article/view/2643
- Singh, T. (2016). Learning styles. *The National Medical Journal of India, 29*(3), 181–182.
- Kirschner, P. A. (2017). Stop propagating the learning styles myth. *Computers & Education, 106*, 166–171. doi:10.1016/j.compedu.2016.12.006
- Truong, H. M. (2016). Integrating learning styles and adaptive e-learning system: Current developments, problems and opportunities. *Computers in Human Behavior, 55*, 1185–1193. doi:10.1016/j.chb.2015.02.014

Multiple Intelligences

- Perveen, A. (2018). Facilitating multiple intelligences through multimodal learning analytics [PDF]. *The Turkish Online Journal of Desistance Education, 19*(1), 18–30. Retrieved from https://doaj.org/article/34158d4d5cbd4ff5a4ef0cadddb0d334
- Şener, S., & Çokçalışkan, A. (2018). An investigation between multiple intelligences and learning styles [PDF]. *Journal of Education and Training Studies, 6*(2), 125–132. Available from http://redfame.com/journal/index.php/jets/article/view/2643

- Bordei, S. (2017). How can one possibly determine the multiple intelligences? *Journal Plus Education / Educatia Plus, 18*(2), 204–212.
- Shearer, B. (2018). Multiple intelligences in teaching and education: Lessons learned from neuroscience. *Journal of Intelligence, 6*(3), 1–8. doi:http://dx.doi.org.library.capella.edu/10.3390/jintelligence6030038

Artificial Intelligence

- Lawrence, D. R., Palacios-Gonzãlez, C., & Harris, J. (2016). Artificial intelligence. *Cambridge Quarterly of Healthcare Ethics, 25*(2), 250–261. doi:http://dx.doi.org.library.capella.edu/10.1017/S0963180115000559
- Hassabis, D., Kumaran, D., Summerfield, C., & Botvinick, M. (2017). Neuroscience-inspired artificial intelligence. *Neuron, 95*(2), 245–258. doi:http://dx.doi.org.library.capella.edu/10.1016/j.neuron.2017.06.011
- Huang, M., & Rust, R. T. (2018). Artificial intelligence in service. *Journal of Service Research, 21*(2), 155–172. doi:10.1177/1094670517752459
- Daugherty, P. R., Wilson, H. J., & Chowdhury, R. (2019). Using artificial intelligence to promote diversity. *MIT Sloan Management Review, 60*(2), 1–5.
- Etzioni, A., & Etzioni, O. (2017). Should artificial intelligence be regulated? *Issues in Science and Technology, 33*(4), 32–36.

u05v1 - Interactive Learning Module: Take the Self-Evaluation

The Self-Evaluation Tool is a brief interactive tool that will help you evaluate your assignment based on the scoring guide. Use this as an opportunity to see if you have included all of the assigned criteria (ideally at the distinguished level) and to estimate your success in meeting the expectations of this week's assignment.

Once you have completed your self-evaluation you can download it as a document. This assignment requires that you submit the self-evaluation along with the assignment.

It can also be useful later, after you have received your grade. You can compare it to your instructor's feedback, and see where your self-evaluation was correct and where it was off target.

u05a1 - Cognitive Psychology Paper

For this assignment, write a research paper on **one** of these broad topical areas:

- Learning styles.
- Individual differences.
- Multiple intelligences.
- Artificial intelligence.

Assignment Instructions

To complete this assignment:

1. Review and select at least three of the articles listed for Week 5 to inform your paper. You do not need to locate additional articles, although you may use sources that are not included in the provided reading lists.
2. Follow the assignment instructions to organize your paper using APA style in-text citations and a reference list (see below).
3. Complete a self-evaluation of your paper using the Cognitive Psychology Paper Self-Evaluation Template [DOCX], which is based on the scoring guide. Include at least one sentence for each criterion describing how you achieved that level. The scoring guide will provide you with the detailed description of what is expected for the distinguished, proficient, basic, and nonperformance levels. Use these descriptions to assess your own work.
4. Submit your assignment to SafeAssign, review the report, and make any adjustments (if needed) for matched sections that are not properly cited (i.e., quotation marks, APA style in-text citations, and a reference list).
5. Submit your assignment and the self-evaluation (as a separate attachment).

