



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Programme: Undergraduate Degree in Psychology

Name Psychology of Learning
Teaching staff Prof. António Duarte (in charge), Prof. Alexandra Marques Pinto, Prof. Isabel Simões da Fonseca, Prof. Paula Costa Ferreira
ECTS 6
Functioning 4 hours per week (theoretical and theoretical-practical classes)
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) Students' 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. Counterconditioning. 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. Socio-cognitive 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:

- Lecturing of theoretical and practical issues of the programmatic contents
- In class discussion and reflection on the themes of the program
- Exercises to apply the concepts studied

General regime

Final Exam.

Alternative regime

Students in exceptional situation will have to fulfill the final exam 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 the exam.

Evaluation Elements

Final Exam: on a date to be announced during the semester (20 points). To be approved, the student must have, in the exam, at least 9,5 values (out of 20). Mandatory.

Students in exceptional situation will have to do the final exam.

Final Exam: on date to be announced (20). To be approved, the student in exceptional situation must obtain, in the exam, at least 9,5 values (out of 20). Mandatory.

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 must repeat the exam.

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. The student who fails the minimal amount of presences, can't do the exam and will be considered NOT EVALUATED.

Rules for special students

Students in exceptional situations have no limit on absences but will have to do the 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