

**Psychological Processes: Learning and
Conditioning**

Code: 102605
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	2	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Tomas Blasco Blasco
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Eva Parrado Romero
Carmina Castellano Tejedor
Albert Feliu Soler

Prerequisites

There are no prior prerequisites. However, it is recommendable that students should revise the contents from previous courses on psychological processes, undertaken during the previous year.

Objectives and Contextualisation

This subject belongs to the group of Psychological Processes Courses (Motivation and Emotion, Memory, Attention and Perception, and Thought and Language). Contents provide students with the main features and research strategies used in this field of knowledge.

The primary aims of this subject are:

- To make students aware of the fundamental aspects of the psychological processes related to learning and conditioning.
- To enable students to address questions about learning, as well as to identify learning phenomena in human and animals both on laboratory and natural settings.

This course gives students the framework required to follow subsequent courses addressed to professional practice such as "Cognitive and behavioural treatments in childhood and adolescence".

Competences

- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Identify, describe and relate the structures and processes involved in basic psychological functions.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Take decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.
- Use different ICTs for different purposes.

Learning Outcomes

1. Analyse the results of experiments on conditioning and learning.
2. Apply knowledge, skills and acquired values critically, reflexively and creatively.
3. Design experiments in conditioning and learning.
4. Distinguish between the main non-associative learning processes.
5. Identify the main processes of classical and instrumental conditioning.
6. Use different ICTs for different purposes.
7. Write reports using the results of experiments on conditioning and learning.

Content

Introduction.

- Definition and characteristics of learning.
- Learning, execution, and behavioural change.
- Types of learning.
- Reflexes and innate behaviours.

Part I: Non-associative learning: Habituation and sensitization

- Definition, characteristics, and variables of habituation.
- Definition, characteristics, and variables of sensitization.

Part II: Associative learning (I): Classical conditioning

- Classical conditioning paradigm and terms.
- Basic phenomena in classical conditioning: acquisition, extinction, generalization.
- Methodology in classical conditioning research.
- Conditioned response measures.
- Temporal procedures in classical conditioning.
- Experimental control in classical conditioning.
- Experimental procedures in classical conditioning.
- Inhibitory classical conditioning.
- Variables involved in acquisition in classical conditioning.
- Other phenomena in classical conditioning: counterconditioning, second-order conditioning, sensory preconditioning, compound conditioning
- Theories in classical conditioning.

Part III: Associative learning (II): Operant conditioning

- Introduction.
- Basic procedures in operant conditioning.
- Procedures, measures and variables in positive reinforcement.
- Schedules of reinforcement.
- Extinction procedures of operant responses.
- Theoretical analysis of positive reinforcement.
- Procedures, measures and variables on negative reinforcement (escape and avoidance).
- Theoretical analysis of negative reinforcement.
- Procedures, measures, and variables in punishment situations.

Methodology

Directed Activities (30%):

- Lectures: 21 sessions of 1.5 hours
- Seminars: 3 sessions of 2 hours
- Laboratory and practical classes: 4 sessions of 2 hours.

Supervised Activities (15%):

- Solution of questions about the subject using the Moodle application
- Simulation of classical and instrumental conditioning phenomena with the software "Sniffy".

Autonomous Activities (55%):

- Reading and study of reference manuals.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory and practical classes	8	0.32	1, 2, 3, 4, 7, 5, 6
Lectures	31.5	1.26	1, 2, 4, 5
Seminar	6	0.24	1, 2, 4, 5
Type: Supervised			
Moodle exercises	12	0.48	2, 4, 5, 6
Simulation of classic and instrumental conditioning phenomena with Sniffy software	10	0.4	1, 3, 6
Type: Autonomous			

Assessment

The competences of the subject will be assessed by different procedures:

- Seminar activities (EV1). Students must solve some problems at the end of each of the 3 seminars (approximately, in weeks 6, 11, 15) about the contents taught in the session. The combined weight of the seminars will be 15% (5% each seminar).
- Laboratory reports (EV2). At the end of each of the 4 laboratory practice sessions (approximately, in weeks 5, 7, 12, 14), students must submit a brief report with an analysis of the results obtained in the session. The combined weight of the practices will be 20% (5% each practice).
- Moodle supervised learning activity (AAS; EV3). There will be 3 activities in an online format throughout the course (approximately, in the weeks 8, 13, 16), with a combined weight of 15% (5% each AAS).
- Written examination (EV4). A multiple-choice test will be undertaken in the second assessment period. The global weight of this exam will be 50%.

To pass the subject, students must obtain a minimum accumulated total score of 5 points and have obtained a minimum of 3.5 points (out of 10) in the theory exam (EV4). In the event of not meeting these requirements, the maximum grade to be included in the academic file will be 4.9 points. (Fail)

The student who has submitted assessments with a weight equal to or greater than 4 points (40%) may not be classified in final results as "Not evaluable."

Students who at the end of the semester (week 17) have not passed the subject, but meet the double condition that they have submitted assessments with a weight equal to or greater than 2/3 of the total grade and have obtained a minimum accumulated overall score equal to or greater than 3.5 points, will have the possibility to undertake resits during the corresponding period. The re-sits will consist of 30 multiple choice questions on the contents of the subject, both theory (including Domjan's manual), seminars, and laboratory practices. In this re-sit a statistical correction for chance will be applied (each wrong question subtracts 0.33 from the total of the right questions). The mark obtained in this exam will be the final grade of the subject.

Students who are not enrolled for the first time in the subject will be assessed by the same activities as in their first enrolment.

Students who wish to take the exams in Spanish (instead of Catalan) will have to ask the subject Coordinator before the 5th week of the course and will have to prove that they are in one of two situations: a) Studying at the UAB on an exchange program; b) Have been residing in Catalonia for less than one year. Apart from these two cases, there will be no translation of the exams, although during the course, lecturers of the subject will answer if necessary, the possible doubts about translation.

You can check the faculty assessment guidelines at the following link:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Code	Designation	Weight	Format (Oral, written or both)	Authorship (individual, collective or both)	Via (Attended, virtual or both)
EV1	Seminar	15%	Written	Individual	Attended
EV2	Laboratory	20%	Written	Individual	Attended

EV3	AAS	15%	Written	Individual	Virtual
EV4	Written examination	50%	Written	Individual	Attended

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Seminar activities	15%	0	0	1, 2, 4, 7, 5
EV2. Laboratory reports	20%	0	0	1, 2, 3, 4, 7, 5, 6
EV3. Moodle supervised learning activity	15%	0	0	1, 2, 3, 4, 7, 5, 6
EV4. Written examination	50%	2	0.08	1, 2, 3, 4, 7, 5, 6

Bibliography

Cándido, A. (2000) *Introducción a la psicología del aprendizaje asociativo*. Madrid: Biblioteca Nueva.

Domjan, M. (2000) *The essentials of conditioning and learning (2ª ed)*. Traducción: *Bases del aprendizaje y el condicionamiento*. Jaén: Del Lunar, 2002.

Domjan, M. (2010) *The principles of Learning and Behavior (6ª ed.)*. Traducción: *Principios de aprendizaje y conducta*. México: Wadsworth, Cengage Learning, 2010.

Froufe, M. (2004). *Aprendizaje asociativo. Principios y aplicaciones*. Madrid: Thomson.