

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Cognitive Psychology
Course Code	: PSY2008
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Basic Principles of Psychology (or equivalent)
Medium of Instruction	: EMI
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course provides a general theoretical background in cognitive psychology; the key concepts and theories; recent research findings and new developments in this area (e.g., computational modeling and neuropsychological approaches), and their applications in daily life and implications for teaching and learning. Key themes addressed will be perception, sensory memory, attention, pattern recognition, memory and forgetting, language, problem solving and decision making. Applications to teaching practices will be discussed, as the transfer of learning, learning and study strategies, and metacognition.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Describe the major concepts, findings, and theories in cognitive psychology;
- CILO₂ Critically compare and contrast different theories in cognitive psychology;
- CILO₃ Acquire relevant techniques and experiences in conducting research in cognitive psychology;
- CILO₄ Develop critical thinking skills to evaluate empirical evidence in cognitive psychology;
- CILO₅ Apply the knowledge of cognitive psychology to daily life and teaching practices.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to Cognitive Psychology: Background and the development of Cognitive Psychology; Information Processing Theory	CILO _{1,2}	Lecture Discussion on the use of Cognitive Psychology
Research methods in Cognitive Psychology: Experimental; computational and neuropsychological approaches	CILO ₁₋₃	Lecture Demonstrations on different approaches used in Cognitive Psychology
Attention: Definitions of attention; selective and divided attention	CILO _{1,4,5}	Lecture Demonstrations and experiments on selective and divided attention
Recognition and Perception: Gestalt psychology; bottom-up vs. top-down processing	CILO _{1,4,5}	Lecture Demonstrations on the cognitive processes of perception and

		recognition
Memory: multi-store model of memory; short-term memory (working memory); long-term memory; levels-of-processing; and metacognition	CILO _{1,4,5}	Lecture Experiments
Language processing: language structure, speech perception; language comprehension	CILO _{1,4,5}	Lecture Laboratory study on speech perception and sentence processing
Problem Solving: common strategies and cognitive blockings in problem solving processes	CILO _{1,4,5}	Lecture Demonstrations and experiments on solving daily life problems
Decision Making: rationality; judging the value and probabilities of a decision; cognitive illusions	CILO _{1,4,5}	Lecture Experiments on making simple and real life decisions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group Project: Students will form into small groups (4-6 students) and do a poster to present a proposal of cognitive experiment. Students need to raise questions on posters presented by fellow students and answer questions raised by others on the poster.	40%	CILO ₁₋₅
b. Quizzes: Two non-accumulative quizzes will cover all topics of the course. Multiple-choice and short-answer questions will be included in the quizzes.	50%	CILO ₁₋₅
c. Tutorial Participation: Students are expected to actively participate in tutorial activities.	10%	CILO ₁₋₅

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ Permitted: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Goldstein, E. B. (2025). *Cognitive psychology: Connecting mind, research and everyday experience* (6th ed.). Cengage Learning.

7. Recommended Readings

Barrett, H. C. (2020). Towards a cognitive science of the human: cross-cultural approaches and their urgency. *Trends in cognitive sciences*, 24(8), 620-638. <https://doi.org/10.1016/j.tics.2020.05.007>

Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook* (8th ed.). Psychology Press Ltd.

Galotti, K. M. (2018). *Cognitive psychology: In and out of the laboratory* (6th ed). SAGE Publications, Inc.

McBride, D. M. & Cutting, J. C. (2022). *Cognitive psychology: Theory, process, and methodology* (3rd ed.). SAGE Publications, Inc.

Núñez, R., Allen, M., Gao, R., Miller Rigoli, C., Relaford-Doyle, J., & Semenuks, A. (2019). What happened to cognitive science? *Nature human behaviour*, 3(8), 782-791. <https://doi.org/10.1038/s41562-019-0626-2>

8. Related Web Resources

<https://psych.hanover.edu/JavaTest/CLE/Cognition/Cognition.html>

<http://gocognitive.net/>

9. Related Journals

Attention, Perception, and Psychophysics

Cognition

Cognitive Psychology

Cognitive Science

Journal of Experimental Psychology: General

Journal of Experimental Psychology: Learning, Memory, & Cognition

Journal of Experimental Psychology: Human Perception & Performance

Journal of Memory & Language

Language & Cognitive Processes

Memory

Memory & Cognition

Psychological Research

Psychological Review

Psychological Sciences

Psychonomic Bulletin and Review

Quarterly Journal of Experimental Psychology

Trends in Cognitive Science

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil