COURSE DATA

DATA SUBJECT

Code: 33303
Name: Learning psychology
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Psychology	BASIC

COORDINATION

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SUMMARY

The Psychology of Learning course is part of the broader field of Psychology. Its general aim is to provide students with relevant knowledge about learning as a key process in human psychological activity, highlighting its connections with other psychological processes and areas within the academic curriculum. More specifically, the course is designed to introduce students to the basic theoretical frameworks related to cognitive and behavioral acquisition and change.

Throughout the course, students will examine different forms of learning, ranging from the most basic to more complex processes, as well as the models that explain them. The various theoretical and practical activities (to be conducted both in and outside the classroom) aim to familiarize students with how learning processes operate, how changes are conceptualized, and how performance is defined and measured.

Additionally, the proposed tasks and experiments will support a deeper understanding of key aspects related to learning processes and their outcomes. The contents of this course provide the foundation for several assessment and intervention approaches in diverse areas of professional psychology, particularly in developmental, educational, social, family, community, legal, and clinical settings

Finally, this subject contributes mainly to the following Sustainable Development Goals (SDGs): Health and well-being (SDG 3), Quality education (SDG 4), Gender equality (SDG 5), Peace, justice and strong institutions (SDG 6) and Reducing inequalities (SDG 10).

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no prerequisites for this course.

COMPETENCES / LEARNING OUTCOMES

1319 - Degree in Psychology

Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.

Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

Be able to identify differences, problems and needs.

Be able to identify group and intergroup problems and needs.

Know and comply with professional ethics of Psychology.

Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results.

Know how to analyse the patient's needs and demands in different contexts.

Know the basic laws of learning, perceptual and attentional processes.

Know the functions, characteristics and limitations of the different theoretical models of Psychology of Learning and of Perception and Attention.

Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

DESCRIPTION OF CONTENTS

Block 1. Historical approach, concept of learning and related processes.

1. Historical introduction and theoretical models of learning.

-Historical Origins of Learning

-The Traditional Learning Models

-Recent Trends in Learning Research

2. Learning and related processes.

-Instincts and reflexes,

-Habituation and sensitization.

Block 2. Models of associative learning: acquisition, nature, factors and applications.

3. Basic Models of Associative Learning: Acquisition Procedures, Characteristics, Influencing Factors, and Applications

-Classical Conditioning: Process, Features, Factors, and Applications

-Operant Conditioning: Process, Features, Factors, and Applications

Block 3. Models of cognitive learning: acquisition, nature, factors and applications.

4. Control of behavior by stimulus and cognition

-Generalization and discrimination

-Expectations.

5. Cognitive learning

-Concept learning.

-Problem solving.

-Decision-making

Block 4. Models of Learning in special contexts: social learning and learning of perceptual-motor skills.

6. Social learning

-Effects of psychosocial modeling

-Observational learning and its core processes

-Learning through performance in social-cognitive theory

7. Perceptual-motor learning and its variables.

-Automation of motor skills.

-Observational learning of motor skills

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	20,00
Independent study and work	40,00
Preparation of lessons	16,00
Preparation for assessment activities	8,00
Resolution of case studies	4,00
Total hours	**90,00**

TEACHING METHODOLOGY

An active and participatory methodology will be applied, integrating different instructional approaches to promote meaningful learning and the development of the competencies associated with this course.

The basic instructional techniques include:

M1. Theoretical classes delivered by the instructor, where the course content will be developed while encouraging student participation through the resolution of questions raised during the sessions.

M2. Practical sessions, demonstrations, and problem-solving activities designed to help students acquire the necessary skills to design experiments, collect data, analyze results, and present their work according to scientific communication standards.

M3. Individual and/or group tutorials, where students will receive guidance and feedback to support their progress on course activities.

These strategies will be complemented by: (1) independent work, including the preparation and presentation of reports based on classroom practices (individually or in groups), and (2) formative and summative assessment.

The use of digital devices will be permitted according to the instructional approach proposed by the teaching staff.

EVALUATION

EVALUATION SYSTEM

SE1 Assessment of theoretical and practical content through a final individual objective test (exam) on the official dates set by the faculty.

SE2 Submission of reports, individual or group assignments, case analyses, and problem-solving exercises proposed by the teaching staff (continuous assessment).

SE3 Participation in class activities, seminars, and/or workshops, as well as the timely submission of the activities assigned by the lecturer. This participation will take into account the student¿s interest and motivation, with a focus on the quality of learning outcomes (continuous assessment). Continuous assessment provides students with valuable feedback on their learning process and allows the instructor to guide and support improvements prior to the final exam.

SE4 Assessment of progress through individual or group tutorials.

WEIGHTING AND MINIMUM REQUIREMENTS

SE1 Assessment of the theoretical and practical content covered in both face-to-face and non-face-to-face sessions (if any) of the course, accounting for 60% of the final grade. The final individual objective test (exam) will cover the contents and competencies outlined in this teaching guide. To pass the exam, students must obtain a minimum of 3 out of 6 points. This assessment is fully recoverable in the second call.

