



## Teaching Guide

| 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<br>Electrodermal activity<br>The heart rate                   |
| Item 2: Reflexes Systems                                   | Theories<br>Research<br>Applications   |
| Item 3: Conditioning and consciousness                     | Theories of human conditioning<br>Unconscious associative learning<br>Techniques and experimental preparations |
| Item 4: Learning of non-contingency (Learned Helplessness) | Theoretical aspects<br>Empirical findings<br>Applications to educational and health                            |
| Item 5: Complex Learning: Observational Learning           | Theoretical aspects: Social Cognitive Theory<br>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<br>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.<br><br>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

|                      |   |
|----------------------|---|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- Marcos, J. L. (2007). Sistemas Reflejos: Investigación y aplicaciones. A Coruña. Servicio de Publicaciones de la Universidad de A Coruña</li> <li>- Marcos, J. L. (1997). Técnicas de condicionamiento humano. Madrid. Editorial Universitas</li> <li>- Lovibond, P. F. y Shanks, D. R. (2002). The role of the awareness in pavlovian conditioning: empirical evidence and theoretical implications. Journal of Experimental Psychology: Animal Behavior Processes</li> </ul> |
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- Leahey, T. H. y Harris, R. J. (1998). Aprendizaje y cognición. Madrid. Prentice-Hall</li> <li>- Lang, P. J., Simons, R. F. y Balaban (Eds) (1997). Attention and orienting: sensory and motivational processes. Mahwah, NJ: Erlbaum</li> <li>- Dawson, M. E., Schell, A. M. y Böhmelt, A. H. (Eds.) (1999). Startle modification: implications for neuroscience, cognitive science, and clinical science. New York. Cambridge University Press</li> </ul>                      |

## Recommendations

### Subjects that it is recommended to have taken before

PROCESOS PSICOLÓGICOS 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.