

**COURSE DATA****Data Subject**

Code	33303
Name	Learning psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	1	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	5 - Psychology	Basic Training

Coordination

Name	Department
LOPEZ LATORRE, MARIA JESUS	300 - Basic Psychology

SUMMARY

Psychology of Learning is integrated within the wider subject of *Psychology*. The goal of the Psychology of Learning is to train students in relevant knowledge of Learning as a major process of human psychological activity in the context of its connection with other psychological processes and other subjects in the academic curriculum. More specifically, the learning goal is to provide students with foundational theoretical models of processes of learning and cognitive-behavioral change. The course covers the different forms of learning, from simple to complex, as well as models on which they are based. The purpose of the various theoretical and practical activities is to familiarise the student with how to operate within the area of Learning how to define change in what terms, etc ... Also, the completion of certain tasks or experiments that are proposed facilitates the understanding of many aspects of the processes and performance outcomes. The contents of this course are the basis of some assessment and intervention procedures in the various professional fields of psychology. This relationship is particularly notable in developmental, educational, social, family, community, legal and clinical fields.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Know how to analyse the patient's needs and demands in different contexts.
- Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.
- Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- Be able to identify differences, problems and needs.
- Be able to identify group and intergroup problems and needs.
- Know and comply with professional ethics of Psychology.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.
- Know the functions, characteristics and limitations of the different theoretical models of Psychology of Learning and of Perception and Attention.
- Know the basic laws of learning, perceptual and attentional processes.
- Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results.

LEARNING OUTCOMES

- 1.- Recognize different learning models
- 2.- Describe the process of classical and operant conditioning



3.- Describe the processes of cognitive, social and perceptual-motor learning, identifying the variables that modulate these.

DESCRIPTION OF CONTENTS

1. Historical approach, concept of learning and related processes.

1. Historical approach and theoretical models of learning.
2. Learning and related processes: Instincts and reflexes, habituation and sensitization.

2. Models of associative learning: acquisition, nature, factors and applications.

3. Basic models: procedure, nature and factors and applications: Classical Conditioning and Operant Conditioning

3. Models of cognitive learning: acquisition, nature, factors and applications.

4. Control of behavior by stimulus and cognition: generalization, discrimination and expectations.
- 5.- Cognitive learning: concepts, problem solving and decision making.

4. Models of Learning in special contexts: social learning and learning of perceptual-motor skills.

6. Social learning: Effects of psycho-social modeling.
7. Perceptual-motor learning and its variables.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	6,00	0
Development of group work	10,00	0
Development of individual work	15,00	0
Study and independent work	25,00	0
Readings supplementary material	6,00	0
Preparation of evaluation activities	9,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	9,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

Active and participative methodology with different methods to enhance the learning of significant knowledge and the development of related skills among students. The basic instructional techniques include:

- (1) Lectures and presentations on subject contents.
- (2) Practical activities (experiments in the classroom, case studies, forums and text analysis).
- (3) Tutoring.
- (4) Students independent academic work, report writing, etc. both in individual or group settings.

Formative and summative evaluation.

EVALUATION

EVALUATION ASSESSMENT SYSTEMS

- Assessment of theory and practical contents through objective questionnaire (final examination) during the scheduled final exam period. The examination will include questions about a selection of the contents and skills previously mentioned in the present course guide.
- Written presentation of reports, individual or group projects, clinical cases and resolution of problems.
- Active participation in classroom activities, seminars and/or workshops, motivation for the quality in learning outcomes and delivery of those activities determined by the teacher.

WEIGHTING AND MINIMUM REQUIREMENTS

- Assessment of theory and practical contents through written or skills tests (70%).

The exam will consist on a close-ended multiple choice test as requested by the Institution official call. The exam will include all contents covered both in class activities (attending required) and not obligatory class attending activities. The exam will be worth 70% of the final score. A minimum score of 3.5 must be obtained to pass the course (being 7 the maximum score).

- Written presentation of reports, individual or group projects, clinical cases, resolution of problems, and active participation in the activities of class, seminars and/or workshops (30%).

Along with the regular sessions, there will be other activities (e.g. exercises, reviews, comments, reports, content related questions, etc.). The delivery and participation of all class activities in group will have a maximum score of 2 points (20% of the final score). These activities are **NOT RECOVERABLE**, attended that in treating of works that evaluate the cooperation and the work in team, only can be evaluated in the context of the classroom.



