

# COGNITION AND EMOTION

Exam Preparation and Revision Focus

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## Exam Details

- **TWO HOUR ON-CAMPUS** written exam
- May 2023 – Specific Date, Time, and location to be confirmed by Registry
- Ensure to bring a pen and your student ID
- On the desk in the exam, you will have the question sheet and an answer booklet



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## Exam Details

- Must arrive on time as late entry is not permitted
- If you miss the exam, due to extenuating circumstances, you should complete the University extenuating circumstances form through your MyTSD student portal in the usual way as for coursework assignments.
- Resits will take place during the July Resit period.

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## General Exam Information

- Exam is worth 50% of overall **module** mark
- The other 50% comes from your essay mark
- Both combined gives your average module mark (must be over 40% to pass the module)
- Exam is composed of four **essay style** questions
  - You choose **TWO questions** to answer
  - Each question is worth 50% of the **exam** mark



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## Suggested Revision Plan

### *Suggested plan for Exam Preparation*

| Task and what it entails                                                                                                                                                                                                                                                                                                                                                    | Time assigned for task                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revision:- <ul style="list-style-type: none"><li>• Identify topics to focus on from the revision guidance</li><li>• Review content (slides, recordings, materials) on Moodle</li><li>• Read through session notes</li><li>• Find and read info on the topics from core texts and journal articles</li><li>• Take notes and write out information while you revise</li></ul> | 56 hours remaining from allotted independent study time for the module to devote to preparing for the exam.<br><br>You may feel you need to spend more time than this on revision.<br><br>Therefore, it is up to you to ensure you have spent the time needed to prepare thoroughly. |

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## Exam Preparation

- Based on revision focus areas, you should gather information and develop essay plans
- Engage in extensive reading (books and journal articles) to develop outline of your answers
- Could even start writing out practice essays on topic areas, then tailor contextual information specifically to the questions in the exam



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## Exam Information

- Think carefully about what the question is asking you to do.
- Think carefully about what the question is asking you to include – take your time to answer the questions.
- Can you link information from other topic areas from the module series to produce a well-rounded answer?
- **Must** include citations throughout your answers
  - Adhering to **strict** APA formatting
- **No need for a reference list!!**

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## Exam Information

- Lecture slides serve only as a reminder of lecture content and useful reading.
- They do not substitute your own lecture notes.
- Nor are they sufficiently comprehensive to substitute for wider reading.
- For the exam you are expected to....
  - Write grammatically correct sentences.
  - Write in appropriate paragraphs.
- Thus, you need to read further than lecture slides
  - As these often provide only bullet points/phrases/words as memory aids.

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### Strong Answer

- Provide a detailed description of the theory/model or topic in question.
- Explain the meaning of any specific terms.
- Goes beyond the lecture notes and shows evidence of wider reading.
- Include empirical evidence and discuss the studies mentioned.
- Provide relevant integration, critical analysis and evaluation of arguments.
- Identify strengths and weaknesses associated with each theory based on relevant studies and would clearly explain what the findings mean for theory.
- Consider thoughts on wider implications.

## Exam pointers

Regardless of the topic area, or questions you choose to answer, your mark will depend on the type of answer you give

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## Essential Reading

- Eysenck, M. W., & Keane, M. T. *Cognitive psychology: A student's handbook*.
- Power, M., & Dalgleish, T. *Cognition and emotion: From order to disorder*. Psychology Press.

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## Reading for the Exam

- Where to find additional empirical evidence:
- If there is a citation not in the core text, use library search to find the article.
- Links to journal papers have been provided on Moodle.
- Engage in your own literature searching in the same way as you would for an essay.
- Make use of the Eysenck and Keane Cognitive Psychology Companion Website.



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## Moodle

- Revision worksheets on Moodle to help focus your revision on certain elements within a topic area, and to give you an idea of the type of information that should be covered.
- Past exam papers also available on Moodle
- The example past papers will provide an idea of the type of questions and manner the questions could be asked in relation to the module topic areas.

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## Revision Focus Guidance

- The information provided on the slides below are of topic areas and **NOT** questions.
- Whilst a question may relate to an area, it will focus on a specific element and **NOT** be a 'write everything about it'.
- Therefore, you must prepare thoroughly for the exam.
- Use of lecture slides alone is **NOT** going to be sufficient, where you must include relevant evidence from empirical research in your answers.

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## Revision Focus

1. Cognitive Experimental Psychology
2. Cognitive Neuropsychology
3. Emotion and attention
4. Emotion and appraisals

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## 1. Experimental Cognitive Psychology

- What is Experimental Cognitive Psychology
- Information processing
- Modularity of the mind
- Setting-up & conducting experimental research
- Examples of cognitive experimental research
- Strengths
- Limitations
- The location of thought and Embodied Cognition

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## 1. Experimental Cognitive Psychology

- Focused on how cognitive lab research work started to provide explanations for human behaviour and thought.
- Discussed how modern technology and new techniques have developed our ability to explore human behaviour and cognition in lab settings.
- Explored change blindness, the inability to detect changes in the environment and focused on the first assignment.

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## 1. Experimental Cognitive Psychology

- Uses experiments conducted in highly controlled lab environments to infer cognitive processes based on behavioural performance on various tasks – e.g.,
- Mental Rotation (Shepard & Metzler, 1971)
- Inattention blindness: Neisser & Becklen, 1975
- Links to change blindness
  - Methods for studying perceptual attention.
- Involves manipulating research variables: IVs & DVs
- Aims to test cognitive theories regarding how the mind functions.

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## 1. Experimental Cognitive Psychology

- Adheres to information processing approach
  - Top-down and bottom-up processing
  - Serial and parallel processing.
- Tries to examine modularity of the mind (Fodor)
- Typical set-up of experimental research involves presenting Ps with stimuli (e.g., pictures, words, sound), then manipulating groups/conditions to examine cognitive processing:
  - Memory, perception, attention, language, decision making, reasoning, learning, etc.

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## 1. Experimental Cognitive Psychology

- Typically involves programming (writing code) on the computer to display information
  - Then capture reaction time and/or accuracy of participants responses.
- Examples of classic experimental cognitive psychology studies:
  - Simon effect, flanker task, cueing, spacing effect, false memory, serial position effect, associative and repetition priming, shape simulation.

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## 1. Experimental Cognitive Psychology

| Strengths                                                            | Limitations                                                                |
|----------------------------------------------------------------------|----------------------------------------------------------------------------|
| Highly rigorous and scientific – uses standardised procedures        | Typically only examines healthy adults (undergraduate psychology students) |
| Produces reliable and objective data                                 | Lab research lacks ecological validity                                     |
| Easy to replicate                                                    | Can only infer mental processing, cannot observe it                        |
| Paved way for neuropsychology and neuroscience                       | Reductionist: other factors influence responses                            |
| Can lead to the refinement of new theories                           | Paradigm specific                                                          |
| Good internal validity as extraneous variables are controlled        | Emerging theories can be quite vague                                       |
| Can be applied to a wide range of practical and theoretical contexts |                                                                            |

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## 2. Cognitive Neuropsychology

- What is Cognitive Neuropsychology
- Historical background
- Theoretical assumptions
- Methods of research
- Famous case studies
- Strengths
- Limitations

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## 2. Cognitive Neuropsychology

- Discussed whether patients with various forms of brain damage can tell us anything about normal cognitive functioning and processing.
- Reviewed empirical research and studies that provide evidence for a range of theoretical concepts in cognitive psychology.
- Focused on discussing the differences between Case and Group studies in cognitive neuropsychology.
- Presentation on disorders associated with brain damage and worksheet on identifying damaged brain structures

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## 2. Cognitive Neuropsychology

- Involves studying brain-damaged patients – both their intact and impaired performance
- Disagreement as to whether the focus should only be on the mind or on the mind and the brain!
- Background: Egyptian surgical papyrus, activity of the ventricles, demise of the ventricle hypothesis.
- Key developments in neuropsychology:
  - Brain composed of cells with different functions
  - Staining (Golgi), network of communication (Cajal), electrical conduction (Helmholtz), chemical sites.

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## 2. Cognitive Neuropsychology

- Anthropological society meeting (1861) on **equipotentiality vs. localisation theory**
- Evidence from aphasic patients
  - Broca's aphasia & Wernicke's aphasia
  - Localisation deemed more appropriate
  - Connection between Broca's & Wernicke's areas also key - Arcuate Fasciculus
  - [Link here to seminar on aphasia.](#)
- Colthearts (2001) theoretical assumptions: 1. Modularity of the mind: Neocortex is selectively excitable (Fritsch & Hitzig), 2. Anatomical modularity: Distinction between types of memory loss (Ribot)

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## 2. Cognitive Neuropsychology

