Activities and lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop	TITLES	EXPLANATIONS
Level of Course	Title of Course	Cognitive Processes II: Mind and Behavior
Level of Study         3           Semester/Trimester         6           Number of ECTS         4           Name of Lecturer(s)         STAFF           At the end of this course students are able to; LO1. Learn fundamental concepts and theories of cognitive processes, and have knowledge about the research areas of cognitive psychology. LO2. Apply topics such as problem solving, decision making, and thinking to problems in their lives. LO3. Make inferences about how cognitive processes trigger other physiological problems in their lives. LO4. Understand the relationship between mind, brain and behavior. LO4. Understand the relationship between mind, brain and behavior. LO5. Learn how our bodies and the environment we live in can affect our cognitive processes.           Mode of Delivery         The style of teaching is face-to-face interaction.           Prerequisites and Co-requisites or There is no prerequisite or co-requisite for this course.           Recommended Optional Programme Component         There is no prerequisite or co-requisite for this course.           Recommended Optional Programme Component         There is no prerequisite or co-requisite for this course.           Programme Component         1. Getting Acquainted and Overview of the Course 2. Mind and The Brain: Are They the Same? 3. Embodied Cognition and Situated Cognition and Evaluation of Knowledge 6. The Visual Representation of Knowledge 7. Concept Formation and Logical Reasoning 8. Decision Making 9. Problems Doking and Creative Thinking 10. Language 11. Consciousnes is remeded or Required Reading	Code of Course	PSK 324
Year of Study   3	Type of Course	Compulsory
Semester/Trimester   6	Level of Course	Undergraduate
Number of ECTS   A	Year of Study	3
At the end of this course students are able to; LO1. Learn fundamental concepts and theories of cognitive processes, and have knowledge about the research areas of cognitive psychology. LO2. Apply topics such as problem solving, decision making, and thinking to problems in their lives. LO3. Make inferences about how cognitive processes trigger other physiological and psychological processes. LO4. Understand the relationship between mind, brain and behavior. LO5. Learn how our bodies and the environment we live in can affect our cognitive processes. The style of teaching is face-to-face interaction.  Prerequisites and Co-requisites Recommended Optional Programme Component  I. Getting Acquainted and Overview of the Course I. Mind and The Brain: Are They the Same? I. Embodied Cognition and Situated Cognition I. The Human Information-Processing System I. The Verbal Representation of Knowledge I. The Visual Representation of Knowledge I. The Visual Representation of Knowledge I. Concept Formation and Logical Reasoning I. Decision Making I. Cansciousness I. The Structure of Metacognition I. Human Intelligence and Artificial Intelligence I. General Evaluation I. Agence Evaluation I. Agence I Evaluation I. Juries of Cognitive Neuroscience (2nd ed.). Sunderland, MA: Sinauer.  Propriary Textbook) Solso, R. L., MacLin, O. H. & MacLin M. K. (2007). Cognitive Psychology (8th ed.). Boston: Pearson. I. The primary textbook for this course is renewed every year.  This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures subported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply	Semester/Trimester	6
At the end of this course students are able to; LO1. Learn fundamental concepts and theories of cognitive processes, and have knowledge about the research areas of cognitive processes, and have knowledge about the research areas of cognitive psychology. LO2. Apply topics such as problem solving, decision making, and thinking to problems in their lives. LO3. Make inferences about how cognitive processes trigger other physiological and psychological processes. LO4. Understand the relationship between mind, brain and behavior. LO5. Learn how our bodies and the environment we live in can affect our cognitive processes.  Mode of Delivery  The style of teaching is face-to-face interaction.  There is no prerequisite or co-requisite for this course.  There is no prerequisite or co-requisite for this course.  Recommended Optional Programme Component  1. Getting Acquainted and Overview of the Course 2. Mind and The Brain: Are They the Same? 3. Embodied Cognition and Situated Cognition 4. The Human Information-Processing System 5. The Verbal Representation of Knowledge 6. The Visual Representation of Knowledge 7. Concept Formation and Logical Reasoning 8. Decision Making 9. Problem Solving and Creative Thinking 10. Language 11. Consciousness 12. The Structure of Metacognition 13. Human Intelligence and Artificial Intelligence 14. General Evaluation  Recommended or Required Reading  Planted Learning Alman Intelligence and Artificial Intelligence 14. General Evaluation  Planted Learning Activities and The primary textbook for this course is renewed every year.  This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.	Number of ECTS	4
Course Learning	Name of Lecturer(s)	STAFF
Prerequisites and Co-requisites   There is no prerequisite or co-requisite for this course.		LO1. Learn fundamental concepts and theories of cognitive processes, and have knowledge about the research areas of cognitive psychology.  LO2. Apply topics such as problem solving, decision making, and thinking to problems in their lives.  LO3. Make inferences about how cognitive processes trigger other physiological and psychological processes.  LO4. Understand the relationship between mind, brain and behavior.  LO5. Learn how our bodies and the environment we live in can affect our
Co-requisites         There is no prerequisite or co-requisite for this course.           Recommended Optional Programme Component         None           I. Getting Acquainted and Overview of the Course 2. Mind and The Brain: Are They the Same? 3. Embodied Cognition and Situated Cognition 4. The Human Information-Processing System 5. The Verbal Representation of Knowledge 6. The Visual Representation of Knowledge 7. Concept Formation and Logical Reasoning 8. Decision Making 9. Problem Solving and Creative Thinking 10. Language 11. Consciousness 12. The Structure of Metacognition 13. Human Intelligence and Artificial Intelligence 14. General Evaluation (Primary Textbook) Solso, R. L., MacLin, O. H. & MacLin M. K. (2007). Cognitive Psychology (8th ed.). Boston: Pearson.           Recommended or Required Reading         (Suggested References) Purves, D., Cabeza, R., Huettel, S. A., LaBar, K. S., Platt, M. L., & Woldorff, M. G. (2013). Principles of Cognitive Neuroscience (2nd ed.). Sunderland, MA: Sinauer. * The primary textbook for this course is renewed every year.           Planned Learning Activities and Teaching Methods         This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular leaching Methods and Oriterial thinking skills and apply the different psychological perspectives to the material being presented.           Assessment Methods and Criteria         1 Midterm, 5 Quizzes, 1 Final Exam           Language of Instruction         Turkish	Mode of Delivery	The style of teaching is face-to-face interaction.
