

# **STUDENT'S GUIDE**

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## **ATTENTION, PERCEPTION AND MOTIVATION**

**ACADEMIC YEAR :  
2012-2013**

# TITLE: DEGREE IN PSYCHOLOGY

SCHOOL OF PSYCHOLOGY  
ACADEMIC YEAR: 2012-2013

## STUDENT'S GUIDE

### 1. BASIC DATA

#### NAME: ATTENTION, PERCEPTION AND MOTIVATION

CODE: 2048

ACADEMIC YEAR: 2012-2013

CATEGORY= O

(D=Basic in the branch; S=Basic other branches; Y=Degree final Project ; O=Obligatory or P=Optional)

Credits ECTS: 6

COURSE: 1º

SPRING SEMESTER

Pre-requisites:

Recommendations:

### 2. TEACHING TEAM (OFFICE HOURS ARE PUBLISHED IN MOODLE/GAUR)

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Learning objectives/Competences	
CE1	To be familiar with the attentional, perceptual and motivational phenomena and their theoretical bases
CE2	To understand the tools and procedures used to measure these psychological processes
CE3	To apply that knowledge to daily phenomena and situations through case studies, the analysis of problems, and the elaboration of scientific reports
CE4	To be able to think critically and discuss the contents scientifically.

## 4. PROGRAMME

### 4.1. THEORY

#### **BLOCK I: COGNITIVE PSYCHOLOGY**

##### **1: INTRODUCTION**

1. Cognitive science and Cognitive Psychology
2. Cognitive Psychology and scientific method
3. Cognitive Psychology: processes
4. Introduction to perception, attention and motivation

*Developed competences : C1, C2, C3 y C4*

#### **BLOQUE II: PERCEPTION**

##### **1: PERCEPTION**

1. Perceptual process: from sensation to perception
2. Physiological aspects: from the receptors to the cortex
3. Different structures but same functioning.

*Developed competences: C1, C2, C3 y C4*

## **2: PSYCHOPHYSICS**

1. Classical psychophysics
  - 1.1. What is psychophysics
  - 1.2. Absolute threshold
  - 1.3. Classic psychophysical methods
  - 1.4. Differential threshold
  - 1.5. Relationship between threshold and sensitivity
  - 1.6. Criticisms to the threshold theory
2. Signal detection theory
  - 2.1. Theoretical assumptions
  - 2.2. Sensitivity ( $d'$ ) and response criterion ( $b$ ).

*Developed competences C1, C2, C3 y C4*

## **3: PERCEPTUAL MODALITIES**

1. Visual perception
  - 1.1. Form perception
  - 1.2. Color perception
  - 1.3. Visual recognition
2. Auditory perception
  - 2.1. The auditory stimulus
  - 2.2. Psychophysical dimensions of the sound
3. Skin sense: touch, pressure, temperature and pain.
  - 3.1. Touch sense
  - 3.2. Pressure, temperature and pain
  - 3.3. Psychophysical dimensions of touch
4. Chemical senses: taste and smell
  - 4.1. Taste system
  - 4.2. Smell system
  - 4.3. Psychophysical dimensions of flavors

*Developed competences C1, C2, C3 y C4*

## **BLOCK III: ATTENTION**

### **1: ATTENTION**

1. Introduction to attention. Attention and the cognitive system
2. Dimensions of attention
  - 2.1. Orienting réflex and search
  - 2.2. Selective dimension
  - 2.3. Vigilance or sustained attention
  - 2.4. Attention as a capacity or resource

*Developed competences C1, C2, C3 y C4*

### **2: SELECTIVE, DIVIDED AND SUSTAINED ATTENTION**

1. Selective attention: paradigms and relevant phenomena and theories
2. Divided attention: paradigms and relevant phenomena and theories
3. Sustained attention: paradigms and relevant phenomena and theories

*Developed competences C1, C2, C3 y C4*

### **3: OTHER ASPECTS AND APPLICATIONS**

1. Attention and information processing. Automatic and controlled processes.
2. Attention and consciousness
  - 2.1. Non attended stimulus processing
  - 2.2. Attention and metacognition
3. Applications: school, clinical , organizations, theoretical-experimental.

*Developed competences C1, C2, C3 y C4*

## **IV: MOTIVATION**

### **1: MOTIVATION**

1. Introduction
2. The motivational process
3. Cognitive aspects of motivation: plans, goals, cognitive dissonance, self concept, expectations and causal attributions.

*Developed competences C1, C2, C3 y C4*

### **2: EXTRINSIC AND INTRINSIC MOTIVATION**

1. Basic concepts
2. Motivational value of rewards, punishments and incentives.
3. Factors influencing intrinsic motivation.
  - 3.1. Characteristics of the activity
  - 3.2. Self-perceptions
4. Which motivation type is best?
  - 4.1. External rewards and intrinsic motivation: hidden price of the reward
  - 4.2 Other negative effects of external orientation in the motivated behavior

*Developed competences C1, C2, C3 y C4*

### **3: OTHER TYPES OF MOTIVATION AND APPLICATIONS**

1. Types of motivation:
  - 1.1. Biological.
  - 1.2. Achievement.
  - 1.3. Affiliation.
  - 1.4. Power.

## 2. Different implications:

- 2.1. Personal motivation
- 2.2. Motivation in school
- 2.3. Motivation at work
- 2.4. Motivation and sports
- 2.5. Motivation and advertising

*Developed competences C1, C2, C3 y C4*

## 4.2. PRACTICAL ACTIVITIES

Two types of activities: 1) experimental procedures, 2) analysis of a case of unmotivation and posterior report.

### ***Experimental procedures***

Different activities will be conducted around an experimental procedure in different teaching modalities. Students will work in cooperative groups.

- In the first Classroom practical class (PA) the teacher *will explain the logic of an experimental procedure*. Then a demonstration will be conducted and data will be collected. The interpretation of the data will be explained. Students will practice it and ask questions.
- In the first Workshop class (TA), or Computer Class (PO) students will conduct the experiment themselves. All the group will collaborate in the elaboration of a report. This report will include: the experimental logic, obtained data and their interpretation.
- Finally, in the seminars (**S**) every group will present and discuss an abstract of the results obtained in each experiment, as it is done in a Congress in poster format. The quality of the poster and the skills in presenting it will be evaluated

*Developed competences C1, C2, y C4*

### **Analysis of a case of unmotivated behavior**

- A case will be presented. With the data provided an analysis of the case and a proposal of intervention will be done.
- In **PAs** and **TAs** the students will be provided with a description of the steps to follow to carry out the analysis. The activity allows the student to learn about the concepts associated with motivation and also to practice skills and attitudes.

*Developed competences C1, C2, C3 y C4*

## **5.-PLAN**

Week	D.L.	Dates	CM /EM (32 h.)	PA/IP (13 h.)	PO/OP (3 h.)	TA (10 h.)	S/M (2 h.)	Non p. hours (60 h.)	Hand over	Total
1	5	27/01-31/01	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		1		7
2	5	03/02-07/02	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4		7
3	5	10/02-14/02	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4	X	7
4	5	17/02-21/02	<a href="#">CM1=3</a>		<a href="#">PO1=1 PO2=1 PO3=1 PO4=1</a>			4	X	7
5	5	24/02-28/02	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4		7
6	5	03/03-07/03	<a href="#">CM1=3</a>		<a href="#">PO1=1 PO2=1 PO3=1 PO4=1</a>			5		7
7	5	10/03-14/03	<a href="#">CM1=3</a>				<a href="#">S1=1 S2=1 S3=1 S4=1</a>	5	X	7
8	5	17/03-21/03	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4		7
9	5	24/03-28/03	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4		7
10	5	31/03-04/04	<a href="#">CM1=3</a>	<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4		7
11	5	07/04-11/04	<a href="#">CM1=2</a>		<a href="#">PO1=1 PO2=1 PO3=1 PO4=1</a>			5	X	6
12	3	14/04-18/04		<a href="#">PA1=1 PA2=1</a>			<a href="#">S1=1 S2=1 S3=1 S4=1</a>	4	X	6
13	0	21/04-25/04	---	---	---	---	---	0		0
14	4	28/04-02/05		<a href="#">PA1=2 PA2=2</a>		<a href="#">TA1=1 TA2=1</a>		4		6
15	5	05/05-09/05		<a href="#">PA1=2 PA2=2</a>		<a href="#">TA1=1 TA2=1</a>		4		6
16	5	12/05-16/05		<a href="#">PA1=1 PA2=1</a>		<a href="#">TA1=1 TA2=1</a>		4		4
			CM1=32	PA1=13 PA2=13	PO1=3 PO2=3 PO3=3 PO4=3	TA1=10 TA2=10	S1=2 S2=2 S3=2 S4=2			
Total	72		32	26	12	20	8	60	5	98



