



Teaching Guide				
Identifying Data				2014/15
Subject (*)	APRENDIZAXE E PERCEPCIÓN DA FALA		Code	652G04030
Study programme	Grao en Logopedia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Optativa	4.5
Language	Spanish			
Prerequisites				
Department	Psicoloxía			
Coordinador	Marcos Malmierca, Jose Luis	E-mail	jose.luis.marcos@udc.es	
Lecturers	Marcos Malmierca, Jose Luis	E-mail	jose.luis.marcos@udc.es	
Web				
General description	<p>Obxectivos da materia:</p> <ul style="list-style-type: none"> - Que os alumnos adquiren os contidos máis relevantes de Psicología da Aprendizaxe e de Percepción do Fala para a súa formación logopédica. - Formación práctica. Análise das implicacións e aplicacións dos contidos, métodos e técnicas da Psicología da Aprendizaxe e da Percepción ao ámbito da logopedia 			

Study programme competences	
Code	Study programme competences
A2	Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicoloxía da linguaxe, os procesos básicos e a Psicolingüística.
A28	Adquirir un coñecemento práctico en intervención logopédica (formación práctica en ámbitos escolares, clínico-sanitarios e asistenciais).
B4	Aprender a aprender.
B5	Aprender autonomamente, e motivarse para facelo de forma continuada.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Subject competencies (Learning outcomes)		Study programme competences	
A2 Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, the basic processes and Psycholinguistics.	A2	B4	
B4 Learn to learn.		B4	
B5 Learn independently, and motivate yourself to do it continuously.		B5	
C6 Critically assess the knowledge, technology and information available to solve the problems they face.			C6
C8 Assess the importance of research, innovation and technological development in the economic and cultural advancement of society.			C8
A28 Acquire a working knowledge in speech therapy (practical training in school settings, clinical-health and care).	A28		

Contents	
Topic	Sub-topic
Item 1. Speech perception I.: Basic elements	The stimulus. The acoustic signal: analysis of the acoustic signal. Phoneme perception



Item 2. Speech perception II: Mechanisms	Mechanisms of speech perception. Cognitive Dimensions of speech perception. Physiology of Perception
Item 3. The "learning" concept	Behavioral definition. cognitive Definition Scope of the Learning Psychology
Item 4. Classical Conditioning	Elements of conditioning Basic phenomena Semantic conditioning Intervention procedures
Item 5. The "mediation" of meaning	The "mediation" concept The Osgood model
Item 6. Instrumental Conditioning I: Elements and parameters	Experiment and model of instrumental conditioning The operant response The reinforcement Parameters of conditioning
Item 7. Instrumental Conditioning II: Basic phenomena	Acquisition Extinction Discrimination (Discrimination without error and concept formation) Shaping by successive approximations
Item 8. Skinner's model of "verbal behavior";	General considerations The functional analysis of verbal behavior Kinds of verbal operant

Planning

Methodologies / tests	Ordinary class hours	Student's personal work hours	Total hours
Case study	10	10	20
Laboratory practice	3.5	7	10.5
Guest lecture / keynote speech	30	45	75
Objective test	3	0	3
Personalized attention	4	0	4

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

Methodologies	Description
Case study	Analyze and solve problems related to cases of psychological learning processes that were exposed during the keynote sessions
Laboratory practice	Practices carried out in both the lab and in class to reinforce knowledge and understanding of various topics of special interest
Guest lecture / keynote speech	Exposure of contents of each issue using multimedia resources (keynote speech)
Objective test	Test of between 15 and 20 multiple choice questions about the contents of issues that do not require case study

Personalized attention

Methodologies	Description
Case study Laboratory practice	Students are guided through the steps necessary to perform the analysis of the case by offering a final monitoring and correction. Students about their work will be reported in practice.



Assessment

Methodologies	Description	Qualification
Case study	Several cases of learning problems that students will evaluate and make a reasoned proposal for intervention from the content taught in the areas of conditioning will be presented	20
Laboratory practice	Attendance and participation in the labs, as well as expository and interactive classes	30
Objective test	Test of between 15 and 20 multiple choice questions about the contents of issues that have not been assessed in the proposed case study	50

Assessment comments

Attendance, attitude and participation in class and lab may have a modulating effect of up to 10% of the final grade.

The overall score is calculated by adding the scores of the objective test, the case studies, laboratory practices and the possible modulating effect of attendance, class participation and attitude and practices.

Sources of information

Basic	<ul style="list-style-type: none">- Leahey, T. H. y Harris, R. J. ((1998)). Aprendizaje y cognición. Madrid: Prentice Hall- Klein, S. B. ((1994)). Aprendizaje: principios y aplicaciones. Madrid: McGraw-Hill- Coren, S., Ward, L. M. y Enns, J. T. ((2001, 5ª ed.)). Sensación y percepción. México: McGraw-Hill/Interamericana- Goldstein, E. B. ((2006)). Sensación y percepción. Madrid: Thomson
Complementary	<ul style="list-style-type: none">- Ormrod, J. E. ((2005, 4ª ed.)). Aprendizaje humano. Madrid: Prentice-Hall- Tarpay, R. M. ((2000)). Aprendizaje: teoría e investigación contemporáneas. Madrid: McGraw-Hill- Puente, A. ((2003)). Cognición y aprendizaje: fundamentos psicológicos. Madrid: Pirámide- Moore, B. C. J. ((1982)). Introduction to Psychology of hearing. New York: Academic Press- Mazur, J. E. ((2002)). Learning and behavior. New Jersey: Prentice-Hall- Nilsson, L. G. y Rönnerberg, J. ((2006)). Learning and memory. Hove, England: Psychology Press/Taylor & Francis (UK)- Domjan, M. y Bukhard, B ((2003, 5ª ed.)). Principios de aprendizaje y de conducta. Madrid: Thomson- Matlin, M. W. y Foley, H. J. ((1996)). Sensación y percepción. Madrid: Prentice-Hall- Marcos, J. L. ((2007)). Sistemas reflejos: investigación y aplicaciones. A Coruña: Universidade da Coruña

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

PROCESOS PSICOLÓGICOS BÁSICOS/652G04002

PSICOLINGÜÍSTICA/652G04003

Other comments

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