**Title of the course:** Human memory

**Course code:** PSYM21-CD-103

**Head of the course:** Ragó Anett

**Academic degree:** PhD

**Position**: Senior lecturer

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course**

The course gives the possibility for cognitive psychology students to meet other master programs’ students. This puts memory research - the general research methods and recent theories – into the context of applied fields. Our aim is to give an integrative framework within which different research fields could connect to the current theories of memory research. Flexibly adapting the specific topics to the attendant students' interests, we plan to discuss the developmental, clinical, educational, and neuropsychological aspects of memory.

The required readings provide a common ground to start a discussion. Furthermore, the presentations chosen by the students raise specific questions we discuss during the class.

**Learning outcome, competences**

knowledge:

* memory system and background processes
* research and testing methods of memory processes

attitude:

* interdisciplinary approach
* sensitivity toward general theoretical questions

skills:

* analytic thinking
* understanding the relevance of the experimental approach

autonomy, responsibility:

* Implementation of knowledge and skills in accordance with ethical standards.

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| **Az oktatás tartalma angolul** |

**Topic of the course**

1. Introduction: what is memory?
2. Working memory: measurement techniques (development, education)
3. Procedural memory: conditioning, habits, implicit learning (clinical psychology, neuropsychology)
4. Declarative memory 1 – episodic memory (episodicity, mental time travel)
5. Declarative memory 2 – semantic memory (knowledge bases, expertise)
6. Retrieval: inhibition, source monitoring, forgetting
7. Autobiographical memory – self and memory
8. Self-narratives (life story) and memory processes
9. Motivated forgetting: trauma, memory recovery
10. Prospective memory: planning, ageing effects
11. Memory development: early memories, building the memory systems
12. Event cognition – understanding visual events, films
13. Memory deficits: amnesia, TBI, Alzheimer’s disease

**Learning activities, learning meethodes**

* group discussion of the general questions
* presentation by the students
* written assignment

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Students need to read the relevant chapter from the textbook for the class: each class starts with a group discussion of the topic (25 mins) (30%)
* Presentation of a topic (15 mins presentation and 30 mins discussion) (40%)
* Research plan of any topic related to memory processes (30%)

Mode of evaluation: exam mark

* aggregated score based on the three panels of the classes
* OR an oral exam (the reading list includes the presented articles) for those who did not attend the classes

Criteria of evaulation

* the level of the acquired knowledge, activities, problem sensitivity, methodological sensitivity

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2014). Memory (2nd edn). *Hoboken: Taylor and Francis*.
* Baddeley, A. D. (1997). *Human memory: Theory and practice*. psychology press.

**Recommended reading list**

* Baddeley, A., Allen, R., & Vargha-Khadem, F. (2010). Is the hippocampus necessary for visual and verbal binding in working memory? *Neuropsychologia*, *48*(4), 1089-1095.
* Baddeley, A. D., Kopelman, M. D., & Wilson, B. A. (Eds.). (2003). *The handbook of memory disorders*. John Wiley & Sons.
* Barclay, C. R. (1996). Autobiographical remembering: Narrative constraints on objectified selves. *Remembering our past: Studies in autobiographical memory*, 94-125.
* Conway, M. A. (2005). Memory and the self. *Journal of memory and language*, *53*(4), 594-628.
* Graf, P. (2002). *Lifespan development of human memory*. Mit Press.
* Kihlstrom, J. F. (2020). Varieties of recollective experience. *Neuropsychologia*, *137*, 107295.
* Marsh, E. J. (2007). Retelling is not the same as recalling: Implications for memory. *Current Directions in Psychological Science*, *16*(1), 16-20.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |