

31207 - Learning Psychology

Syllabus Information

Academic year: 2024/25

Subject: 31207 - Learning Psychology

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 613 - Degree in Psychology

ECTS: 6.0

Year: 1

Semester: Second semester

Subject type: Basic Education

Module:

1. General information

The subject Psychology of Learning is included in the English-Language Friendly program of the University of Zaragoza

In the Report of the Psychology Degree of the University of Zaragoza it is established as a first objective that the student of Psychology must reach the necessary scientific knowledge to understand, interpret, analyse and explain human behaviour. Historically, the study of learning processes has been one of the main pillars of the psychological discipline and at the same time it has been the experimental and theoretical basis of several applied fields of psychology: educational psychology, psychological treatment techniques, etc. Starting from an eminently experimental approach, in this subject the student will have the opportunity to learn the basic processes of both associative and non-associative learning as well as the main theories that explain them.

These approaches and objectives are aligned with the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>) so that the achievement of the subject's learning results provides training and competence to contribute to some extent to reach them.

2. Learning results

The knowledge that the student will acquire in the subject will allow them to have a detailed vision of how the basic learning processes take place. This will contribute to the understanding of the global psychological functioning of the individual.

In addition, this knowledge will be the basis for different methods of intervention in clinical and educational contexts, that will be covered in depth in subjects of further years of the degree.

In order to pass this subject, the student must demonstrate the following results:

1. To know the historical background of the Psychology of Learning as well as the concept of Learning and how it is studied from a scientific point of view.
2. To know and understand the habituation and sensitization processes and the models that explain them.
3. Know and understand what conditioning and instrumental conditioning is, its main procedures, and how to use it experimental models, explanatory models and characteristics for optimal learning.
4. To know and understand the extinction process, the main phenomena related to this process and the main hypotheses that explain it.
5. To know and understand how stimuli gain control over our behaviour.
6. To know and understand the applications of the Psychology of Learning to improve society, save lives, and understand complex behaviours, such as addictions, phobias, fears, depression and anxiety.
7. To know and understand the brain bases of learning.
8. To know and understand social learning and its main characteristics.

3. Syllabus

BLOCK I. BACKGROUND, PRE-ASSOCIATIVE LEARNING AND THE REPETITION EFFECT

Topic 1. Introduction to the Psychology of Learning.

Topic 2. The role of elicited behaviour, what does it happen with repeated stimulation?

BLOCK II. ASSOCIATIVE LEARNING. FUNDAMENTALS OF CLASSICAL (S-R) AND INSTRUMENTAL CONDITIONING (S-R-Consequence)

Topic 3. Types and procedures of physical conditioning.

Topic 4. The characteristics of the stimuli for optimal learning.

Topic 5. Models on the nature of response and stimulus-response association.

Topic 6. The role of the reinforcer and instrumental conditioning approaches.

Topic 7. Instrumental conditioning procedures and programs.

Topic 8. Main elements of instrumental conditioning.

BLOCK III. WHY STUDY THE PSYCHOLOGY OF LEARNING? SPECIAL TOPICS

Topic 9. Can conditioning save lives and improve society?

Topic 10. Can conditioning explain addictive behaviour?

Topic 11. Can conditioning help you understand how I feel?

BLOCK IV. BRAIN BASIS OF LEARNING AND CONDITIONING

BLOCK V. SOCIAL LEARNING

Topic 12. Learning through observation and imitation

4. Academic activities

The learning process that has been designed for this subject is based on the following:

The combination of theoretical classes in large groups, practical classes in small groups, group assignments and the special importance of personal study.

The program offered to the student to help them achieve the expected results includes the following activities: 6 ECTS (30 hours of lectures and 30 hours of practical sessions):

- **Large group theory classes** (30 hours): Explanation and guidance for the personal study of the different contents of the subject, directing them towards the acquisition of competencies and learning results. We will use different audiovisual supports (PowerPoint presentations or similar, viewing of fragments of videos, documentaries and animations that illustrate the contents, etc.).
- **Practical classes** (Problem solving and case studies, 20 hours; assignments, 30 hours): Problem solving and questions in small groups (2-3 people per group), applying the theoretical bases of the subject. We will use the laptops that the Psychology Degree has for teaching, where we will simulate experiments typical of the Psychology of Learning using the program Sniffy Pro for Windows or we will visit web pages whose contents, images and animations are relevant and directly related to the theoretical program. Through the Moodle platform, students will download the problems and questions to be solved, will be able to submit the answers for correction by the teacher and will be able to take objective tests at the end of the practical class in order to obtain some feedback on the degree of knowledge acquisition.
- **Personal study** (60 hours): From the rest of the indicated activities, the student must be responsible for the creation of schemes and work programs structured in the context of the time spent for other subjects. It should represent the passage from motivation, fostered by the learning activities previously described, to the autonomous exercise of will.
- Evaluation tests (10 hours)

5. Assessment system

The student must demonstrate that they have achieved the expected learning results by means of the following assessment activities.

- **Final objective test** to evaluate theoretical (70%) and practical knowledge (30%): The knowledge acquired in the subject, both in the theoretical and practical part, will be evaluated in a multiple choice exam with three alternatives, where only one of them is correct. There is a penalty for errors: every two incorrect answers, the value for a correct answer will be subtracted.

Grading system

The grade will be given on a numerical scale from 0 to 10, with one decimal place, to which the corresponding qualitative grade may be added: 0- 4.9 Fail (SS). 5.0- 6.9 Pass (AP)- 7.0- 8.9 Notable (NT). 9.0- 10 Outstanding (SB).

The grading will be obtained from the result of combining the following parameters: Final objective test of theoretical contents (70%) and final objective test of practical contents (30%)

EXPLANATORY NOTE: In order to pass both the theoretical and the practical part, a 5 out of 10 must be obtained in each test (or in other words, a 3.5 out of 7 for theory and a 1.5 out of 3 for practice). This implies that whoever obtains a 4.9 out of 10 in the theoretical or practical exam will not pass the exam.

IMPORTANT: To pass the subject, it will be necessary to have passed both the practical and theoretical parts.

That is, students must obtain a grade of at least 3.5 out of 7 in the theory and 1.5 out of 3 in the objective practical test.

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education
8 - Decent Work and Economic Growth