



Fakultetsstyret ved Det psykologiske fakultet

Arkivreferanse

2024/12473

Styresak

79/25

Dokumentdato

08.10.2025

Møtedato

16.10.2025

Opprettelse av emnet PSYCH305C Cognitive Psychology og nedleggelse av PSYCH305A Cognitive Psychology

Bakgrunn

Institutt for samfunnspsykologi ønsker å legge ned emnet PSYCH305A Cognitive Psychology på 9 studiepoeng og opprette et nytt emne PSYCH305C Cognitive Psychology på 15 studiepoeng for å gi internasjonale studenter et bedre tilbud i kognitiv psykologi.

PRPSYK305 Kognitiv psykologi har lenge hatt to tilknyttede emner for internasjonale studenter:

- PSYCH305A Cognitive Psychology (9 studiepoeng) og
- PSYCH305B Term Paper, Cognitive Psychology (6 studiepoeng).

Internasjonale studenter som har tatt PSYCH305A har fulgt all undervisningen i PRPSYK305, men har ikke skrevet emneoppgave.

Studentene som har fulgt emnet PSYCH305B har skrevet emneoppgave i kognitiv psykologi.

I motsetning til PRPSYK305 som har "bestått/ikke bestått" som karakterskala, har PSYCH305A og PSYCH305B Term Paper på grunn av krav ved studentenes utdanningsinstitusjoner karakterskalaen A-F.

I tidligere semestre kunne internasjonale studenter følge all aktivitet i PRPSYK305 ved å ta både PSYCH305A og PSYCH305B Term Paper.

Høsten 2024 ble PRPSYK305 Kognitiv psykologi endret slik at den obligatoriske emneoppgaven ble erstattet av empirisk oppgave (ref. UU –sak 17/24, behandlet i UU ISP 25.09.2024). Denne endringen fikk som konsekvens at de internasjonale studentene ikke lenger kunne følge all obligatorisk aktivitet som tilbys de norske profesjonsstudentene.

Hovedformålet med denne saken er derfor å gi internasjonale studenter mulighet til å ta del i all aktivitet, inkludert den empiriske oppgaven i PRPSYK305 Kognitiv psykologi.

Opprettelse av PSYCH305C Cognitive Psychology og nedleggelse av PSYCH305A Cognitive Psychology

Fagmiljøet ønsker å opprette et nytt emne basert på PSYCH305A og PRPSYK305 Kognitiv psykologi, samt beholde PSYCH305B Term Paper, Cognitive Psychology. Den ønskede endringen krever nedleggelse av PSYCH305A Cognitive Psychology og opprettelse av et nytt emne, PSYCH305C Cognitive Psychology på 15 studiepoeng, med hensyn til endringer i både omfang og vurdering (se tabell under).

PSYCH305C vil være identisk og integrert med undervisning og vurdering i PRPSYK305, men skiller seg ved karakterskala A-F, og vil derfor kreve egen emnekode.

Ressursmessige konsekvenser

Opprettelsen av PSYCH305C vil gi internasjonale studenter tilgang til flere studiepoeng i kognitiv psykologi og videreføre deres mulighet til å følge integrert undervisning og vurdering på lik linje med de norske studentene i PRPSYK305 Kognitiv psykologi.

Samtidig vil ikke inkluderingen av internasjonale studenter i den empiriske oppgaven kreve økning i ressursbruk, da det erfaringsmessig er færre enn 10 studenter som deltar i PSYCH305A, PSYCH305B Term Paper eller kombinasjonen av dem per semester.

De internasjonale studentene vil også få samme læringsmessige fordeler som også var en stor del av bakgrunnen for overgangen til empirisk oppgave i PRPSYK305 Kognitiv psykologi, (ref. UU-sak 17/24).

Oversikt over innværende obligatoriske undervisningsaktiviteter og vurdering i PRPSYK305, PSYCH305A (emne til nedleggelse), og PSYCH305B, samt foreslått struktur for PSYCH305C (emne til opprettelse)

PRPSYK305 Kognitiv psykologi	PSYCH305A (9 stp) Cognitive Psychology (nedlegges)	PSYCH305C (15 stp) Cognitive Psychology (nytt emne)	PSYCH305B (6 stp) Term Paper, Cognitive Psychology
Orienteringsmøte	Orienteringsmøte	Orienteringsmøte	Orienteringsmøte
Essay 1 og 2 utkast	Kort flervalg	Essay 1 og 2 utkast	Innlevering, og emneoppgavekonferanse (mappe A-F)
Kort flervalg	Lang flervalg	Kort flervalg	
Lang flervalg	Tre online aktiviteter	Lang flervalg	
Tre online aktiviteter	Workshop	Tre online aktiviteter	
Workshop	Intervjuøvelse	Workshop	

Intervjuøvelse	Essay 1 og 2 (mappe A-F)	Intervjuøvelse	
Empirisk oppgave		Empirisk oppgave	
Konferanse		Konferanse	
Revidert essay 1 og 2 (mappe bestått/ikke bestått)		Revidert essay 1 og 2 (mappe A-F)	

Behandling av saken i undervisningsutvalget ved ISP og i Kvalitetsutvalg for undervisning og evaluering (KUE):

Undervisningsutvalget ved ISP behandlet saken i møte 03.09.2025 og fattet følgende vedtak:

UU støtter opprettelse av PSYCH305C og nedleggelse av PSYCH305A.

Opprettelse av PSYCH305C og nedleggelse av PSYCH305A sendes til KUE for videre behandling.

KUE behandlet saken 24. september 2025 og fattet følgende vedtak:

KUE støtter opprettelse av PSYCH305C Cognitive Psychology og nedleggelse av PSYCH305A Cognitive Psychology. Saken sendes til fakultetsstyret for endelig godkjenning.

Forslag til vedtak

Fakultetsstyret vedtar opprettelse av PSYCH305C Cognitive Psychology og nedleggelse av PSYCH305A Cognitive Psychology.

08.10.2025/Grete Line Simonsen

Rapport for emne PSYCH305C

Stadiuminfo:	Utkast (S1)
Sist endret:	20.08.2025 Sondre Kleppa Øvrebø (kaf013)
Opprettet i EpN:	Ja

Generelt

Emnekodeforslag	PSYCH305C
Studienivå	
Administrativt sted	184.17.35.00 Institutt for samfunnspsykologi
Studieansvarlig sted	184.00.00.00 Universitetet i Bergen
Vekting	15.0
Vektingstype	Studiepoeng
Navn - bokmål	
Navn - nynorsk	
Navn - engelsk	Cognitive psychology
Første undervisningstermin	2026 VÅR
Første eksamenstermin	2026 VÅR

Undervisning

Fjernund.status	Nei
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Emneinfo

Mål og innhold

Engelsk:

The aim of the course is to deepen students' understanding and appreciation of how a cognitive approach can help us to understand our own behaviour and experience, and that of other people, whether in our personal or professional life.

The first part of the course focuses on basic cognitive processes. Central topics include how visual perception solves the problem of perceiving the external world, the roles of mental imagery, what attention is and how it controls our lives, how we remember and forget, and to what extent cognitive neuroscience can provide a scientific explanation of consciousness. The course includes discussion of the relationship between normal cognitive functioning, impaired functioning and unusual skills.

The second part of the course focuses on complex mental processes such as reasoning, decision making, problem solving and creativity, as well as on how emotions influence these processes. Teaching will include how these processes operate in expert professional groups such as clinical psychologists, other health personnel, and the police. Examples will be discussed of how experts evaluate and deal with risk, and how they gather the information needed for evaluations and decisions.

In this course, particular focus is given to developing students' writing skills in presenting concise and precise academic arguments. Feedback on writing skills is an important aspect of some course assignments.

In order to deepen knowledge of how research within the area of cognitive psychology is conducted, analysed, presented in journal articles, and used in applied settings, students will take part in an empirical assignment where they study at least one empirical paper in detail, then collect related data (for example a replication study) via pre-programmed online experiments. Class members take the role of participants. Students will become acquainted with the analysis of their data, and then orally present their findings and

discussion to other students during a conference day at the end of the course. As an alternative to this assignment, teachers may sometimes offer particularly motivated students the possibility to work as a research assistant within an ongoing empirical project in the field of cognitive psychology; research assistants will then present their project and findings at the conference day.

When teacher capacity is available, a third option for the empirical assignment is that a limited number of students may volunteer to take an introductory course in mindfulness meditation which includes several classroom sessions and home practice. Students will use this experience of first-person methodologies in attentional training to inform their study of a set research question, based on at least one empirical paper on mindfulness training, with oral presentation of findings at the end-of-semester conference. This option is especially aimed at students who wish to establish a personal mindfulness practice as a foundation for later incorporating mindfulness into their clinical work.

Læringsutbytte

Engelsk:

Knowledge

On completion of the course, the student will have:

- Advanced theoretical, empirical and applied knowledge of basic mental processes from a cognitive perspective.
- Knowledge of quantitative research methods used in cognitive psychology.

Skills

On completion of the course, the student will be able to:

- Analyse and critically reflect on central experimental findings, and on core cognitive processes in areas such as perception, attention, memory, consciousness, reasoning and the extent to which human thought can be considered rational, judgement and decision making including advantages and disadvantages of heuristic processing, problem solving, creativity, risk assessment, and how emotion influences cognitive processes.
- Apply knowledge of cognitive processes to help understand cognitive deficits in certain clinical populations, and to facilitate clinical evaluations and decisions.
- Analyse and critically reflect on current theory and research within cognitive psychology, be able to place these in a historical context, and be able to apply cognitive psychology to professional reasoning.

General Competence

On completion of the course the student will be able to:

- Reflect on the importance of empirical evidence for theoretical positions within various areas of cognitive psychology.
- Contribute to professional innovation by reflecting on how the cognitive perspective contributes to understanding human behavior and experience.
- Reflect on how cognitive psychology can enhance understanding of how most people - as well as professional experts - evaluate, make decisions, and act.
- Apply relevant theoretical and empirical research literature in a practical context, and use their research competence to update themselves academically.
- Analyze and disseminate relevant research, and master cognitive terminology used by professional psychologists.
- Communicate and disseminate cognitive knowledge, both to other professional groups and specialists.