The 10% remaining corresponds to the evaluation of one inform/work **RECOVERABLE**, the qualification of which oscillates between 0 and 1 points, in function of the quality of the same. The calendar of presentation or exhibition of this work will be determined by the teacher.

The **minimum requirement** to surpass this course is to achieve a minimum score of 50% in the final individual exam (that is to say, a minimum of 3.5 on 7) and obtain at least a 5 as a final qualification.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

Grades shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 108/2017). (http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark, if the minimum requirement established is met (obtain a 3.5, at least, in the examination). In case of tie in the final qualification with option to excellent with distinction, will realise a test (to determine for the teacher) on the contents given along the course.

Final grades will be recorded on the student's academic record according to the following rules:

- The sum of the qualification of the examination, required report and activities if they have surpassed the minimum requirement.



- If the element of assessment with the highest weighting (the examination) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet the minimum requirement, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.

The are not differences between 1st and 2nd announcement.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks (ACGUV 108/2017).

(http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

REFERENCES

Basic

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- Domjan, M. (2015). The Principles of Learning and Behavior. Stanford: Cengage Learning
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- Klein, S. (2019). Learning: principles and applications. California: Sage publications.
- Bandura, A (1987) Pensamiento en acción. Madrid: Martínez-Roca (parte de los capítulos 2 y 3).
- Bandura. A. (1985). Social Foundations of Thought and Action: A Social Cognitive Theory. US: Prentice Hall.
- Huertas, E (1992): El aprendizaje no verbal de los humanos. Madrid: Pirámide (capítulo 2)

Additional

- Ormrod, J. E. (2005). Aprendizaje humano. Prentice Hall.
- Bouton, M. (2007). Learning and behavior: a contemporary synthesis. Sunderland: Sinauer
- Froufe, M. (2004). Aprendizaje Asociativo. Principios y aplicaciones. Madrid: Thomson/Paraninfo.
- Leahey, T. H. y Harris, R. J. (2000). Aprendizaje y cognición. Madrid: Prentice Hall
- Pavlov, I. P. (1972). Reflejos condicionados e inhibiciones. Barcelona: Ediciones Península



Pellón, R. y Huidobro, A. (2004) Inteligencia y aprendizaje. Barcelona: Ariel.

Rosas, J. M. y Callejas-Aguilera, J. E. (2004). Aprende condicionando. 2ª edición. Jaén: del lunar.

Tarpy, R. M. (2002). Aprendizaje: Teoría e investigación contemporáneas. Madrid: McGraw-Hill.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENIDOS

Se mantienen todos los contenidos inicialmente programados en la Guía Docente para las sesiones teórico-prácticas.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

La guía docente preveía 60 horas de clases teórico-prácticas en el aula de las que restaba el 50% en el momento de inicio de la docencia no presencial.

Se mantiene la planificación temporal docente tanto en días como en horario.

3. METODOLOGÍA DOCENTE

El equipo docente de esta asignatura está sustituyendo las clases presenciales por algunas de las siguientes herramientas metodológicas:

- (1) Subida de materiales para estas sesiones al aula virtual (transparencias y apuntes: mismos materiales previstos en la guía original para la docencia presencial),
- (2) Propuesta de actividades por aula virtual,
- (3) Videoconferencia síncrona mediante creación de tareas “Videoconferencia” en el aula virtual y ejecución de estas por Blackboard Collaborate o Microsoft Teams el día y a la hora de la clase presencial,
- (4) Videoconferencia asíncronas en las mismas plataformas,
- (5) Transparencias y PowerPoint explicados y/o locutados,
- (6) Debates en el fórum y utilización del foro del aula virtual para atender las dudas de las sesiones, y/o



(7) Suministro de problemas resueltos junto a problemas propuestos a entregar mediante la opción “Tarea” del aula virtual con resolución de los mismos y aclaración de dudas por el sistema de tutorías establecido.

