

Subject card

Subject name and code	Cognitive Psychology, PG_00149620						
Field of study	Psychology						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2028/2029		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	part-time studies	Mode of delivery			at the university		
Year of study	3	Language of instruction			Polish		
Semester of study	5	ECTS credits			3.0		
Learning profile	academic	Assessment form			credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Edyta Orłowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	27.0	0.0	0.0	0.0	27
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	27		10.0		38.0	75
Subject objectives	Providing students with knowledge about the cognitive mechanisms of mental activity and action understood as human intentional activity. The student becomes acquainted with classic and modern models of individual cognitive processes of varying degrees of complexity (including attention, perception, memory, thinking), as well as more holistic concepts of the entire mind and voluntary activities.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_W05] Has a structured and in-depth knowledge of the specialization of psychology, including terminology, theory, and methodology.	Has structured and in-depth knowledge of the specialization of cognitive psychology, including terminology, theory and methodology.	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[PSYCHJ5_K06] He/she is responsible for his/her own preparation for work, decisions taken, actions taken and their effects, he/she feels responsible towards people for whom good he/she tries to act, he/she expresses such an attitude in the environment of specialists and indirectly models this approach among others.	s responsible for his own preparation for work, decisions made and actions taken, as well as their consequences, feels responsible towards the people for whose benefit he tries to act, expresses this attitude in the community of specialists and indirectly models this approach among others	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[PSYCHJ5_W08] He/she has in-depth and expanded knowledge of the psychological foundations of human functioning.	Has deepened and expanded knowledge of the cognitive aspects of human functioning	[SW4] test/exam - oral or written [SW3] text preparation/written work
	[PSYCHJ5_U04] He/she is able to clearly, coherently and precisely express himself/herself orally and in writing in Polish and in a foreign language, he/she has the ability to construct extensive oral and written justifications on topics related to various psychological issues using various theoretical approaches, using the achievements of both psychology and other scientific disciplines.	He is able to express himself clearly, coherently and precisely in speech and writing in Polish and a foreign language, has the ability to construct extensive oral and written justifications on topics related to various issues in cognitive psychology using various theoretical approaches, drawing on the achievements of both psychology and as well as other scientific disciplines	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[PSYCHJ5_W01] He/she knows the terminology used in psychology and its application in related disciplines at the advanced level.	Knows the terminology used in cognitive psychology and its application in related disciplines at an advanced level	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[PSYCHJ5_U11] He/she is able to work in a team performing various roles; he/she knows how to accept and assign tasks, he/she has elementary organizational skills allowing to achieve goals related to designing and undertaking professional activities.	Able to work in a team performing various roles; is able to accept and assign tasks, has elementary organizational skills enabling the achievement of goals related to the design and implementation of professional activities related to the understanding and diagnosis of cognitive functions.	[SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work
Subject contents	<p>Attention</p> <p>Perception</p> <p>Perceptual categorization</p> <p>Memory models</p> <p>Memory mechanisms</p> <p>Thinking and reasoning</p> <p>Language and communication</p> <p>Making decisions, making judgments</p> <p>Executive functions</p>		
Prerequisites and co-requisites	none		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		written exam	51.0%
Recommended reading	Basic literature	<p>Maruszewski, T. (2011). Psychology of cognition. Mind and the world. Nęcka E., Orzechowski J., Szymura B. (2006). Cognitive psychology. Warsaw: PWN Scientific Publishing House</p> <p>Strelau, J. (2000). Psychology. Academic textbook, volume 2. General psychology.</p> <p>Falkowski, A., Ścigała, E., Maruszewski, T. (1997). Perception processes, [in:] M. Materska, T. Tyszka (eds.). Psychology and Cognition, ch. IX (pp. 200-223).</p> <p>Bruner, J.S. (1978). Beyond the information provided: studies in the psychology of cognition, chapter 1 pp. 36-54, chapter 2 pp. 99-120, chapter 3 pp. 121-136, chapter 4 pp. 137-161</p> <p>Rosch, E.H. (2007). Principles of categorization, [in:] Z. Chlewiński (ed.), Cognitive psychology in the last three decades of the 20th century.</p> <p>Kozielecki, J. (1996). Thinking and problem solving [in:] T. Tomaszewski (ed.), General psychology Kurcz, I., Language and speech, [in:] T. Tomaszewski (ed.), General psychology.</p> <p>Gleason J., Ratner N. (2005). Psycholinguistics, pp. 35-40, 52-54.</p> <p>Nęcka, E., Orzechowski, J., Szymura, B. (2006). Cognitive Psychology, ch. 12</p> <p>Kozielecki, J. (1996). Decision making, [in:] T. Tomaszewski (ed.), General psychology;</p>	
	Supplementary literature	<p>Nosal, C.S. (1990). Psychological models of the mind. Part II, Warsaw: PWN pp. 137-201.</p> <p>Bajcar, B. (2002). Psychological time indicators: an overview of the more important measurement tools. Psychological Review, 45, 411-429.</p> <p>Bajcar, B. (2003). Psychological models of temporality, [in:] Z. Piskorz, T. Zaleskiewicz (eds.), Psychology of mind. Gdańsk: GWP, pp. 82-95.</p> <p>Nosal, C., Bajcar B. (1999). Time in the strategist's mind: temporal perspective and indicators of strategic behavior. Psychological Journal, 5, 55-68.</p> <p>Nosal, C., Bajcar B. (1999). Time in the strategist's mind: temporal perspective and indicators of strategic behavior. Psychological Journal, 5, 55-68.</p>	
	eResources addresses		

Example issues/ example questions/ tasks being completed	What is attention? Comparison of theories of attention. How do we recognize faces and other objects? Memory models and learning. How do we make decisions? How do we think and solve problems?
Work placement	Not applicable

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