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| Subject code: <i>IFI7305.DT</i> | Subject name: <i>Cognition and Emotion of Digital Media</i> | | |
| Study load: 4 (EAP/ECTS) | Load of contact hours: 16 | Study semester: <i>Fall</i> | Assessment <i>Exam</i> |
| Objectives: | <i>The course aims at introducing basic themes of human cognitive and emotional processes. Using this knowledge, students will critically analyze and shape multimodal experiences delivered by media and digital games through assignments.</i> | | |
| Course outline: | <i>The course addresses (but not limited to):</i> <ul style="list-style-type: none"> • <i>Spatial cognition</i> • <i>Semantic cognition</i> • <i>Emotion theories; Basic emotions, complex emotions; Neurophysiological basis of emotional processing</i> • <i>Emotions elicitation; Prosocial behavior, compassion and empathy</i> • <i>Memory</i> • <i>Emotion - perception - cognition influences; Dual process theory; Nudging strategies</i> | | |
| Learning Outcomes: | <i>After successfully completing the course students will be aware of the:</i> <ul style="list-style-type: none"> • <i>Main principles of human cognition and emotion;</i> • <i>Be able to apply this knowledge in critical analysis of existing media content including digital games</i> • <i>Be able to apply this knowledge in design/creation of media content including digital games</i> | | |
| Assessment Methods: | <p><i>The evaluation will be based on the assignments done and the feedback provided to other students. There will be 3 small assignments concerning analyses of the existing media or digital games from the perspective of the topics described in the course. The final project will be to design a new media or game experience demonstrating understanding of the course material.</i></p> <p><i>Small individual assignment, (x3, 60%):</i></p> <ul style="list-style-type: none"> - <i>Assignment written summary done: 12%</i> - <i>Presentation: 5%</i> - <i>Feedback provided: 3%</i> <p><i>Final group project, group: 40%</i></p> <ul style="list-style-type: none"> - <i>Final Project written summary done: 24%</i> - <i>Presentation: 10%</i> - <i>Feedback provided: 6%</i> <p><i>All assignments are compulsory and will be marked with grades A to F.</i></p> | | |
| Teacher(s): | <i>Aleksander Valjamäe, Mati Mõttus</i> | | |
| Subject name in | <i>Tunnetus ja emotsioon digitaalses meedias</i> | | |

| Estonian: | | | | | | | | | | | | | |
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| Prerequisite subject(s): | <i>Perception and attention of digital media (if possible)</i> | | | | | | | | | | | | |
| Compulsory Literature: | <p><i>There will be a mix of recent book chapters, conference papers and journal articles. A few core readings:</i></p> <p><i>Nass, C., & Reeves, B. (1996). The media equation: How people treat computers, televisions, and new media as real people and places.</i></p> <p><i>Coan, J. A., & Allen, J. J. (2007). Handbook of emotion elicitation and assessment. Oxford university press.</i></p> | | | | | | | | | | | | |
| Replacement Literature: | <i>There will be a mix of recent book chapters, conference papers and journal articles. Please note that it is not possible to pass the course only on the base of replacement literature.</i> | | | | | | | | | | | | |
| Participation and Exam requirements: | <p><i>This course is delivered face-to-face. Activities are organized in bi-weekly modules, each focusing on specific topics.</i></p> <p><i>In order to successfully conclude this course, students are required to individually:</i></p> <ul style="list-style-type: none"> • <i>Take part in all face-to-face and activities;</i> • <i>Actively engage and deliver the results of 3 individual assignments; and</i> • <i>Actively engage and deliver the results of 1 group assignment.</i> | | | | | | | | | | | | |
| Independent work: | <i>This course relies on a significant amount of independent work (individual and in groups) between sessions.</i> | | | | | | | | | | | | |
| Grading criteria scale or the minimal level necessary for passing the subject: | <p><i>All assignments are graded as such:</i></p> <p><i>A - 90-100% of the work is done - excellent: outstanding work with only few minor errors.</i></p> <p><i>B - 80-90% of the work is done - very good: above average work but with some minor errors.</i></p> <p><i>C - 70-80% of the work is done - good: generally good work with a number of notable errors.</i></p> <p><i>D - 60-70% of the work is done - satisfactory: reasonable work but with significant shortcomings.</i></p> <p><i>E - 50-60% of the work is done - sufficient: passable performance meeting the minimum criteria.</i></p> <p><i>F- less than 50% of the work is done - fail: more work is required before the credit can be awarded.</i></p> | | | | | | | | | | | | |
| Information about the course: | <p><i>Activities are organized in bi-weekly modules, each focusing on specific topics, and students are requested to engage in both preparatory readings and follow up activities.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Date</i></th> <th style="text-align: center;"><i>Time</i></th> <th style="text-align: center;"><i>Topic</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>September 9</i></td> <td style="text-align: center;"><i>16:15-17:45</i></td> <td style="text-align: center;"><i>Introduction to the course and topics</i></td> </tr> <tr> <td style="text-align: center;"><i>September 23</i></td> <td style="text-align: center;"><i>16:15-17:45</i></td> <td style="text-align: center;"><i>Spatial cognition</i></td> </tr> <tr> <td style="text-align: center;"><i>October 7</i></td> <td style="text-align: center;"><i>16:15-17:45</i></td> <td style="text-align: center;"><i>Semantic cognition</i></td> </tr> </tbody> </table> | <i>Date</i> | <i>Time</i> | <i>Topic</i> | <i>September 9</i> | <i>16:15-17:45</i> | <i>Introduction to the course and topics</i> | <i>September 23</i> | <i>16:15-17:45</i> | <i>Spatial cognition</i> | <i>October 7</i> | <i>16:15-17:45</i> | <i>Semantic cognition</i> |
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| | <i>October 21</i> | <i>16:15-17:45</i> | <i>Emotion theories; Basic emotions, complex emotions; Neurophysiological basis of emotional processing</i> |
| | <i>November 4</i> | <i>16:15-17:45</i> | <i>Emotions elicitation; Prosocial behavior, compassion and empathy</i> |
| | <i>November 18</i> | <i>16:15-17:45</i> | <i>Memory</i> |
| | <i>Detseember 2</i> | <i>16:15-17:45</i> | <i>Emotion - perception - cognition influences; Dual process theory; Nudging strategies</i> |
| | <i>Detseember 16</i> | <i>16:15-17:45</i> | <i>Final project presentations and discussion</i> |