



Universitat de Lleida

DEGREE CURRICULUM
**MOTIVATION, EMOTION AND
MEMORY**

Coordination: ESTRADA PLANA, VERONICA MARIA

Academic year 2021-22

Subject's general information

| Subject name | MOTIVATION, EMOTION AND MEMORY | | | | | | | | | | | | | | |
|---|--|------------------------|------------------|---------------|--------|----------|-------------------|---------------------------------|-----|------------------|------------------|------------------------------------|--|------------------------|------------------|
| Code | 102903 | | | | | | | | | | | | | | |
| Semester | 2nd Q(SEMESTER) CONTINUED EVALUATION | | | | | | | | | | | | | | |
| Typology | <table border="1"> <thead> <tr> <th>Degree</th> <th>Course</th> <th>Typology</th> <th>Modality</th> </tr> </thead> <tbody> <tr> <td>Bachelor's Degree in Psychology</td> <td>1</td> <td>COMMON</td> <td>Attendance-based</td> </tr> <tr> <td>Master's Degree in Neuropsychology</td> <td></td> <td>COMPLEMENTARY TRAINING</td> <td>Blended learning</td> </tr> </tbody> </table> | | | Degree | Course | Typology | Modality | Bachelor's Degree in Psychology | 1 | COMMON | Attendance-based | Master's Degree in Neuropsychology | | COMPLEMENTARY TRAINING | Blended learning |
| Degree | Course | Typology | Modality | | | | | | | | | | | | |
| Bachelor's Degree in Psychology | 1 | COMMON | Attendance-based | | | | | | | | | | | | |
| Master's Degree in Neuropsychology | | COMPLEMENTARY TRAINING | Blended learning | | | | | | | | | | | | |
| Course number of credits (ECTS) | 6 | | | | | | | | | | | | | | |
| Type of activity, credits, and groups | <table border="1"> <thead> <tr> <th>Activity type</th> <th>PRAULA</th> <th>TEORIA</th> </tr> </thead> <tbody> <tr> <td>Number of credits</td> <td>1.8</td> <td>4.2</td> </tr> <tr> <td>Number of groups</td> <td>2</td> <td>1</td> </tr> </tbody> </table> | | | Activity type | PRAULA | TEORIA | Number of credits | 1.8 | 4.2 | Number of groups | 2 | 1 | | | |
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| Coordination | ESTRADA PLANA, VERONICA MARIA | | | | | | | | | | | | | | |
| Department | PSICOLOGIA | | | | | | | | | | | | | | |
| Important information on data processing | Consult this link for more information. | | | | | | | | | | | | | | |
| Language | Catalan, Spanish and English | | | | | | | | | | | | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|-------------------------------|--------------------------|---------------------------|------------------------------|
| ESTRADA PLANA, VERONICA MARIA | veronica.estrada@udl.cat | 4,2 | |
| VITA BARRULL, NURIA | nuria.vita@udl.cat | 3,6 | |

Learning objectives

- Understand the scientific foundation of psychology.
- Acquire an introductory knowledge of the main human psychological processes, specifically emotions, motivation and memory.
- Simulate situations or events related to emotions, motivation and memory from a relevant scientific and theoretical perspective.
- Knowing how to search for information, analyze it critically and incorporate it into an integrated body of knowledge.
- Distinguish the different theoretical contributions and methodologies regarding each topic.
- Have an attitude of scientific curiosity regarding psychological issues.
- Share and expose their own knowledge on the subject.
- Listen, understand and value the contributions of colleagues.

Competences

Basic skills:

CB1 Possess and understand knowledge in an area of study which is at the foundation of general secondary education, and is usually at a level which, while supported by advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.

CB4 To be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences)

CB5 To be able to develop those learning skills necessary to undertake further study with a high degree of autonomy

General Competencies:

CG1 Developing the ability to adapt to new situations and solve problems effectively.

CG2 Developing the ability to work in multidisciplinary teams and collaborate efficiently with other professionals.

CG3 Showing interpersonal relationship skills.

CG4 Recognize different theoretical perspectives on the topics you are working on, comment on conclusions and make decisions.

CG5 Demonstrate critical ability to make relevant decisions.

CG6 Reflecting on own limitations in a self-critical manner, considering the possibility of requesting interdisciplinary collaborations.

CG7 Acting with creativity, research culture and professional communication.

Specific Competencies:

CE1 Identifying and analysing the characteristics and needs of people, groups and organisations, as well as the relevant contexts for the service requested.

CE2 Planning the evaluation of programs and/or psychological interventions, selecting the appropriate indicators and techniques.

CE5 Designing and applying a psychological intervention strategy/plan, according to the contexts or services requested.

CE8 Elaborate technical reports, oral and written, about the results of the evaluation process, of the investigation or

of the demanded services, respecting the ethical commitment that demands the diffusion of psychological knowledge.

CE9 To use the different documentary sources in psychology, to show a mastery of the necessary strategies to access the information and to assess the need for documentary updating.

CE10 Manage, analyse and interpret data within the framework of the disciplinary knowledge of the different fields of psychology.

CE11 Make critical decisions on the choice, application and interpretation of the results derived from the different psychological research methods.

CE12 To disseminate the knowledge derived from theoretical reviews and from the results of psychological research.

Transversal competences:

CT2 Acquiring a significant command of a foreign language, especially English.

CT3 To acquire training in the use of new technologies and information and communication technologies.

CT5 Acquiring essential notions of scientific thought.

