



## Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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	Obligatory	3
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Gonzalez Fernandez, Maria angeles	E-mail	maria.angeles.gonzalez@udc.es	
Lecturers	Gonzalez Fernandez, Maria angeles	E-mail	maria.angeles.gonzalez@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		
Ser capaz de realizar unha avaliación psicolóxica no contexto dunha investigación científica.	AR5		
Coñecer as bases para establecer hipóteses respecto dun caso concreto e, a partir das mesmas, saber deducir enunciados contrastables.	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
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Item 1: Introduction	Information processing, cognition and physiology Electrodermal activity The heart rate
Item 2: Reflexes Systems	Theories Research Applications
Tema 3: Conditioning	Classical conditioning Instrumental conditioning 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	A5 A8 A12 B6	1	16	17
Workbook	B1 B8	13	26	39
Guest lecture / keynote speech	C3 C6 C8	7	7	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

Personalized attention	
Methodologies	Description
Guest lecture / keynote speech Objective test Workbook	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	C3 C6 C8	Attendance, attitude and participation in keynote speech (lectures) will be considered	10
Objective test	A5 A8 A12 B6	A test consisting of 20-30 multiple choice questions with four possible options. Only one option is correct.	60
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.	30

Assessment comments
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Requirements to pass the course:

- 1). The student must pass the objective test (must obtain a minimum score of 35% on 70% total).
- 2). The student must obtain 50% (corresponding to a score of 5 points) on 100% overall.

If a student

does not attend classes (both expository and interactive teaching and / or laboratory practices) and has granted the corresponding dispensation of attendance to class, in such case, the objective test will have a weight of 80% on the final grade.

## 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> <li>- (). .</li> </ul>

## Recommendations

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

Basic Psychological Processes/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.