

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

Code	33303
Name	Learning psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

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
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

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.

4.- Develop critical thinking, based on the study of human learning, from a gender perspective and with attention to diversity.

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



TOTAL	150,00
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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 contents by means of a final individual objective test (i.e., exam) on the official dates determined by the faculty.
- SE2- Presentation of reports, individual or group work, cases and problem solving, proposed by the lecturing staff (continuous assessment).
- SE3- Participation in class activities, seminars and/or workshops, and timely delivery of those activities determined by the lecturer, considering the interest and motivation for the quality of the learning outcomes (continuous assessment).

WEIGHTING AND MINIMUM REQUIREMENTS

SE1- Assessment of the theoretical and practical contents addressed in both the face-to-face and non-face-to-face sessions of the subject (60%). There will be a final individual objective test (i.e., exam) addressing all the contents, materials and skills mentioned in this teaching guide 60% of the final grade. It is compulsory to obtain a minimum of 3 points out of 6 in the exam to approve. This item is fully **recoverable** in **second** call.

SE2- Reports, individual or group work, cases, and problem solving (15%). Such evaluation of reports/assignments (between 0 and 1.5 points) is **recoverable** in **second** call. The timetable for their submission and/or presentation will be determined by the lecturing staff.

SE3- Practical activities, seminars and/or in-class group workshops (e.g., exercises, comments, assessments). The participation and timely delivery of these group activities will have a maximum grade of 2.5 points, representing 25% of the final grade. In **second** call, only **50%** of it will be **recoverable** through a practical exam, i.e., 1.25 out of the 2.5 possible points. The non-recoverable part (1.25 points) refers to participation, interest, cooperation, and teamwork in the activities that will be carried out in class, and these skills can only be evaluated in the classroom context).



All in sum, SE2 and SE3 together will equal 40% of the final grade.

In both the 1st and 2nd call there will **not** be differences in terms of the minimum requirements to pass the subject. However, the continuous assessment grade (SE2 + SE3) will be added only if the exam is approved (3 points), and the subject will be approved only if the overall mark is equal or greater than 5 out of 10 points. In case of not passing the subject in first call, the mark obtained in the continuous assessment (SE2 and SE3) will be kept until the second call.

GRADING

Both the course assessment and the potential impugnation of the final grade are subject to the provisions of the Regulation of Assessment and Grading of the University of Valencia for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017):

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this regulation, the final grade must be recorded in numerical expression from 0 to 10, using one single decimal, and must be adjusted to the following grading scale:

- 0 to 4.9: Fail/Unsatisfactory.
- From 5 to 6.9: Satisfactory.
- From 7 to 8.9: Good.
- From 9 to 10: Outstanding/Very Good- Outstanding with Honors (MH).

In the event of a tie (including decimals) in the final grade with an option for honors, the Teaching Unit of the subject will determine the procedure to follow for granting it.

The **final grade** for this course will be based on the total number of points the students earn in each student assessment: SE1, SE2, and SE3, in accordance with the following rules:

- The sum of the mark for the exam (SE1), report/s (SE2) and classroom activities (SE3), if the minimum requirements are met.
- If there is no grade in the SE1 evaluation item (the one with the highest weighting, the grade will be NOT PRESENTED, regardless of the rest.
- If there is a grade in the SE1 evaluation item (the one with the highest weighting), but it does not reach the minimum score requirement, the grade set will be FAIL/UNSATISFACTORY, plus the numerical mark (ranging 0-10) obtained in this item.

The potential reviews and appeals of the grades 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

WARNING

Copying or plagiarism of any assignment (or part of it) that is part of the subject will make it impossible to pass the course, and the students will automatically get the grade of FAIL in the subject. In addition, the student(s) implied will face the pertinent and academic disciplinary procedures (suspension or probation) to which it would give rise.



Please bear in mind that, according to article 13 (numeral d) of the University Student Statute (RD 1791/2010, of 30 December), it is the student's duty to refrain from using or cooperating in **fraudulent procedures** in student examinations, assignments or in any official academic document. In the case of fraudulent practices, the provisions of the Protocol for action in case of fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed:
<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

The lecturer may request individual or group interviews during tutoring hours, in order to verify the degree of participation and achievement of the objectives set for any student assignment. The failure or unwillingness to accept this verification implies failing the assignment or activity in question.

REFERENCES

Basic

- Domjan, M. (2017). Principios de aprendizaje y de conducta. Madrid: Thomson Paraninfo (5ª ed).
- Domjan, M. (2017). The Principles of Learning and Behavior. Stanford: Cengage -Learning.
- 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