Course Contents		There is no prerequisite or co-requisite for this course.
2. Mind and The Brain: Are They the Same? 3. Embodied Cognition and Situated Cognition 4. The Human Information-Processing System 5. The Verbal Representation of Knowledge 6. The Visual Representation of Knowledge 7. Concept Formation and Logical Reasoning 8. Decision Making 9. Problem Solving and Creative Thinking 10. Language 11. Consciousness 12. The Structure of Metacognition 13. Human Intelligence and Artificial Intelligence 14. General Evaluation  (Primary Textbook) Solso, R. L., MacLin, O. H. & MacLin M. K. (2007). Cognitive Psychology (8th ed.). Boston: Pearson.  (Suggested References) Purves, D., Cabeza, R., Huettel, S. A., LaBar, K. S., Platt, M. L., & Woldorff, M. G. (2013). Principles of Cognitive Neuroscience (2nd ed.). Sunderland, MA: Sinauer.  * The primary textbook for this course is renewed every year.  Planned Learning Activities and Teaching Methods  This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.  Assessment Methods and Criteria  Language of Instruction  1 Midterm, 5 Quizzes, 1 Final Exam		None
Solso, R. L., MacLin, O. H. & MacLin M. K. (2007). Cognitive Psychology (8th ed.). Boston: Pearson.  (Suggested References) Purves, D., Cabeza, R., Huettel, S. A., LaBar, K. S., Platt, M. L., & Woldorff, M. G. (2013). Principles of Cognitive Neuroscience (2nd ed.). Sunderland, MA: Sinauer.  * The primary textbook for this course is renewed every year.  This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.  Assessment Methods and Criteria  1 Midterm, 5 Quizzes, 1 Final Exam  Turkish	Course Contents	<ol> <li>Mind and The Brain: Are They the Same?</li> <li>Embodied Cognition and Situated Cognition</li> <li>The Human Information-Processing System</li> <li>The Verbal Representation of Knowledge</li> <li>The Visual Representation of Knowledge</li> <li>Concept Formation and Logical Reasoning</li> <li>Decision Making</li> <li>Problem Solving and Creative Thinking</li> <li>Language</li> <li>Consciousness</li> <li>The Structure of Metacognition</li> <li>Human Intelligence and Artificial Intelligence</li> </ol>
Activities and Teaching Methods  Assessment Methods  Assessment Methods  Assessment Methods  Turkish  Assessment Methods  Turkish  And Over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.  Assessment Methods and Criteria  1 Midterm, 5 Quizzes, 1 Final Exam  Turkish		Solso, R. L., MacLin, O. H. & MacLin M. K. (2007). <i>Cognitive Psychology</i> (8th ed.). Boston: Pearson. (Suggested References) Purves, D., Cabeza, R., Huettel, S. A., LaBar, K. S., Platt, M. L., & Woldorff, M. G. (2013). <i>Principles of Cognitive Neuroscience</i> (2nd ed.). Sunderland, MA: Sinauer.
and Criteria  Language of Instruction  Turkish  Turkish	Activities and	and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the
		1 Midterm, 5 Quizzes, 1 Final Exam
Practicum None	Language of Instruction	Turkish
	Practicum	None

Course Learning Outcomes	101				
Program Outcomes	LO1	LO2	LO3	LO4	LO5
Analyze problems with the scientific method and appropriate scientific tools.					
Think critically and creatively, ask questions, make comments using the knowledge and skills they have acquired.		х		х	х
Develop a positive attitude toward life-long education.					
Use the library, scientific databases, internet and other sources effectively.					
Have the skills to find out, analyze, evaluate, decide about, and apply the alternative solutions to problems.					
Be open-minded to use knowledge stemming from different disciplines and/or areas of psychology.		Х	х	х	х
Develop a positive attitude toward critical thinking.					
Have advanced theoretical and applied knowledge of psychology supported by contemporary course material.		х	х	х	Х
Have the necessary knowledge and skills to analyze and synthesize the main areas of psychology.		х	х	х	х
Be competent in English and Turkish.					
Use effective methods to present, share and discuss scientific information.					
Be able to write scientific papers by using international manuals such as APA.					
Show courage and use the necessary skills to propose solutions to the problems of the world they live in.		х			
Show courage and have necessary skills to propose solutions to the problems of their own life.		х	х		
Have a positive attitude to statistics and be able to use common statistical software packages.					
Be able to plan and conduct research independently.					
Apply qualitative and/or quantitative methods depending on the nature and the scope of a given problem.					
Know the research methods and statistical procedures used in behavioral sciences.					
Use tools such as questionnaires, inventories, scales, and tests.					
Apply psychological knowledge to other problem areas for community welfare.					
Use theoretical and applied knowledge in accordance with ethical standards.					