TRENDS IN COGNITION PSMT45

Course Description
This is a master and postgraduate course on cognitive functions. The aim of the course is to present current trends and topics in cognitive sciences with the primary focus on human memory functions, thinking, decision making and related cognitive functions. The course will cover central themes of cognitive sciences, often not covered by traditional courses of cognitive psychology. These issues reflect outstanding topics of cognition, including embodied cognition, music and cognition, digital cognition, evolutionary psychology, comparative cognition, malleability of cognition, and future-oriented cognition.

The course will be based on a series of seminars during which students read and discuss empirical and theoretical articles germane to understanding of central issues and hot topics of cognitive psychology.

Course Objectives
After completing the course:

- Students should have increased understanding of outstanding topics of cognition and their methodological challenges.
- Students should be able to analyze and critically reflect on central trends of cognitive psychology.
- Students should acquire a deepened understanding of basic issues of cognitive psychology and their relation to multiple perspectives of cognitive sciences and complementary levels of explanation

Course Requirements
The course consists of lectures, seminars and exercises. To reach the course objectives, students need to attend and participate in all seminars as follows:

(a) Contribution to seminars. In addition to active participation, students are expected to generate 3-5 questions prior to each seminar. The purpose of these questions is to ensure that you have read the papers that have been assigned, and to help raise issues for the discussion. You should submit (upload) your questions to the course web by noon the day before the seminar, whether or not you will be able to attend the seminar.

(b) Leading the discussion. At each seminar, 1-2 students have the role of Discussants by organizing and leading the group discussion. Discussants will primarily summarize the key points to be extracted from the seminar articles and chair the session by presenting central issues raised the members of the group. Note that Discussants will lead the seminar, but everyone in the group is responsible for contributing to the seminar. Discussants do not need to submit questions for their seminars.
Examination

The examination is based on each student’s contribution during the seminars, with max 2 points/seminar (2 = good, 1 = pass, and 0 = fail/missed seminar. In addition to the seminars, students may earn a higher score (than the max 14 p) by completing a written examination. This supplementary examination is not mandatory, but participation should be registered before the deadline. The examination will be based on the contents of all seminars, including the articles. The maximum score of the written exam is 10 p, and the max score for the whole course is 24 p as summarized below:

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<tr>
<th></th>
<th>Seminars</th>
<th>Written exam</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>7 x 2p (=max)</td>
<td>max 8</td>
<td>max 22</td>
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Final grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>≥20</td>
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<tr>
<td>B</td>
<td>≥18</td>
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<td>C</td>
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<td>D</td>
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<td>E</td>
<td>≥12</td>
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<td>F</td>
<td>&lt;12</td>
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Readings

Readings and other course materials are based on empirical research articles and overviews, available in pdf at the course website.


Loh, K. K., & Kanai, R. (2016). How has the Internet reshaped human cognition?. The Neuroscientist, 22(5), 506-520.


Wilson, A. D., & Golonka, S. (2013). Embodied Cognition is Not What you Think it is. Frontiers in psychology, 4, 58.