Studiepoeng, omfang

Engelsk:

15

Studienivå (studiesyklus)

Engelsk:

Master

Undervisningsspråk

Engelsk:

English

Undervisningssemester

Engelsk:

Autumn/spring

Undervisningssted

Engelsk:

University of Bergen

Krav til forkunnskaper

Engelsk:

Students must have already taken an introductory university-level course in cognitive psychology as some prior knowledge will be assumed. Students should have the language skills, and study experience, to read literature and write exam essays in English.

Arbeids- og undervisningsformer

Engelsk:

Teaching methods will emphasise blended and active learning. Much of the learning material will be provided online, including online lecture recordings, links for further study, guided reading, and online assignments. Some of these assignments are obligatory. Teaching will include demonstrations of important experimental paradigms and cognitive tests. Classroom activities will emphasise practical workshops, discussions and other group-work

During the empirical assignment, students will study research articles via guided independent study. In groups, they will coordinate recruitment of other students to their assigned online experiment and, over the duration of the course, take part in the studies of other students. Students who instead work as research assistants are expected to work approximately 30-60 hours in areas such as project planning, data collection and analysis. Students who take part in the mindfulness meditation training option will attend approximately 8-10 classroom tutorial sessions over the course of the semester, at set times, are expected to commit to daily home practice, and will study set research papers in groups.

Obligatorisk undervisningsaktivitet

Engelsk:

- A compulsory introduction meeting for the whole course, and a compulsory orientation meeting for the empirical project.
- Short multiple-choice tests: Several online learning themes will include a short multiple-choice test. Students must take part in and pass up to a possible maximum of 8 of these tests (consisting 5-15 questions each) in order to pass this activity. There will be more than one chance to take each test. Each

test must be completed within a specified time period.

- Longer closed-book multiple-choice test. The test will examine knowledge from across the course, and will include some questions from the short online multiple-choice tests. The test will be given either in one sitting or may be split thematically over two testing dates.
- Participation in at least 3 online activities on My UiB. Examples of activities can include essay writing and peer commentary on essays written by other students, participation in discussion forums and reflection notes, or creation of short videos that summarise relevant theory or experiments in cognitive psychology. More detailed information will be given at the introductory meeting.
- Participation in a workshop on the theme of consciousness. This will involve preparatory work in small groups to study literature before the workshop, followed by presentations to other students during the workshop.
- Supervised development of a semi-structured interview based on cognitive theory and methods, leading to a live interview with a professional who needs to make important judgements and decisions or solve complex problems. Development and conduct of the semi-structured interviews will be done in small groups.
- Students will work in groups to collect data in an online experiment prepared by the teachers, in which fellow students participate anonymously within a set deadline. Each group will then study an automatically generated data analysis of their results and prepare an oral presentation of the results. Experiments will involve classic, non-invasive behavioural measures such as perceptual accuracy and response time, and/or questionnaires collecting data that is not personally sensitive. Data collection will follow ethical guidelines such as the right to withdraw from the experiment during participation, and informed consent in the case that data collection can contribute to purposes beyond classroom practice - for example, contributing to publishable data sets. Students who do not wish to participate in their fellow students' online experiment have the option of submitting a 2000-2500 word essay on an empirical topic that will be set and assessed by the teachers. Students who choose to work as research assistants will contribute 30-60 hours of assistant work, by agreement with their supervisor. Students who consider taking part in the mindfulness meditation training option are expected (1) to first attend an information meeting prior to selecting this option, (2) to commit to attending all classroom tutorial sessions whose timetable will be made available before students select their option for the empirical assignment (noting that tutorials are likely to take place later in the day than usual teaching), (3) to engage with daily home practice of mindfulness meditation exercises, over the course of the semester, (4) to read and orally present empirical research on mindfulness, and (5) to contribute as participants in the data collection of other students' empirical research projects.
- Participate in a conference in which results from the empirical assignments are presented and discussed.

Vurderingsformer

Engelsk:

Students are required to submit two written essay papers. Each paper will be written on a separate specific date. The essays will be based on taught themes, recommended literature, and evaluation of experimental design.

Students will write individually, but with access to their notes and literature.

Essays will be delivered electronically on Inspira immediately after each timetabled writing session. The word limit on each essay is 1100 words. Submission of the essays is on Inspira.

Each essay will be evaluated with a grade. The 2 grades will contribute in equal weight to an overall grade.

Karakterskala

Engelsk:

The grading scale used is A to F. Grade A is the highest passing grade in the grading scale, while grade F is a fail.

Vurderingssemester

Engelsk:

Autumn/spring

Litteraturliste

Engelsk:

Recommended reading will be listed and will include texts books and scientific journal articles.

The reading list will be published 01.07. for the autumn semester and 01.12. for the spring semester

Emneevaluering

Engelsk:

The course will be evaluated in accordance with the Faculty of Psychology's routines for participatory evaluation and the University of Bergen's Quality Assurance System.

Emneansvarlig

Engelsk:

Department of Psychosocial Science