



## Teaching Guide

Identifying Data					2016/17
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				
Teaching method	Face-to-face				
Prerequisites					
Department	Psicología				
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>The aims of this course are:</p> <ul style="list-style-type: none"> <li>- To help students acquire the relevant contents of Psychology of Learning and Speech Perception for speech therapy training.</li> <li>- Practical training. Analyses of the implications and applications of materials, methods and techniques of the Psychology of Learning and Perception for the speech</li> </ul>				

## Study programme competences

Code	Study programme competences
A2	Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicología 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 afrontarse.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

## Learning outcomes

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

## 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	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Case study	A28 B5	10	10	20
Laboratory practice	C6 C8	3.5	7	10.5
Guest lecture / keynote speech	B4	30	45	75
Objective test	A2	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 20 and 25 multiple choice questions about the contents of the topics discussed during the course

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	Competencies	Description	Qualification
Case study	A28 B5	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	C6 C8	Attendance and participation in the labs, as well as expository and interactive classes	10
Objective test	A2	Test of between 20 and 25 multiple choice questions about the contents of the topics discussed during the course	70

## 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

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

## Recommendations

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

PROCESOS PSICOLÓGICOS BÁSICOS/652G04002

PSICOLINGÜÍSTICA/652G04003

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

(\*)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.