COGNITION & EMOTION

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	Ψ4108	**SEMESTER**	6th
COURSE TITLE	Cognition & Emotion		
COURSE INSTRUCTOR	Dr Elias Tsakanikos**,** Associate Professor in Cognitive Experimental Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Workshops, practical training in research design and methodology, laboratory exercises	3	6

COURSE TYPE:	Skills Development (Lab)
PREREQUISITE COURSES:	Research Methods; Statistics I & II
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

What is the impact of emotion on attention, memory, learning, motivation, judgements, and decision-making? What is the role of cognitive processes in emotion elicitation, regulation, and expression? Cognition and Emotion is devoted to the study of emotion, especially to those aspects of emotion related to cognitive processes. This lab aims to facilitate development of practical skills in experimental research methods in cognition & emotion. The lab provides the opportunity to students to design under supervision an original research study (full research protocol, including study materials) as if they were to submit this to the university Research Ethics Committee. The study materials (stimuli and apparatus, self-report measures and rating scales) will have to be either created or adapted in the students' native language.

By the end of this workshop students are expected to:

- Acquire an in-depth understanding of the link between cognition and emotion through different experimental research designs.
- Demonstrate a critical understanding of the application of different experimental methods cognition and emotion research.
- Develop awareness of key methodological and ethical issues in experimental research in general as well as in emotion and cognition in particular.
- Be able to design an original experimental study to test a specific set of theoretically driven hypotheses.
- Be able to modify, adapt or create novel experimental study material.
- Be able to reflect on group work and decision-making processes.

General Competences

- Search for, analysis and synthesis of data and information with the use of the necessary technology.
- Awareness of ethical issues.
- Decision-making.
- Production of new research ideas.
- Team working.
- Using feedback from research supervision constructively.
- Project planning and management.

(3) SYLLABUS

- **Workshops and group discussions** on conceptual and research design issues in cognition & emotion. Factors determining selection of research design:

  --The distinction between emotion generation and emotion regulation

  -- Implicit VS explicit affective processes

  -- Hot vs Cold cognition

  -- Emotions as multi-componential systems

  -- Designing emotionality rating instruments

  -- Assessment of core affective states: reward (happiness), punishment (sadness), and stress (fear and anger)

- **Experimental paradigms** assessing the impact of emotions on cognition:

  -- Behavioral procedures to elicit emotional states using films

  -- Mood induction paradigms

  -- Evaluative conditioning paradigms

  -- Emotional Stroop-like tasks.

  -- Automatic affective processing (semantic priming) tasks

  -- Visual search tasks for emotional information.

- **Workshops in experimental research design**: hypothesis formulation and testing; factorial designs; single and double-blind designs; sample selection; controlling for confounding variables; testing for moderating variables; validity scales; strategy; ethical issues.

- **Data analysis:** Data analytic strategies; statistical power & economy;

- **Group exercises** in creating novel experimental stimuli and apparatus; adapting existing measures in native language

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Use of ICT in teaching.

Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Teaching methods</th><th>Workload</th><th>ECTS Credits</th></tr>
<tr><td>Lectures/meetings</td><td>39 hours, (13 meetings x 3 h)</td><td>1,56</td></tr>
<tr><td>Written report preparation</td><td>48 hours</td><td>1,92</td></tr>
<tr><td>Homework</td><td>35 hours</td><td>1,40</td></tr>
<tr><td>Preparation for the oral (in-class) presentation</td><td>16 hours</td><td>0,64</td></tr>
<tr><td>Total</td><td>138 hours</td><td>6</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>a. Team written Research Protocol (10000 -15000 words; 60% of the final grade).

b. Oral in-class presentation, participation in workshop discussions and activities (30% of the final grade).

c. Reflective report on group work process (1000-1500 words; 10% of the final grade)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Petrucci, A. S. &. Palombo, D. J. (2021). A matter of time: how does emotion influence temporal aspects of remembering? *Cognition and Emotion,* DOI: 10.1080/02699931.2021.1976733

Lallement, C. & Lemaire, P. (2021). Age-related differences in how negative emotions influence arithmetic performance. *Cognition and Emotion,* DOI: 10.1080/02699931.2021.1967884

Vlasenko, V. V., Rogers, E. G. & Waugh, C. E. (2021). Affect labelling increases the intensity of positive emotions. *Cognition and Emotion,* DOI: 10.1080/02699931.2021.1959302

Arnold, N. R., Cruz, H. G., Schellhaas, S. & Bublatzky, F. (2021). A multinomial modelling approach to face identity recognition during instructed threat. *Cognition and Emotion*, DOI: 10.1080/02699931.2021.1951175

Taylor, P. M. & Uchida, Y. (2019). Awe or horror: differentiating two emotional responses to schema incongruence. *Cognition and Emotion,* 33:8, 1548-1561, DOI: 10.1080/02699931.2019.1578194