UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2015/16
Subject (*)	Learning, cognition and behavior		Code	652438003
Study programme	Mestrado Universitario en Psicoloxía Aplicada			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatoria	3
Language	Spanish			
Teaching method	Face-to-face			
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	The aim of this course is to provide major advances in cognitive psychology research on learning, associative learning especially considering their applications both to the educational environment and the health.			

Study programme competences	
Code	Study programme competences
A5	Being able to perform a psychological evaluation in the context of a scientific investigation.
A8	To know the basis for hypotheses establishment with respect to a particular case, and from them to deduce contrastable statements.
A12	To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.
B1	Capacity for analysis and synthesis.
B6	Critical thinking.
B8	Autonomous learning.
C3	Using the basic tools of information and communication technologies (ICT) necessary for the exercise of the profession and for lifelong learning.
C6	To critically assess the knowledge, technology and information available to solve the problems they face.
C8	Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
A5 Being able to perform a psychological evaluation in the context of a scientific investigation.	AR5		
A8 To know the basis for hypotheses establishment with respect to a particular case, and from them to deduce contrastable statements.	AR8		
A12 To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.	AR12		
B1 Capacity for analysis and synthesis.		BR1	
B6 Critical thinking.		BR6	
B8 Autonomous learning.		BR8	
C3 Using the basic tools of information and communication technologies (ICT) necessary for the exercise of the profession and for lifelong learning.			CC3
C6 To critically assess the knowledge, technology and information available to solve the problems they face.			CC6
C8 Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.			CC8

Contents	
Topic	Sub-topic

Item 1: Introduction	Information processing, cognition and physiology Electrodermal activity The heart rate
Item 2: Reflexes Systems	Theories Research Applications
Item 3: Conditioning and consciousness	Theories of human conditioning Unconscious associative learning Techniques and experimental preparations
Item 4: Learning of non-contingency (Learned Helplessness)	Theoretical aspects Empirical findings Applications to educational and health
Item 5: Complex Learning: Observational Learning	Theoretical aspects: Social Cognitive Theory Interventional procedures based on observational learning

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Objective test	A12 B6	1	0	1
Workbook	B1 B8	1	14	15
Guest lecture / keynote speech	C6	12	6	18
Supervised projects	A5 A8	2	20	22
Laboratory practice	C3 C8	9	5	14
Personalized attention		5	0	5
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Objective test	Choice questions with four possible response options. There will always be one right choice
Workbook	Reading and critical commentary on a topic assigned by the professor
Guest lecture / keynote speech	Exposure and development of the theoretical and empirical findings of fundamental matter, supported by media. At the end of issue dialogue with the students will be encouraged on the content covered
Supervised projects	The student must choose a topic, or part of a subject matter, that should be so organized and developed critical
Laboratory practice	Reproduction and /or laboratory demonstration of various phenomena related to the contents of the matter

Personalized attention	
Methodologies	Description
Laboratory practice Supervised projects	The professor will follow the development of the ward work, trying to resolve the doubts of the students, as well as guidelines indicating that help its proper implementation. Before practice inform the student on each of the phases and will specify their task on it. At the end will show and explain the results

Assessment			
Methodologies	Competencies	Description	**Qualification**
Guest lecture / keynote speech	C6	Attendance, attitude and participation in keynote speech (lectures) will be considered	5
Objective test	A12 B6	A test consisting of 20 multiple choice questions with four possible options. Only one option is correct.	40

Laboratory practice	C3 C8	Shall be considered for evaluation purposes attendance, attitude and participation in practical classes	5
Workbook	B1 B8	Students will deliver a "critical summary" item 4 (Learning non-contingency: Learned helplessness). The content and presentation of the same shall be taken into account.	20
Supervised projects	A5 A8	Research project on the content of any item other than item 4	30

Assessment comments
Requirements to pass the course: 1). The student must pass the objective test (must obtain a minimum score of 20% on 40% total). 2). The student must obtain 50% (corresponding to a score of 5 points) on 100% overall. The student may decide not to make the "supervised project" (Research Project). In this case the objective test will be worth 70%.

Sources of information	
Basic	- Marcos, J. L. (2007). Sistemas Reflejos: Investigación y aplicaciones. A Coruña. Servicio de Publicaciones de la Universidad de A Coruña - Marcos, J. L. (1997). Técnicas de condicionamiento humano. Madrid. Editorial Universitas - Lovibond, P. F. y Shanks, D. R. (2002). The role of the awareness in pavlovian conditioning: empirical evidence and theoretical implications. Jorunal of Experimental Psychology: Animal Behavior Processes
Complementary	- Leahey, T. H. y Harris, R. J. (1998). Aprendizaje y cognición. Madrid. Prentice-Hall - Lang, P. J., Simons, R. F. y Balaban (Eds) (1997). Attention and orienting: sensory and motivational processes. Mahwah, NJ: Erlbaum - Dawson, M. E., Schell, A. M. y Böhmelt, A. H. (Eds.) (1999). Startle modification: implications for neuroscience, cognitive science, and clinical sciencie. New York. Cambridge University Press

Recommendations
Subjects that it is recommended to have taken before
PROCESOS PSICOLÓXICOS BÁSICOS/652G04002
Subjects that are recommended to be taken simultaneously
Psychology of memory/652438004
Subjects that continue the syllabus
Other comments
Ninguna observación

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.