SE2 Evaluation of reports, individual or group assignments, case studies, and problem-solving tasks, with a weight of 15% of the final grade. This component (valued between 0 and 1.5 points) is recoverable in the second call. Deadlines for submission and/or presentation will be determined by the teaching staff.

SE3 Evaluation of practical activities, seminars, and/or workshops conducted in class (e.g., exercises, comments, assessments), with a maximum of 2.5 points, representing 25% of the final grade. In the second call, only 1 point out of the 2.5 possible points in this section will be recoverable through a practical exam. The remaining 1.5 points are non-recoverable and correspond to participation, engagement, cooperation, and teamwork in classroom activities, which can only be assessed in the face-to-face setting.

SE4 Assessment of progress through individual or group tutorials. During tutorial sessions, instructors may request individual or group interviews to verify students¿ participation and achievement of the objectives for specific tasks. Failure to attend or accept this verification will result in not passing the corresponding task or activity. This component does not carry a specific numerical weight in the overall evaluation.

Thus, the CONTINUOUS ASSESSMENT (SE2 + SE3) will account for 40% of the final grade.

In summary, the minimum requirements to pass the course remain the same in both the first and second calls. The continuous assessment grade (SE2 + SE3) will only be added if the exam mark is equal to or greater than 3. The course will be considered passed if the final grade is equal to or greater than 5 out of 10.

If the course is not passed in the first call, the mark obtained in the continuous assessment will be retained for the second call.

GRADING SYSTEM

The grading of the course will follow the provisions of the Grading Regulations of the Universitat de València (ACGUV 108/2017): http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

According to these regulations, final grades will be recorded on a numerical scale from 0 to 10 with one decimal place, using the following grading scheme:

- 0 to 4.9: Fail

- 5 to 6.9: Pass

- 7 to 8.9: Good

- 9 to 10: Excellent or Excellent with Honors

In the event of a tie in the final grade with the possibility of awarding **honors**, the Teaching Unit of the course may establish the procedure to resolve it, if deemed appropriate.

The final grade will be recorded in the course report according to the following rules:

- The final grade will result from the sum of the exam score, the grade for the reports, and the classroom activities, provided that the minimum exam requirement has been met.

- If there is no grade in the evaluation component with the highest weighting (the exam), the final grade will be recorded as Not Presented, regardless of the other scores.

- If there is a grade in the evaluation component with the highest weighting, but it does not meet the minimum requirement, the final grade will be recorded as Fail, with the corresponding numerical score out of 10 based solely on the exam result.

The review and appeal of the grades obtained in the evaluation tasks will be subject to the Regulations of Evaluation and Grading of the University of Valencia for Bachelor¿s and Master¿s Degrees (ACGUV 108/2017): http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

WARNING

Copying or plagiarism in any assignment that forms part of the assessment will result in automatic failure of the course, and the student will be subject to the appropriate disciplinary procedures. Please note that, in accordance with Article 13(d) of the University Student Statute (RD 1791/2010, December 30), it is the student¿s responsibility to refrain from using or cooperating in fraudulent practices in assessment activities, coursework, or official university documents.

In cases of fraudulent conduct, the procedures established by the Protocol for Action in Cases of Fraudulent Practices at the Universitat de València will be followed (ACGUV 123/2020): https://www.uv.es/sgeneral/Protocols/C83sp.pdf

The works and activities presented by the students must be of their own and original authorship. In case of using artificial intelligence (ChatGPT or others), a declaration of responsible use must be submitted.

REFERENCES

BASIC REFERENCES

- Domjan, M. (2017). *Principios de aprendizaje y de conducta*. Thomson Paraninfo (5ª ed).

- Domjan, M. (2017). *The Principles of Learning and Behavior.* SCengage -Learning.
- Froufé, M., Nieto, C., Pérez Cubillas, C. y Sierra, B. (2022). *Psicología del aprendizaje por condicionamiento*. Ediciones Paraninfo, S. A.
- Klein, S. (2019). *Learning: principles and applications*. Sage publications (8ª ed).

SUPPLEMENTARY REFERENCES

- Martínez Suárez, P., Herrera Garduño, A., Parra Bolaños, N., Aristizábal Cuellar, J.A. y Arístides Palacio, O. (coord..) (2020). *Una Historia de las Ciencias de la Conducta*. Editorial Centro de Estudio Sociales de América Latina.
- Ormrod, J. E. (2005). *Aprendizaje humano*. Prentice Hall.
- Bouton, M. (2007). *Learning and behavior: a contemporary synthesis*. Sinauer
- Bandura, A (1987). *Pensamiento en acción*. Martínez-Roca (cap 2 and 3).
- Huertas, E (1992). *El aprendizaje no verbal de los humanos*. Pirámide (cap. 2).