## 6. EVALUATION (Theory and practice)

The student will choose between these two options:

### Modality A

- Final grade will be based on a process of continuous evaluation
- Activities
  - **Partial exam I: 4 points** (Developed competences C1, C2, C3 y C4)
  - **Partial exam II: 2 points** (Developed competences C1, C2, C3 y C4)
  - **Experimental procedures: 2,6 points** (Developed competences C1, C2, y C4)
  - **Work on unmotivation case: 1,4 points** (Developed competences C1, C2, C3 y C4)
- If all the activities are evaluated positively the course will be passed

### Modality B

- Final grade will come exclusively from a global exam
- The theoretical and practical contents of the course will be evaluated in this exam : **10 points**

(Developed competences C1, C2, C3 y C4)

In the final score, the level of acquisition of the general competences will be taken into account.

## 7. DOCUMENTACIÓN/BIBLIOGRAFÍA

### **BÁSIC:**

- Aguado Aguilar, L. (2005). *Emoción, afecto y motivación*. Madrid: Alianza Editorial.
- Beck, R. (2003). *Motivation: Theories and principles (5th edition)*. New York. Prentice Hall.
- Blake, R. & Sekuler, R. (2005). *Perception (5th edition)*. New York: McGraw-Hill
- Castillo Villar, M. D. (2009). *La atención*. Madrid: Pirámide.
- Fuentes Melero, L. y García-Sevilla J. (2008). *Manual de la Psicología de la Atención. Una perspectiva neurocientífica*. Madrid: Síntesis.
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- Styles, E. (1997). *The psychology of attention*. Hove: Psychology Press Ltd.

### **COMPLEMENTARY:**

- Ballesteros, S. (2002). *Psicología general II: Atención y percepción*. Madrid: UNED.
- Blanco, M. J. (1996). *Psicofísica*. Madrid: Universitas.
- Iraola, J. y Soroa, M. (2004). *Giza pertzepzioa eta arreta: praktiken bilduma*. Bilbo: EHU. (<http://testubiltegia.ehu.es>).
- Kahneman, D. (1997). *Atención y esfuerzo*. Madrid: Biblioteca Nueva.
- Lillo, J. (1993). *Psicología de la percepción*. Madrid: Debate.
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- Monserrat, J. (1998). *La percepción visual*. Madrid: Biblioteca Nueva.
- Munar, E.; Roselló, J. y Sánchez-Cabaco, A. (1999). *Atención y percepción*. Madrid: Alianza editorial.
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- Roselló, J. (1997). *Psicología de la atención. Introducción al mecanismo atencional*. Madrid: Pirámide.

### **JOURNALS**

#### **General:**

- Annual Review of Psychology.*  
*Psicológica.*  
*Psychological Bulletin.*  
*Psychological Review.*

#### **Specific:**

- Attention, Perception, & Psychophysics.*  
*Journal of Attention Disorders.*  
*Journal of Experimental Psychology: Human Perception and Performance.*  
*Learning and Motivation.*  
*Motivation and Emotion.*

### **INTERNET RESOURCES:**

- <http://scholar.google.es>  
[www.sciencedirect.com](http://www.sciencedirect.com)