



Universitat de Lleida

DEGREE CURRICULUM

MOTIVATION, EMOTION AND MEMORY

Coordination: VITA BARRULL, NURIA

Academic year 2023-24

Subject's general information

Subject name	MOTIVATION, EMOTION AND MEMORY			
Code	102903			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology				
	Degree	Course	Typology	Modality
	Bachelor's Degree in Psychology	1	COMMON/CORE	Attendance-based
	Master's Degree in Neuropsychology		COMPLEMENTARY TRAINING	Blended learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	VITA BARRULL, NURIA			
Department	PSICOLOGIA, SOCIOLOGIA I TREBALL SOCIAL			
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, VERÓNICA MARIA	veronica.estrada@udl.cat	5	
VITA BARRULL, NURIA	nuria.vita@udl.cat	2,8	

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

The subject contents include the next points, which are divided into 14 different themes.

- Definition and historical perspective on the study of memory, motivation and emotion
- Basic concepts, components, functions and biology 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	05/02/2024	Have read the course guide

SESSIONS	Dates	RECOMMENDATIONS
Development of theory classes and practice according to the established schedules. During these classes the evaluation will be carried out continued (B-3)	05/02/2024-24/05/2024	Attendance to all classes and active preparation
Evaluation evidence B-2: Practical assessment	05/02/2024-24/05/2024	Carry out the work in the practical sessions scheduled and during non-contact dedication
Evaluation Evidence B-4: In group work of simulation of real cases in video format	05/02/2024-24/05/2024	Carry out the work in the practical sessions scheduled and during non-contact dedication
Evidence of evaluation B1.1/B1.2: Theoretical-practical evaluation	27/05/2024-21/06/2024	Preparation of theory and practice throughout the course through self-employment and tutoring attendance
Recovery of evaluation evidence according to academic regulations	25/06/2024-27/06/2024	

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

It is required to pass the subject to get a 5 or more into the two blocs of the first assessment evidence. The evaluation is continuous. Once passed the two blocs of the first evidence, a mark of more than 50 points must be obtained by adding up the evaluation evidences shown in the table. The final mark will be a number 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. In the case of getting a higher score than 5 in the sum of the blocs, but not pass the blocs of the first evidence, the note will be 4.9, failure (according to academic regulations of the UdL). 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 (1.1 and 1.2 blocs)	Theoretic-practical assessment	This evidence will consist of 40 multiple choice questions with 4 alternatives and a corrective factor (35%), as well as 5 short questions (15%). It is a requirement to pass the course to pass both blocs of this evaluation evidence.	50 total (1.1 bloc: 35; 1.2 bloc:15)	65 total (1.1 bloc: 45,5; 1.2 bloc:19,5)
A-2 (Bloc 2)	Practical assessment	Practical cases related to the content of practices.	10	10

A-3 (Bloc 3)	Theoretic continuous assessment	5 test questions with 4 alternatives without correction factor and the last test that will consist on 5 questions	25	-
A-4 (Bloc 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 blocs of the evaluation evidence 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 blocs 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.

To get the full score of the activities A-2, A-3 and A-4, deliveries will be made within the time limits (deadlines). If you submit an activity 24 hours after the deadline, the activity will be evaluated, but it will involve a penalty in the mark (maximum 7 of 10). Any activity outside the deadline and the penalty deadline (+24h from the deadline) will be recorded as not presented, 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 Cappon: 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 Cappon: 159.94 Psi.

Extended/Complementary Bibliography

Baddeley, A. (2010). Working memory. *Current Biology*, 20, R136-140.

Baddeley, A., Eysenck, M.W. i Anderson, M.C.. (2009). Memory. Hove, East Sussex: Psychology Press.

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

Sánchez, A., Arana, J.M. i Crespo, A. (1999). Prácticas de psicología de la memoria. Madrid: Alianza Editorial.

deCatanzaro, D. A. (2001). Motivación y emoción. México: Prentice-Hall.

Fernández-Abascal, E.G., Palmero, F., Chóliz, M. i Martínez, F. (1997). Cuaderno de prácticas de motivación y emoción. Madrid: Ediciones Piràmide.

Reeve, J. (1994). Motivación y Emoción. Madrid: McGraw-Hill.