



### PSYCHOLOGY OF LEARNING AND MEMORY

<b>Enrollment year</b>	2021/2022
<b>Academic year</b>	2022/2023
<b>Regulations</b>	DM270
<b>Academic discipline</b>	M-PSI/01 (GENERAL PSYCHOLOGY)
<b>Department</b>	DEPARTMENT OF BRAIN AND BEHAVIORAL SCIENCES
<b>Course</b>	PSYCHOLOGY
<b>Curriculum</b>	PERCORSO COMUNE
<b>Year of study</b>	2°
<b>Period</b>	2nd semester (27/02/2023 - 09/06/2023)
<b>ECTS</b>	9
<b>Lesson hours</b>	54 lesson hours
<b>Language</b>	Italian
<b>Activity type</b>	WRITTEN TEST
<b>Teacher</b>	GATTI DANIELE (titolare) - 8 ECTS VECCHI TOMASO ELIA - 1 ECTS
<b>Prerequisites</b>	Knowledge of fundamental psychological theories, of cognitive functioning and learning models. Knowledge on how to read and interpret scientific papers.
<b>Learning outcomes</b>	To acquire knowledge regarding episodic memory, semantic memory, procedural memory and related theories. To acquire knowledge on how to plan and realize experiments in the psychology of memory domain.
<b>Course contents</b>	Short- and long-term memory Episodic and semantic memory False memory Memory and predictive codings Neural correlates
<b>Teaching methods</b>	Frontal lectures and practical exercises

**Reccomended or required readings**

Gatti, D., & Vecchi, T. (2019). Memoria. Dal ricordo alla previsione. Carocci Editore.

Gatti, D, Stockner, M, [...] & Mazzoni, G (2022). I due volti del falso ricordo: tra distorsioni adattive e confabulazioni, alcune implicazioni per la testimonianza. *Giornale Italiano di Psicologia*. 1(1), 137-176.

In addition (NON FREQUENTANTI)

Kumar, A. A. (2021). Semantic memory: A review of methods, models, and current challenges. *Psychonomic Bulletin & Review*, 28(1), 40-80.

Kragel, J. E., & Voss, J. L. (2022). Looking for the neural basis of memory. *Trends in Cognitive Sciences*, 26(1), 53-65.

Günther, F., Rinaldi, L., & Marelli, M. (2019). Vector-space models of semantic representation from a cognitive perspective: A discussion of common misconceptions. *Perspectives on Psychological Science*, 14(6), 1006-1033.

Renoult, L., Irish, M., Moscovitch, M., & Rugg, M. D. (2019). From knowing to remembering: The semantic–episodic distinction. *Trends in Cognitive Sciences*, 23(12), 1041-1057.

**Assessment methods**

Oral exam, in class presentation

**Further information**

**Sustainable development goals - Agenda 2030**

[\\$lbl legenda sviluppo sostenibile](#)