En cuanto al **Sistema de tutorías**, se mantiene el programa de tutorías virtuales (atención en 48 horas laborables máximo) por correo electrónico y se activa en el profesorado que no estaba en este programa. Por tanto, desde el inicio de la docencia no presencial, todo el profesorado de esta unidad docente está adscrito a las tutorías virtuales. Y, además, dada la situación actual, se ha ampliado -más allá de lo previsto-, el horario de tutorías del profesorado a través del correo electrónico, el Forum del Aula Virtual y/o el canal de la asignatura de Microsoft Teams.

4. EVALUACIÓN

El Sistema de evaluación de esta asignatura se distribuye de la siguiente forma:

SE1) Valoración de contenidos teóricos y prácticos mediante una prueba objetiva individual final (examen) en las convocatorias oficiales determinadas por la facultad. Esta prueba planteará preguntas sobre una selección de los contenidos y competencias indicados previamente en esta guía docente.

SE2) Presentación escrita, y complementariamente oral de informes, trabajos individuales o en grupo, casos clínicos y resolución de problemas, mediante medios virtuales.

SE3) Participación activa en las actividades de clase, seminarios y/o talleres, motivación por la calidad de los resultados del aprendizaje y entrega de aquellas actividades que determine el/la profesor/a.

El peso de la **evaluación continua (SE2+SE3)** que es del 30% en la guía docente se incrementa a un **70%**, y se mantienen las actividades evaluables de manera continua de la guía original: actividades prácticas (SE3) (del 20% pasan a un 50%) e informe (SE2) (del 10% pasa a un 20%).

Reducción del peso del **examen final (SE1)** que pasa del 70% al **30%**.

Prueba de evaluación final (SE1): Se basará en un examen con preguntas de triple alternativa de respuesta. Este examen se subirá al aula virtual como ‘Cuestionario’ en el día y hora previstos en el calendario de exámenes aprobado por la Junta de Centro. El cuestionario posibilita ordenar aleatoriamente las cuestiones y marcar un límite de tiempo para su entrega, por tanto, la hora ‘límite de entrega’ que figure en la actividad Cuestionario del aula virtual será la que se tenga en cuenta para entender que se ha entregado en plazo. Los estudiantes deberán estar conectados al aula virtual para la realización del mismo (pero se podrá realizar tanto desde un ordenador como utilizando los datos del móvil).

El requisito mínimo para aprobar la asignatura es obtener un 5 como calificación final. Quien no llegue al aprobado (un 5) en primera convocatoria al no contar con suficientes prácticas entregadas, deberá presentar todas las actividades alternativas que tienen en el aula virtual desde el inicio del curso para la segunda convocatoria. En cuanto a la distribución del peso de las diferentes partes en que consta la evaluación (examen, actividades prácticas e informe), no hay diferencias entre la primera y segunda convocatoria.



En cuanto a la MATRICULA DE HONOR: en aquellos casos en los que haya empate y el alumnado que pueda acceder a la MH sea superior al número de matrículas de honor que puedan otorgarse, se realizará una prueba oral por videoconferencia. Si el día/hora de examen (de primera y/o segunda convocatoria y/o de matrícula de honor) algún estudiante tuviera dificultades (limitaciones en disposición de equipamiento, fallos de conexión...) deberá escribir a su profesor/a un correo usando la cuenta @alumni.uv.es, identificándose y describiendo las dificultades, a fin de que se le comunique un día alternativo para proceder mediante examen oral. Así mismo, el profesorado indicará con qué herramienta se realizaría la conexión, la cual se podrá establecer también mediante telefonía usando herramientas de videoconferencia.

Finalmente, cabe señalar que con independencia del sistema de evaluación:

- El profesorado podrá requerir entrevistas individuales o en pequeño grupo mediante videoconferencia para verificar el grado de participación y la consecución de los objetivos que se persigan en cualquier tarea desarrollada. Declinar esta verificación por parte del estudiante supondrá no superar la tarea/actividad en cuestión.
- El profesorado usará los sistemas de detección de plagios contratados por la UV en las evidencias de evaluación. La "copia" manifiesta de cualquier prueba, tarea, actividad o informe, ya sea individual o grupal, que sirva a efectos de evaluación en la asignatura, imposibilitará superar la asignatura.

5. BIBLIOGRAFÍA

Se mantiene el manual recomendado porque existen versiones electrónicas del mismo, accesibles y disponibles para el alumnado.

Este manual, además, está apoyado por los apuntes y/o las transparencias explicadas o locutadas que se suben al aula virtual cada semana.