Use the following as a guide for organizing your paper:

- Introduction (1 paragraph).
- Description of the theory, model, or phenomenon (2–3 paragraphs).

- Examples of how the theory, model, or phenomenon impacts learning and memory processes using the peer-reviewed articles you located to inform the examples. Include the research methods used for the sources cited (2 paragraphs).
- Strengths and limitations of the theoretical perspective or phenomenon (1–2 paragraphs).
- Summary and conclusion (1–2 paragraphs).

The following resources will help you locate sources to support your ideas and cite them appropriately using APA style:

- APA Paper Template [DOCX].
- APA Style and Format.
- PSYC3500 – Learning and Cognition Library Guide.
- Assignment Guide.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Sources:** Use your course resources and at least three peer-reviewed and scholarly resources (no more than five years old).
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting guidelines.
- **Length:** 2–3 typed, double-spaced pages, excluding the title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 1: Apply psychology theories and concepts to human learning and cognition.
  - Describe a theory, model, or phenomenon that impacts learning and memory processes.
  - Describe examples of how the theory, model, or phenomenon impacts learning and memory.
  - Describe strengths and limitations of the theory or phenomenon.

- Competency 3: Describe the research methods used in the study of human learning and cognition.
  - Apply course readings, including peer-reviewed resources, to support work, and include the research methods used for the sources cited.

- Competency 5: Apply metacognitive strategies to self-assess performance quality.
  - Conduct a self-evaluation of this assignment using the scoring guide and identifying the proficiency level for each criterion.

- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.
  - Write coherently to support a central idea with correct grammar, usage, and mechanics.
  - Apply current edition of APA style, including in-text citations and full references for sources.

u05d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Find and share a website or video about a case of memory impairment. Provide a brief explanation of the impairment and what you learned from the case. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe a time you or someone you know struggled to learn. Using the concepts from the readings, discuss what went wrong. Share a source on the impediment. Feel free to use a hashtag, such as the topic of your post.
- Describe an example of a learning impairment moment from a TV show or movie. If you can find a clip of it, attach the video. Using the concepts from the course content, discuss the problem that was illustrated in your example. Feel free to use a hashtag, such as the topic of your post.

Unit 6 ⟩⟩ Short-Term and Long-Term Memory

Introduction

RIVERBEND CITY

Shayna returns to sit with her father. Bruce is awake and aware. As Shayna takes his hand, Bruce pulls away.

"Where am I?" Bruce asks.

"In the hospital," Shayna says.

"But I need to get to work," he says. "I don't feel sick and I have a report due today."

"Dad," Shayna says, "Your big report was last week. You said this week was going to be nothing but interviewing for a new assistant."

"What happened to Faith?"

"You never said, but she quit a couple of weeks ago."

This week we will move into the third theme of the course: Strategies for Enhancing Learning and Memory. As you read through the readings and do your work this week, what might explain working long-term memory but problems with short-term memory?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about basic memory functioning.
- **Prepare:** Watch and analyze videos for your next assignment.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u06s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

u06s2 - What You Need to Know

Chapters 5 and 6 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* will help you gain an understanding of basic memory functioning.

- Chapter 5, "Short-Term and Working Memory," pages 129–160.
- Chapter 6, "Long-Term Memory Structure," pages 161–190.

u06s3 - Prepare: Impediments to Learning and Memory Assignment

Your next assignment, Impediments to Learning and Memory, is due next week. In it, you will apply the cognitive theories and models you have learned to three case studies presented in the following videos. To prepare for the assignment, watch the videos this week.

