

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p>Name</p> <p>Psychology of Learning</p>
<p>Teaching staff</p> <p>Prof. Alexandra Barros (in charge), Prof. António Duarte and Prof Isabel Simões da Fonseca</p>
<p>ECTS</p> <p>6 ECTS</p>
<p>Functioning</p> <p>4 hours per week (2 theoretical and 2 -theoretical-practical)</p>
<p>Learning goals</p> <p>To acquire scientific knowledge in:</p> <ul style="list-style-type: none"> a) Theories and models of learning b) Behavioral, cognitive and sociocognitive learning processes c) Neurobiological basis of learning d) Student approaches to learning in higher education
<p>Skills to be developed</p> <p>To develop skills and attitudes required to the comprehension and critical analysis of different theoretical perspectives of learning processes.</p> <p>To stimulate critical thinking on individual learning processes and the application of scientific knowledge about learning to develop learning strategies.</p>
<p>Prerequisites (precedences) *</p> <p>Not applicable</p>
<p>Contents</p> <p>1. Psychological study of learning.</p> <p>Learning: change, development, evolution and genetics. Biological, emotional and social aspects. Main theories.</p> <p>2. Behavioral processes in Learning.</p>

Respondent learning: unconditioned and conditioned responses; neutral, conditioned and unconditioned stimuli; acquisition and extinction of responses; generalization and discrimination; contingency, contiguity and likelihood of response. Counter-conditioning.

Operant learning: behavioral acquisition; reinforcement, extinction and punishment; reinforcement programs. Shaping; Pedagogical and clinical applications.

3. Cognitive processes in learning.

Self-regulated learning.

Observational learning.

4. Sociocognitive processes and meta-learning in an academic context.

Learning conceptions of students and teachers; motivation and strategies.

Approaches to learning. Implications for academic performance.

5. Neurobiological and psychophysiological processes of learning.

Bibliography

Duarte, A.M. (2012). *Aprender melhor aumentar o sucesso e a **qualidade da aprendizagem***. Lisboa: Escolar Editora

Gazzaniga, M. S., Ivry, R. B. & Mangun, G. R. (2019). *Cognitive Neuroscience, the biology of the mind*. New York: N.W. Norton & Company

Gleitman, H., Fridlund, A. J., & Reisberg, D. (1999). *Psychology* (5th ed.). New York: Norton.

Gluck, M. A. Mercado, E. M. & Myers, C. E (2016). *Learning and Memory: From Brain to Behavior*. New York: Worth Publishers

Murphy, R. A., & Honey, R. C. (2016). *The Wiley Handbook on the Cognitive Neuroscience of Learning*. London: Wiley-Blackwell.

Schunk, D. H. (2014). *Learning theories: An educational perspective* (6th ed.). Essex: Pearson Education Limited

Teaching methods

Classes include theoretical and practical components:

Professors' exposure, in class, of theoretical and practical issues of the programmatic contents

In class presentation, by students, of scientific articles (indicated by professors and focused on the programmatic contents) and their discussion by the whole class.

Evaluation Regimes (General and/or Alternative)

Evaluation Elements

The evaluation of the course unit has 2 mandatory elements: the presentation, in class, of a scientific article. Written content of the presentation must be delivered to the professor. The second element is a final exam.

General Regime

Presentation of a scientific article and written support (4 points). It is mandatory to provide the written content of the presentation to the professor, in the day of the presentation in class. Date will be defined in the beginning of the semester

Final exam: Date will be defined during the semester (16 points)

Alternative Regime

Presentation of a scientific article and written support (4 points). It is mandatory to provide the written content of the presentation to the professor, in the day of the presentation in class. Date will be defined in the beginning of the semester

Final exam: Date will be defined during the semester (16 points)

Students with special status (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) must do the same evaluation tasks as the colleagues of the general regime (presentation in class, written support and final exam).

Rules for grade improvement

Grade improvement is only possible by the repetition of the final exam, according to the general exams calendar

Rules for students having previously failed the course unit *

Students having previously failed the course unit must do the same evaluation tasks as their colleagues of the general regime (presentation in class, written support and final exam).

Requirements on attendance and punctuality

Students must be in class in the beginning of the class. There is only a tolerance of 15 minutes. Students are not allowed to get out of the class without the professor's permission.

Rules for special students

Students with a special status (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) must do the same evaluation tasks as their colleagues of the general regime (presentation in class, written support and final exam).

Language of instruction

Portuguese;

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;

- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable