

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Psychology of Learning
Teaching staff Prof. Alexandra Barros (in charge), Prof. António Duarte and Prof Isabel Simões da Fonseca
ECTS 6
Functioning Theoretical-practical classes. Classes will start in Scenario A, and can move to scenario B according to the instructions of the Dean, the Government and / or DGS Scenario A - Advanced deflation. If the size of the room allows, classes will be in person for all enrolled students. If social distance is not possible in the room assigned to the course unit, the class will be organized in two sub-classes in such a way that each student has his or her face-to-face shift for all course units in the same week. In this way, all students are guaranteed participation in classroom activities corresponding to at least 50% of the sessions scheduled for the second semester in each UC and implies the division of each class into two independent subunits, and a work logic that combines, for each, sequences of face-to-face and autonomous work. Scenario B - Total confinement. If, at some point in the semester, there is a scenario of greater restrictions determined by public and academic authorities, classes will be taught online at the stipulated time. Any situation related to the pandemic and that is not included in this information sheet will be analyzed according to the rules stipulated by the competent entities.
Learning goals



To acquire scientific knowledge in:

- 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

Skills to be developed

To develop skills and attitudes required to the comprehension and critical analysis of different theoretical perspectives of learning processes.

To stimulate critical thinking on individual learning processes and the application of scientific knowledge about learning to develop learning strategies.

Prerequisites (precedences) *

Not applicable

Contents

1. Psychological study of learning.

Learning: change, development, evolution and genetics. Biological, emotional and social aspects. Main theories.

2. Behavioral processes in Learning.

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

Scenario A: Oral presentation by the teacher. Guidance, promotion and management of student participation in relation to the topics covered, using support texts, case studies, exercises to apply the concepts learned and works carried out by the students themselves.

Scenario B: Total confinement. Classes will be taught online at the stipulated time using ZOOM, MOODLE, and, when necessary, other forms of distance learning. There will be an oral presentation by the teacher, presentation of works by the students, exercises, case studies and reflection on themes, starting from supporting texts of mandatory reading.

Evaluation Regimes (General and/or Alternative) and Evaluation Elements

All elements will occur in person or online depending on whether scenario A or B.

General regime

Assignment: Class presentation and written support of the assignment (4 points), to be delivered on the date of the class presentation. Date to be defined at the beginning of the semester



Exercises to be carried out during practical classes (1 value in total)

Final Exam: on a date to be announced during the semester (15 points). To be approved, the student must have, in the exam, at least 7.5 values (out of 15)

Alternative regime

Students in exceptional situation will have to fulfill two of the elements of evaluation, namely the final exam and the work with presentation of work in class. Without these elements, the student will not be evaluated.

The special regime applies to student workers, high competition athletes, student leaders, military students, student fathers and mothers, students with special educational needs and does not oblige them to attend practical classes but does not exempt them from any of the elements of evaluation. Work: Class presentation and written support of the work (4 points), to be delivered on the date of the class presentation - mandatory

Final Exam: on date to be announced (16 values). To be approved, the student must obtain, in the exam, at least 7.5 values (out of 16)

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 will have to comply with the same assessment elements as students enrolled for the first time

Requirements on attendance and punctuality

The assessment of students presupposes their presence in class. General students, in order to be able to take the exam, will have to attend 2/3 of the classes provided for in the academic calendar in both scenarios. One of these presences is mandatory on the day for the presentation of the work. In the case of scenario A, students must register their presence on an attendance sheet.

In the case of scenario B, teachers will record the presence of students in the videoconference



Rules for special students

Students in exceptional situations have no limit on absences but will have to fulfill two of the elements of evaluation, namely the final exam and the work with presentation of work in class. Without these two elements, the student will not be evaluated

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