- Understanding Compassion. (n.d.). He's teaching his partner to read again. Retrieved from https://understandingcompassion.com/compassion/hes-teaching-partner-read-stroke-love-beautiful/
- Sparling, H. (2013, April 21). Learning to live again after brain injury. Zanesville, OH: Times Recorder.
- Chedd, G. (Writer/Director). (2004, May 11). Don't forget [Television series episode]. In Chedd-Angier (Producer), *Scientific American Frontiers*. Available from http://chedd-angier.com/frontiers/season14.html
  ◦ Watch the first segment of Episode 2, "Don't Forget." In this segment of *American Scientific Frontiers*, host Alan Alda meets and visits with a relatively famous case study on memory, "Patient E. P.," and the team that had been studying him and his odd condition for years before his passing a few years ago.
 ◦ Run time: from approximately 3:13–11:20.

u06d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- There is a lot in the popular press about how we can improve memory using dietary supplements, foods that enhance brain functioning, mnemonic strategies, brain games, meditation, weight control, and the like. Share a source (such as a website, article, or video) that features ways to improve memory. Evaluate the effectiveness of the strategy or strategies you identified using evidence-based and scholarly sources. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe one thing you want to try to improve your memory, and relate it to the week's content. Include a link to resources you might use to help you with your plan. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a podcast, TedTalk, or other source discussing how to improve memory. What concepts from this week's reading were described? Feel free to use a hashtag, such as the topic of your post.

Unit 7 ≫ Memory Errors and Loss

Introduction
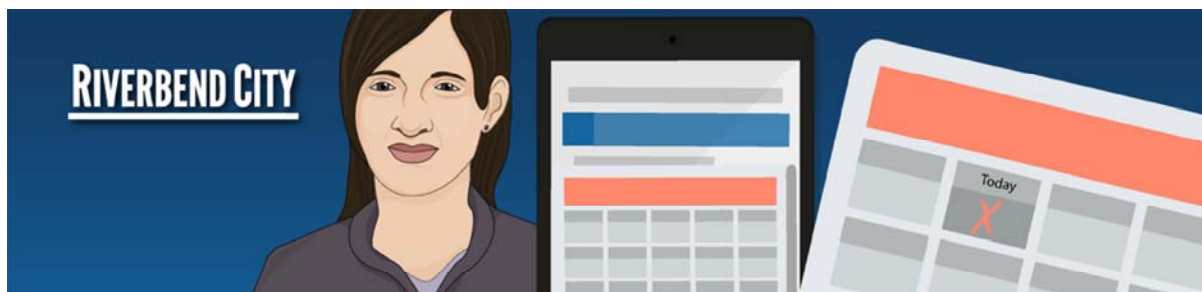
As she sits in the waiting room waiting for her father to return from another medical exam, Shayna's phone reminds her that she has a test due. She had forgotten when the test was due and thought she had more time.

Forgetting everyday things happens to everyone. As you read the book this week, what might account for Shayna forgetting a test?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Write a 2–3 page paper examining impediments to learning.
- **What You Need to Know:** Read about what happens when things go wrong with brain functioning.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u07s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

Assignment Overview

This week you will write a 2–3 page paper examining impediments to learning in three case studies.

u07s2 - What You Need to Know

Chapter 8 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* will help you to understand what happens when things go wrong with brain functioning due to cognitive decline, brain injuries, and every day memory loss. Studying memory loss will lay a foundation for the assignment Impediments to Learning and Memory.

- Chapter 8, "Everyday Memory and Memory Errors," pages 225–262.

In this week's assignment, you will apply the cognitive theories and models you have learned to three case studies presented in the following videos:

- Understanding Compassion. (n.d.). He's teaching his partner to read again. Retrieved from https://understandingcompassion.com/compassion/hes-teaching-partner-read-stroke-love-beautiful/
- Sparling, H. (2013, April 21). Learning to live again after brain injury. Zanesville, OH: Times Recorder.
- Chedd, G. (Writer/Director). (2004, May 11). Don't forget [Television series episode]. In Chedd-Angier (Producer), *Scientific American Frontiers*. Available from http://chedd-angier.com/frontiers/season14.html

u07a1 - Impediments to Learning and Memory

Once you have learned cognitive theories and models you can begin to use them to help understand challenges that individuals experience with learning and cognition. In this assignment you will practice applying theories and models to help your understanding of several case studies:

- He's Teaching His Partner to Read Again.
- Learning to Live Again After Brain Injury.
- Don't Forget.

Assignment Instructions

1. Briefly summarize the case studies featured in the videos.
   - Include in your summary the condition depicted and possible causes of the memory impairment or memory loss using theories and research from the course readings.
   - Use your course resources and at least three peer-reviewed and scholarly resources (no more than five years old) to help support your analysis.

2. Using scholarly sources as a basis, conclude with possible treatment options for the person featured in the case study.
3. Prior to submission, review the Impediments to Learning and Memory Scoring Guide to ensure that you have completed all the required elements of this assignment.

The following resources will help you locate sources to support your ideas and cite them appropriately using APA style:

- APA Paper Template [DOCX].
- APA Style and Format.
- PSYC3500 – Learning and Cognition Library Guide.
- Assignment Guide.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Sources:** Use your course resources and at least three peer-reviewed and scholarly resources (no more than five years old).
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting guidelines.
- **Length:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 1: Apply psychology theories and concepts to human learning and cognition.
  ◦ Summarize the conditions depicted in case studies.

- Competency 2: Apply research findings to topics in human learning and cognition.
  ◦ Describe possible causes of the memory loss or memory impairment featured in case studies.

- Competency 3: Describe the research methods used in the study of human learning and cognition. Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.
  ◦ Apply course readings, including peer-reviewed resources, to support analysis, and include the research methods used for the sources cited.
  ◦ Write coherently to support a central idea with correct grammar, usage, and mechanics.
  ◦ Apply current edition of APA style, including in-text citations and full references for sources.

u07d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- There is a lot in the popular press about how we can improve memory using dietary supplements, foods that enhance brain functioning, mnemonic strategies, brain games, meditation, weight control, and the like. Share a source (such as a website, article, or video) that features ways to improve memory. Evaluate the effectiveness of the strategy or strategies you identified using evidence-based and scholarly sources. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe one thing you want to try to improve your memory, and relate it to the week's content. Include a link to resources you might use to help you with your plan. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a podcast, TedTalk, or other source discussing how to improve memory. What concepts from this week's reading were described? Feel free to use a hashtag, such as the topic of your post.

Unit 8 ≫ Encoding, Retrieval, Consolidation, and Conceptual Knowledge

Introduction

RIVERBEND CITY

Shayna sits by her father's bed with her notes, laptop, and textbook around her as she studies for her test. Her father keeps interrupting her studies with requests for water or food. The nurses come in periodically to check on her father and talk to her. Her phone chimes regularly with text messages from concerned family and friends.

This week begins the final theme of the course: Individual Differences. We will consider a variety of strategies to enhance learning and memory. Different strategies will work best with different individuals. As you explore this week's material, how well do you think Shayna will do on her test? What could she do better to remember information for her test?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about how we access, process, and retain information.
- **Prepare:** Select a population to focus on for your final assignment.
- **Achievement Board**: Track your progress this week by visiting the Achievement Board.

Learning Activities

u08s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

u08s2 - What You Need to Know

Chapters 7 and 9 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* lay a foundation for understanding how we access, process, and retain information as a basis for learning new things and remembering information.

- Chapter 7, "LTM: Encoding, Retrieval, and Consolidation," pages 191–224.
- Chapter 9, "Conceptual Knowledge," pages 264–295.

u08s3 - Prepare: Strategies for Enhancing Learning and Memory Assignment

Your final assignment is due in two weeks. In this assignment, you will present strategies for enhancing learning and memory for a specific population. To prepare for this assignment, select the population you would like to focus on. This may be a population you currently work with, or that you plan to work with, such as children, older adults, autistic individuals, or another special-needs population.

u08d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Using the concepts, theories, and ideas from the readings, describe how you learn. Include a link to a resource that gives more information on the concept, theory, or idea you are discussing. Feel free to use a hashtag, such as the topic of your post.
- Find a website or video about individual differences in learning (such as learning styles, multiple intelligences, adaptive learning, or learning for people with disabilities). Share the source and a brief summary of what you learned from it. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe one thing you want to try to improve your learning, and relate it to the week's content. Include a link to resources you might use to help you with your plan. Feel free to use a hashtag, such as the topic of your post.

Unit 9 ❯❯ Visual Imagery

Introduction
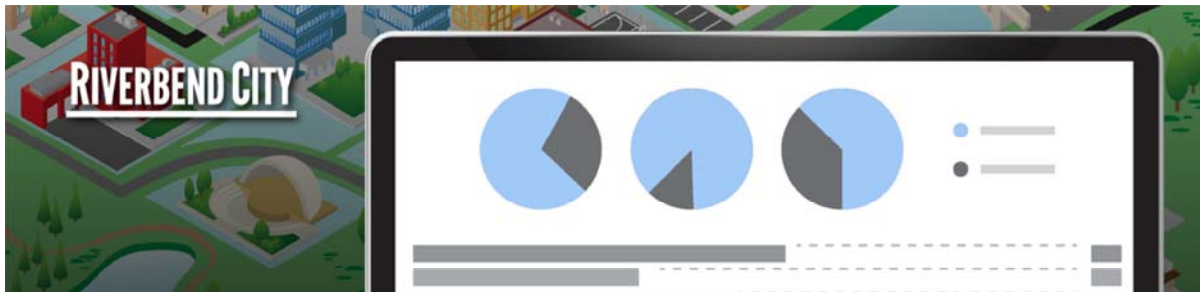
Shayna begins her test and stares at the first question. She closes her eyes and tries to picture the chart from her book, but instead she sees an image of her father's hospital room. Normally, she can remember information if she can associate an image with it.

As you read the material this week, think through how visual imagery works. What might Shayna have done to use visual imagery to prepare for her test?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about how using visual imagery can improve memory functioning.
- **Research:** Research cognitive strategies used with the population you selected for your final assignment.
- **Interactive Learning Module:** Practice applying cognitive strategies to individuals with different needs.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u09s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

u09s2 - What You Need to Know

Chapter 10 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* will help you to gain a deeper understanding of how we can use visual imagery to improve memory functioning.

- Chapter 10, "Visual Imagery," pages 297–318.

u09s3 - Research: Cognitive Strategies

Your final assignment is due next week. Last week you selected the population you would like to focus on. Continue your work this week by researching cognitive strategies that are effective for this population. The following resource can help you with your research:

- PSYC3500 – Learning and Cognition Library Guide.

u09v1 - Interactive Learning Module: Riverbend City: Applying Cognitive Strategies

This interactive, Riverbend City: Applying Cognitive Strategies, will help you prepare for your final assignment by practicing applying cognitive strategies to specific individuals with cognition or learning problems.

u09d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Using the concepts, theories, and ideas from the readings, describe how you learn. Include a link to a resource that gives more information on the concept, theory, or idea you are discussing. Feel free to use a hashtag, such as the topic of your post.
- Find a website or video about individual differences in learning (such as learning styles, multiple intelligences, adaptive learning, or learning for people with disabilities). Share the source and a brief summary of what you learned from it. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe one thing you want to try to improve your learning, and relate it to the week's content. Include a link to resources you might use to help you with your plan. Feel free to use a hashtag, such as the topic of your post.

Unit 10 ▸▸ Language

Introduction

Shayna picks Bruce up from the hospital after her test. The doctors have not yet found the cause of his problems and plan on continuing their tests. As the doctors explain everything to her, Shayna has difficulty understanding what they are saying. She guesses the meaning of some words because they sound like words she has heard elsewhere. Cranial refers to brain, right? Other terms don't make any sense at all.

As you read the materials this week, connect everything you have learned in the course. Why can Shayna understand some words and not others? What might she do to prepare for future doctor visits?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Create a 10–15 slide PowerPoint presentation describing strategies that can be used to enhance learning and memory.
- **What You Need to Know:** Read about strategies to improve memory and learning.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

Learning Activities

u10s1 - Activity Overviews

Discussion Overview

Check in on your course discussion. Post any new thoughts you have, and respond to your classmates.

Assignment Overview

This week you will create a 10–15 slide PowerPoint presentation describing strategies that can be used to enhance learning and memory in both the general population and a selected, specific population. You will also be required to conduct a self-evaluation of this assignment using the scoring guide.

u10s2 - What You Need to Know

Chapter 11 in *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* provides a foundation for understanding strategies for enhancing learning and memory. You will reflect on your own experiences and some of the basic concepts learned to understand how that information can benefit you in improving your memory. You will also explore strategies for improving memory for a select population.

