

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

<b>Code</b>	33303
<b>Name</b>	Learning psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	5 - Psychology	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
BAÑULS EGEDA, ROSA	300 - Basic Psychology
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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

- 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.

4.- Develop critical thinking, based on the study of human learning, from a gender perspective.

## 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
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	25,00	0
Readings supplementary material	6,00	0
Preparation of evaluation activities	9,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	8,00	0
Resolution of case studies	7,00	0
Resolution of online questionnaires	7,00	0
<b>TOTAL</b>	<b>150,00</b>	



## 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) Scheduled individual and/or group tutorials, (4) Students independent academic work, report writing, etc. both in individual or group settings, (5) Formative and summative evaluation.

The use of mobile devices, tablets and laptops will be at the disposal of the teaching methodology proposed by each teacher.

## EVALUATION

### ASSESSMENT SYSTEMS

- SE1- Assessment of theoretical and practical content by means of a final individual objective test (exam) on the official dates determined by the faculty. This test will pose questions on a selection of the contents and competences previously indicated in this teaching guide.
- SE2- Written presentation of reports, individual or group work, cases and problem solving (continuous assessment).
- SE3- Participation in class activities, seminars and/or workshops, motivation for the quality of the learning outcomes and delivery of those activities determined by the teacher (continuous assessment).

### WEIGHTING AND MINIMUM REQUIREMENTS

SE1-Assessment of theoretical and practical contents by means of written or skills performance tests (60%).

There will be a final individual objective test (exam) that will cover all the material worked on in both classroom and non classroom activities of the subject. It will be equivalent to 60% of the final grade, and a minimum of 3 points out of 6 must be obtained in order to pass the exam. The continuous assessment or progress mark (SE2 and SE3) will be added to the mark obtained in the exam only if a 3 or more points have been obtained in the exam.

SE2- Written presentation of reports, individual or group work, cases and problem solving (15%).

SE3- Participation in class activities, seminars and/or workshops, motivation for the quality of the learning outcomes and delivery of those activities determined by the teacher (25%).

Thus, the PROGRESS OR CONTINUOUS EVALUATION (SE2 and SE3) will be equivalent to 40% of the final grade, and the grade obtained will be added to the exam grade as long as it is equal to or higher than 3.





The SE2, which corresponds to the evaluation of RECOVERABLE reports/assignments, is equivalent to 15% of the final grade (between 0 and 1.5 points). The timetable for submission and/or presentation will be determined by the teaching staff.

The SE3 corresponds to a set of activities, to be determined by the teachers, which will consist of a series of group exercises, comments, assessments, etc. and NOT RECOVERABLE to be done in the classroom (they are not recoverable because as they are works that evaluate cooperation and teamwork, they can only be evaluated in the classroom context). The participation and delivery of these group activities will have a maximum mark of 2.5 points (25% of the total mark for the subject).

Thus, the minimum requirement to pass this subject is to achieve a 50% mastery of the exam (i.e. at least a score of 3 out of 6) and to obtain a minimum of 5 as the final grade.

### **WARNING**

Copying or plagiarism of any assignment that forms part of the assessment will make it impossible to pass the course, and the student will be subject to the appropriate disciplinary procedures. In fact, fraudulent practices will be dealt with according to what is determined by the Protocol of action against fraudulent practices at the University of Valencia (ACGUV 123/2020):  
<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

Please note that, according to article 13. d) of the University Student Statute (RD 1791/2010, 30 December), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in assessment tests, in the work carried out or in official university documents. During tutoring hours, the teaching staff may request individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any task carried out. Failure to accept such verification will mean failing the assignment or activity in question.

### **GRADING SYSTEM**

The grading of the subject will be subject to the provisions of the Grading Regulations of the Universitat de València:

ACGUV108/2017).([http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf))

According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: outstanding.
- From 9 to 10: outstanding or outstanding with honors.

The different sections contemplated in the evaluation will only be added together when the minimum requirement established (obtaining at least a 3 in the exam) is exceeded. In the event of a tie in the final grade with the option of an honors degree, and if the teaching staff decides to award it, there will be a test to be determined on the contents taught in the subject.



The final grade will be included in the course transcript in accordance with the following rules:

- The sum of the mark for the exam, report/s and classroom activities if the minimum requirement has been passed.
- If there is no grade in the evaluation section with the highest weighting (exam), the grade will be NOT PRESENTED, regardless of the rest.
- If there is a grade in the evaluation section with the highest weighting, and this does not reach the minimum requirement, the grade will be SUSPENDED, and a numerical mark based on 10 of the grade for this section.

The mark obtained in the continuous assessment (SE2 and SE3) will be kept until the second sitting.

In both the 1st and 2nd Call there are no differences in terms of the minimum requirements to pass the subject. Thus, the final grade must be equal to or higher than 5 after adding the exam grade and the continuous assessment grade (practical activities not recoverable and report/s recoverable in the second call).

The consultation and challenge of the grade obtained in evaluation tasks, will be subject to the provisions of the Regulation of Evaluation and Grades of the University of Valencia for Grade and Master's degrees (ACGUV 108 / 2017).

([http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf))

## REFERENCES

### Basic

- Domjan, M. (2007). Principios de aprendizaje y de conducta. Madrid: Thomson Paraninfo (5ª ed).
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- Froufé, M; Nieto, C; Pérez Cubillas, C. y Sierra, B. (2022): Psicología del aprendizaje por condicionamiento. Madrid. Ediciones Paraninfo, S. A.
- Klein, S. (2019). Learning: principles and applications. California: Sage publications (8ª ed).

### Additional

- Bandura, A (1987). Pensamiento en acción. Madrid: Martínez-Roca (parte de los capítulos 2 y 3).
- Huertas, E (1992). El aprendizaje no verbal de los humanos. Madrid: Pirámide (capítulo 2).
- Martínez Suárez, P., Herrera Garduño, A., Parra Bolaños, N., Aristizábal Cuellar, J.A. y Arístides Palacio, O. (coord..) (2020). Una Historia de las Ciencias de la Conducta. Editorial Centro de Estudio Sociales de América Latina.
- Ormrod, J. E. (2005). Aprendizaje humano. Prentice Hall.
- Bouton, M. (2007). Learning and behavior: a contemporary synthesis. Sunderland: Sinauer
- Pellón, R. y Huidobro, A. (2004). Inteligencia y aprendizaje. Barcelona: Ariel.