- Colthearts (2001) theoretical assumptions: 3. Uniformity of functional architecture, 4. subtractivity.
- Research uses dissociation & double-dissociation case studies: but each have their issues.
- Famous case studies: Phineas Gage, H.M.
  - But these are problematic: individual differences, medication, etc.
- Group case-studies

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## 2. Cognitive Neuropsychology

| Strengths                                                                                     | Limitations                                                             |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Double-dissociation shows evidence of major processing modules                                | Patients may develop compensatory strategies in order to perform a task |
| Allows links between brain damage and cognitive performance                                   | Some theoretical assumptions are extreme                                |
| Revealed unexpected complexities (e.g., in language & object identification)                  | Minimises interconnectedness of cognitive processes                     |
| Transformed whole field of memory research & what we understand about the construct of memory | Over-reliance on single-case studies – difficult to generalise          |
| Bridges the gap between cognitive psychology and neuroscience                                 | Insufficient focus on the brain & how it functions                      |

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## 3. Emotion and Attention

- Importance of emotion when studying cognition
- Methods of inducing emotion in research studies
- Evidence from empirical research studies
- What is Attention?
- Influence of positive and negative emotions on attention
  - Theories, empirical research, and evaluation
- Emotion and motivational intensity
- Emotion and Clinical disorders
  - Cognitive biases, methods of investigation, empirical research studies, and evaluation

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### 3. Emotion and Attention

- Impact of emotion on attention: narrowing/ broadening
- NEGATIVE affect on attention: Easterbrook (1959): Breadth decreases as arousal/anxiety increases
- Practical Implications: EWT, driving, clinical populations
- POSITIVE affect on attention: Broaden-and-build theory of positive emotions (Fredrickson, 1998, 2001, 2004).
  - Method of assessment: Global/local processing (Navon, 1977)
  - Experimental evidence: Fredrickson and Branigan (2005)
  - Evaluation of evidence: Bendall and Thompson (2015)

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### 3. Emotion and Attention

- Potential positive impact of negative affect
  - Research by Rowe et al. (2007)
- Further evaluation: Harmon-Jones et al. (2011)
- Emotion and Motivational Intensity
  - Evaluation of Motivational Intensity theory: Huntsinger (2013)
- Attentional bias in clinical populations
  - Methods of examination: dot-probe paradigm, emotional stroop
  - Research evidence with anxiety & depression: Bar-Haim et al. (2007); Cisler & Koster (2010); Peckham et al. (2010)
  - Evaluation

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### 4. Appraisal Theory

- Evolutionary theory (Darwin), James-Lange theory (Feelings), Cannon-Bard theory.
  - All missing key component = Cognition
- **Appraisal theories:** cognitive appraisal process allowing us to analyse and make a decision about what we think of the situation to begin.
- Many appraisal theories exist (e.g., Arnold).
- Top-down processes play crucial role

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## 4. Appraisal theory

- Phillips et al. (2003a): reviewed neurobiological studies and argued for a three stage model (after stimulus):
  1. Appraisal / identification of stimulus
  2. Production of affective state in response
    - ANS, neuroendocrine, motor responses and conscious feeling
  3. Regulation: experience, expression/action can be modified to be contextually appropriate

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## 4. Appraisal theory

- Role of the amygdala and the limbic system in processing emotional information that link to cognitive processes.
  - E.g., two routes to fear conditioning (LeDoux, 1998)
- Three key papers on appraisal theory available on Moodle: Smith and Lazarus (1993) - Appraisal Theory, Phillips et al. (2003) - Neurobiology of Emotion, Moors et al. (2013) - Review of Appraisal theories of emotion
- HSP Interactive presentation & quiz on appraisal theories also on moodle.

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## 4. Conscious vs. Unconscious Emotional Appraisal

- Conscious appraisal (deliberate thinking)
  - Evidence originally found through scenario studies
    - E.g., Smith & Lazarus, 1993
  - But these were criticised for low ecological validity
  - Applied work subsequently conducted:
    - E.g., Bennett & Lowe with nurses
- Conscious appraisal can help explain individual differences in emotional reactions to a situation.
  - However, it cannot explain causality (only an association/correlation).

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#### 4. Conscious vs. Unconscious Emotional Appraisal

- Non-conscious emotional processing (automatic from memories).
  - Occurs below level of conscious awareness
- Öhman & Soares (1994): Snake/spider phobia study
  - Differences in identification and physiological response
- Winkielman et al. (2005): liquid consumption studies

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**REVIEW EXAM  
PROFORMA ON MOODLE**

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**ALL THE  
BEST  
FOR THE  
EXAM!!**



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