

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme: Undergraduate Degree in Psychology

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| Name Psychology of Learning |
| Teaching staff Prof. Alexandra Barros (in charge), Prof. António Duarte and Prof Isabel Simões da Fonseca |
| ECTS 6 |
| Functioning 4 hours per week (theoretical and theoretical-practical classes) |
| Learning goals To acquire scientific knowledge in: <ul style="list-style-type: none">a) Theories and models of learningb) Behavioral, cognitive and sociocognitive learning processesc) Neurobiological basis of learningd) 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*. Escolar Editora

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

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

Gluck, M. A. Mercado, E. M. & Myers, C. E (2016). *Learning and memory: from brain to behavior*. Worth Publishers

Murphy, R. A., & Honey, R. C. (2016). *The Wiley handbook on the cognitive neuroscience of learning*. Wiley-Blackwell.

Schunk, D. H. (2014). *Learning theories: an educational perspective* (6th ed.). 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 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. One of these presences is mandatory on the day for the presentation of the work.

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