- Chapter 11, "Language," pages 321–353.

u10a1 - Strategies for Enhancing Learning and Memory

We have explored strategies for enhancing learning and memory in several ways, answering questions like:

- How can we use learning and memory theories and research to memorize important information and create more effective study techniques?
- What is the best way to store information in long-term memory?
- What are some strategies we can use to help us get information out of long-term memory when we need it?

Using course readings, supplemental scholarly literature, and other relevant sources as a basis, develop a presentation on strategies for improving learning and memory.

Assignment Instructions

1. Develop your presentation using Power Point, Prezi, or a similar alternative file format.
2. Your presentation will be in two parts:
   - **Part 1:** Focus on three techniques for enhancing learning and memory. These are general techniques that can be used with anyone, including yourself!
   - **Part 2:** Focus on memory techniques for a specific population you plan to work with (such as children, older adults, autistic individuals or another special needs population).
3. The length of your presentation should be 10–15 slides (not including the title page and references).
   - Slides should contain bullet points or brief phrases as well as images (topic-related pictures or clip art) on select slides. Optionally, you may also insert short video clips.
   - You are also required to use the notes section to include expanded details that elaborate on the slides.
4. Use your course resources and at least three peer-reviewed and scholarly resources (no more than five years old) to help support your presentation.
5. Review the Strategies for Enhancing Learning and Memory Scoring Guide as you work through this assignment to ensure that you complete all required elements.

The following resources will help you locate sources to support your ideas and cite them appropriately using APA style:

- APA Style and Format.
- PSYC3500 – Learning and Cognition Library Guide.
- Assignment Guide.

Self-Evaluation

When you have finished your presentation, write a separate, one-page self-evaluation of your work compared to the scoring guide criteria.

1. Ensure that you have completed all assignment requirements (ideally at the distinguished level).
2. Evaluate your performance using the criteria in the scoring guide.
   - Compare and contrast your self-evaluation from the Week 5 assignment with the feedback provided by your instructor to align your personal evaluation with faculty expectations.
3. Indicate the proficiency level you met for each criterion.
4. Include the scoring guide (including comments) with your self-evaluation.
5. Submit as a separate attachment when you submit your presentation.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Sources:** A minimum of three scholarly sources published within the past five years is required.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting guidelines.
- **Length:** 10–15 slides (not including the title and references slides).

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 2: Apply research findings to topics in human learning and cognition.
  - Describe techniques for enhancing learning and memory using relevant theories.
  - Apply course readings, including peer-reviewed resources, to support case analysis.

- Competency 4: Analyze theory and research to solve problems and inform professional behavior in human learning and cognition.
  - Define a population of interest and learning and memory issues related to that population.
  - Describe strategies for enhancing learning and memory for the selected population.

- Competency 5: Apply metacognitive strategies to self-assess performance quality.
  - Conduct a self-evaluation of this assignment using the scoring guide and identifying the proficiency level for each criterion.

- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.
  - Write coherently to support a central idea with correct grammar, usage, and mechanics.
  - Apply current edition of APA style, including in-text citations and full references for sources.

u10d1 - Write Your Discussion Post

Please post something to the discussion board related to the content we are looking at this week. Here are some ideas:

- Using the concepts, theories, and ideas from the readings, describe how you learn. Include a link to a resource that gives more information on the concept, theory, or idea you are discussing. Feel free to use a hashtag, such as the topic of your post.
- Find a website or video about individual differences in learning (such as learning styles, multiple intelligences, adaptive learning, or learning for people with disabilities). Share the source and a brief summary of what you learned from it. Feel free to use a hashtag, such as the topic of your post.
- Share a link to a scholarly article published within the last five years. Using proper citations and references, include a brief summary of the article and how it applies to your life or to your coursework. Feel free to use a hashtag, such as the topic of the article.
- Describe one thing you want to try to improve your learning, and relate it to the week's content. Include a link to resources you might use to help you with your plan. Feel free to use a hashtag, such as the topic of your post.