PSYC A270: PSYCHOLOGY OF LEARNING

Item	Value
Curriculum Committee Approval Date	10/07/2020
Top Code	200100 - Psychology, General
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• OC Comm/Analytical Thinking - AA (OA2) • OC Behavioral Science - AA (OD3)
Associate Science Local General Education (GE)	• OCC Comm/AnalyticalThinking-AS (OAS2) • OCC Social/Behavioral Sci - AS (OSD)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 4 Social & Behavioral Sciences (4)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 4 Social&Behavioral Sci (4)
California State University General Education Breadth (CSU GE-Breadth)	• CSU D9 Psychology (D9)

Course Description

Investigates types of learning, the background and research that led to their discovery, and current models of learning, memory, and problem solving. Critical and analytical thinking applied to instances of everyday learning and memory. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Students will be able to critically evaluate theoretical perspectives on learning, background research and contemporary applications.

Course Objectives

- 1. Describe the history of learning theory.
- 2. Distinguish between habits and insights.
- 3. Compare and contrast classical, instrumental conditioning, and operant conditioning.
- 4. Differentiate between the various schedules and types of reinforcement.
- 5. Describe the principles of punishment and extinction.
- 6. Compare and contrast expert and novice learning.
- 7. Describe the physiological aspects of memory and how these relate to the various amnesias.
- 8. Describe the biological basis of learning.

Lecture Content

Introduction and Overview of the Course Historical overview of the development of learning theory Overview of learning paradigms Watsons theory of behaviorism Criticisms of behaviorism Basic Learning Habits Instincts Habituation and sensitization Observational learning Classical Conditioning Pavlovian experiments CS-US pairing/ timing Inhibition, disinhibition, and extinction Criticisms of classical conditioning Significance and application of Pavlovs experiments Instrumental Conditioning Thorndike: the law of effect S-R associations The puzzle box experiment Criticisms of Thorndikes experiments and theories Significance of Thorndikes experiments and theories Operant Conditioning Skinners ideas and theories The Skinner box Types of reinforcement Schedules of reinforcement Generalization and discrimination Avoidance Punishment Extinction Higher Order Learning Insight learning Types of learning Verbal learning vs. non-verbal learning Visual learning, auditory learning, tactile learning Expert learning vs. novice learning Effect of motivation on learning Effect of emotion on learning Learning and Memory Animal models Types of memory Forgetting Physiology of memory Brain damage and amnesia Aspects of Learning Models Content of learning Mapping of learning onto performance Evolution of learning Physiology of learning >

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture, explanation, and applications of topics, concepts and terms. Verbal feedback to small discussion groups. Written feedback to student exercises and tests. Instructor handouts. Review sheets to support student preparation for tests. Question and answer discussions. Demonstration of concepts using mixed media (DVDs, videos, CD-Roms, and photographs). Overhead projector, white-board, and/or Power Point slides. Online demonstrations, discussion boards, tutorials, and email. Online or hybrid class - Instructors will use live and/or pre-recorded online audio and/or video resources (e.g. Canvas, ConferZoom, Big Blue Button, Powerpoint) for lectures and labs. Students will have access to lecture slides on Canvas. Instructors will also communicate with students using announcements, chat rooms, and email. Online office hours will be held weekly and the syllabus and schedule will be posted daily throughout the entire semester. Engagement with students: Discussions will be uploaded on Discussion boards where students can interact with other classmates and the instructor. Instructors will provide timely feedback to students on assignments and papers using the comment tool on Canvas. Exams will take place online and instructors will provide feedback after exams are graded.

Reading Assignments

2 hours per week reading from assigned textbook and supplementary materials

Writing Assignments

2 hours per week writing paper analyzing topics in psychology of learning Summary and critique of current articles in the field of psychology. Answers to essay questions and short-answer questions on exams. Research of a learning or memory topic, and a paper summarizing the findings of the research. Critical thinking summaries.

Out-of-class Assignments

2 hours per week completing out-of-class homework assignments

Demonstration of Critical Thinking

Participation in small-group, in-class discussions. Written critical thinking and personal reaction summaries of current articles that relate to learning theory. Three or more multiple choice and short answer examinations covering the text and lecture materials. Essays

Required Writing, Problem Solving, Skills Demonstration

Summary and critique of current articles in the field of psychology. Answers to essay questions and short-answer questions on exams. Research of a learning or memory topic, and a paper summarizing the findings of the research. Critical thinking summaries.

Eligible Disciplines

Psychology: Masters degree in psychology OR bachelors degree in psychology AND masters degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Domjan, Michael. The Principles of Learning and Behavior, 7th ed. Belmont: Wadsworth, 2015 Rationale: - 2. Required Lieberman, David. Learning and Memory: An Integrative Approach, 1st ed. Belmont: Wadsworth, 2004 Rationale: - 3. Required Chance, Paul. Learning and Behavior: Active Learning Edition, 7th ed. Belmont: Wadsworth, 2014 Rationale: .