Subject contents

Definition and historical perspective on the study of memory, motivation and emotion

Sensory memory

Short-term and working memory

Semantic and procedural long-term memory

Episodic and autobiographical long-term memory

Forgetting and retrieving information

Concepts and components of motivation and emotion

Explanatory models of motivation and emotion

Primary and secondary reasons

Basic and social emotions.

Methodology

The main methodological axes, which will be combined in the theory and practice classes, are the following:

- Master classes
- Written works
- Problem / case based learning
- Tutorials
- Simulations
- Conferences
- Reading and analysis of scientific texts and articles
- Group and individual work
- Game-based learning and gamification

Development plan

| SESSIONS | Dates | RECOMMENDATIONS |
|--|-----------------------|--|
| Presentation | 08/02/2022 | Have read the course guide |
| Development of theory classes and practice according to the established schedules. During these classes the evaluation will be carried out continued (A-3) | 08/02/2022-26/05/2022 | Attendance to all classes and active participation |
| Evaluation evidence A-2: Practical assessment | 23/05/2022-29/05/2022 | Carry out the work in the practical sessions scheduled and during non-contact dedication |
| Evaluation Evidence A-4: In group work of simulation of real cases in video format | 08/02/2022-26/05/2022 | Carry out the work in the practical sessions scheduled and during non-contact dedication |
| Evidence of evaluation A-1: Theoretical-practical evaluation | 30/05/2022-23/06/2022 | Preparation of theory and practice throughout the course through self-employment and tutoring attendance |
| Recovery of evaluation evidence according to academic regulations | 30/05/2022-23/06/2022 | |

During the course there will be theoretical and practical sessions. In addition, students will be able to use the tutorial space to make inquiries and review content. This schedule is indicative and can be modified throughout the weeks of the course. The changes will be communicated to the students in advance.

Evaluation

REGULAR ASSESSMENT

The evaluation is continuous. In order to pass the subject, a mark of more than 50 points must be obtained by adding up the evaluation evidences shown in the table. The final qualification will be a numerical grade between 5 and 10 (with one decimal place), corresponding to Approved, Notable, Excellent or Honors. In the case of not reaching these minimums, the qualitative grade will be Failure. If you have not submitted to any evaluation activity, the grade will be Not Presented. The evaluation activities can be seen in the following table:

| ASSESSMENT ACTIVITY | TYPE OF ASSESSMENT | DESCRIPTION | POINTS (REGULAR ASSESSMENT) | POINTS (ALTERNATIVE ASSESSMENT) |
|---------------------|--------------------------------|--|-----------------------------|---------------------------------|
| A-1 | Theoretic-practical assessment | This evidence will consist of 40 multiple choice questions with 4 alternatives and a corrective factor (80%), as well as 5 short questions (20%). It is a requirement to pass the course to pass both parts of this evaluation evidence. | 40 | 55 |
| A-2 | Practical assessment | Practical cases related to the content of practices. | 20 | 20 |

| | | | | |
|-----|---------------------------------|--|----|----|
| A-3 | Theoretic continuous assessment | 6 test questions with 4 alternatives without correction factor (except for the last test, that will consist on 15 questions) | 25 | - |
| A-4 | Simulation of cases | Exercise in teams of 3 people. Students will record two videos simulating real situations related with contents of the subject | 15 | 25 |

It is a mandatory requirement to pass each the two evaluation evidences A-1. If this requirement is met, it will be preceded with the summation of all the evaluation evidences that will result in the final score for the course. If this requirement is not fulfilled, the sum of all the evaluation evidences of the subject will not be made. Therefore, to pass the course, two conditions must be met: 1) pass both parts into the A-1 assessment evidence; and 2) that the sum of all the evaluation evidences give a value greater than or equal to 50 points (out of 100). In accordance with the assessment regulations, students may take the recovery test for all those tests that count at least 30% of the grade or that have any requirement. Therefore, the only recoverable evaluation evidence is evidence A-1. Students who want to increase their grade may appear for recovery, but renouncing the grade obtained previously.

No activity outside the deadlines will be accepted. Any activity outside the deadline will be recorded as not submitted, with a numerical value of 0.

This subject is especially sensitive against plagiarism. When plagiarism from another colleague or from a bibliographic source of more than 20% of the total of an evaluation activity is detected, this activity will have a grade of 0 in application of the current evaluation regulations.

ALTERNATIVE ASSESSMENT

The alternative evaluation will consist of the same evaluation tests and with the same deadlines as the ordinary evaluation, except the A-3 evidence. The table above specifies the value of each test for the alternate assessment.

Bibliography

Basic Bibliography

Baddeley, A.. (1999). Memoria humana: teoría y práctica. Capítols 1-13 (pp. 1-304). Madrid: McGraw-Hill. Topogràfic biblioteca Cappont: 159.95 Bad.

Conway, M.A. (2001). Sensory-perceptual episodic memory and its context: autobiographical memory. *Philosophical Transactions of the Royal Society London B*, 356, 1375-1384.

Palmero, F., Fernández-Abascal, E.G., Martínez, F. i Chóliz, M. (2002). Psicología de la motivación y la emoción. Capítols 1-3, 7-16. Madrid: McGraw-Hill. Topogràfic biblioteca Cappont: 159.94 Psi.

Extended/Complementary Bibliography

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Ruiz-Vargas, J.M. (1994). La memoria humana. Función y estructura. Madrid: Alianza.

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