Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 291107 **Name:** Psychology of Learning and Memory

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: PSYCHOLOGICAL FUNCTIONS AND PROCESSES

Subject Matter: PSYCHOLOGY **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

PSYCHOLOGICAL FUNCTIONS AND PROCESSES

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY	12,00	Psychology of Attention and Perception	6,00	1/1
		Psychology of Learning and Memory	6,00	1/2
PSYCHOLOGICAL PROCESSES	12,00	Psychology of Motivation and Emotion	6,00	2/1
		Psychology of Thought and Language	6,00	3/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1 Knowing and being able to explain the psychological processes of Memory, as well as the underlying theoretical models.

R2 Understanding empirical evidence that supports each theoretical construct in the area of Psychology of memory.

R3 Knowing and being able to explain the psychological processes of learning as well as the underlying theoretical models.

R4 Understanding empirical evidence that supports each theoretical construct in the area of Psychology of learning.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC		Weighting			
		1	2	3	4
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .			x	
CE5	Identifying differences, problems and needs.			x	
CE26	Writing oral and written reports.			x	
CE28	To know the functions, characteristics and limitations of the different theoretical models of Psychology.				x
CE29	To know the basic laws of the different psychological processes.				x

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				x
CT2	Capacity to organize and plan.				x
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources）			x	
CT8	Decision making.			x	
CT9	Capacity to work in team.			x	
CT18	Capacity to produce new ideas (creativity).			x	
CT24	Taking responsibility			x	

| CT35 | Being able to develop audio-visual presentations. | | x | |

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
	10,00%	Oral presentation of assignments.
	10,00%	Group assignments.

Observations

To pass the course it will be necessary to meet two requirements:
   1.Pass the minimum mark in the individual assessment test.
   2.Exceed the minimum grade in the total calculation of the final grade for the course, obtained from the sum of the weighted grades of the different evaluation tests (group project, deliverable activities, etc.).

For the Granting of the Honours, it will be necessary to meet two requirements:
   1.Get the highest grade in the group (or one of the highest).
   2.Show levels of excellence in all competences and learning outcomes.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	5,00%	Periodical assessment through questionnaires
	20,00%	Attendance and participation in synchronic communication activities.

Observations

To pass the course it will be necessary to meet two requirements:

   1.Obtain the minimum mark in the individual assessment test.

   2.Exceed the minimum grade in the total calculation of the final grade for the course, obtained from the sum of the weighted grades of the different evaluation tests (group project, deliverable activities, etc.).

Criteria for the Granting of the Honours: a discriminatory test between applicants will be carried out.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
M2	Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
M6	Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
M7	Set of oral and/or written tests employed in initial, training or summative assessment of the student.
M8	Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
M9	Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
M11	Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12   Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.

M13   Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15   Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19   Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R3	28,00	1,12
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R4	16,00	0,64
SEMINAR Supervised monographic sessions with shared participation. M8	R1, R2, R3, R4	4,00	0,16
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M8	R1, R2, R3, R4	4,00	0,16
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	4,00	0,16
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3, R4	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R3	30,00	1,20
Virtual practical session (distance learning) M12	R2, R4	10,00	0,40
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4	4,00	0,16
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4	8,00	0,32
Discussion forums (distance learning) M18	R2, R4	4,00	0,16
Continuous assessment activities (distance learning) M19	R1, R2, R3, R4	4,00	0,16
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M17	R1, R2, R3, R4	60,00	2,40
Teamwork (distance learning) M17		30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
INTRODUCTION	DU 1. Introduction to the psychology of learning and memory
PSYCHOLOGY OF MEMORY	DU 2. Memory Structures and Processes
	DU 3. Short-term memory
	DU 4. Episodic memory and semantic memory
	DU 5. Non-implicit memory
	DU 6. Forgetting
	DU 7. Amnesias
PSYCHOLOGY OF LEARNING	DU 8. Introduction to the psychology of learning
	DU 9. Innate behaviours
	DU 10. Classical conditioning
	DU 11. Operant conditioning
	DU 12. Observational learning

Temporary organization of learning:

Block of content	Number of sessions	Hours
INTRODUCTION	4,00	8,00
PSYCHOLOGY OF MEMORY	13,00	26,00
PSYCHOLOGY OF LEARNING	13,00	26,00

References

Basic bibliography

·Baddeley, A., Eysenck, M.W. y Anderson, M.C. (2018). **Memoria** (2ªed.). Madrid: Alianza Editorial.

·Ballesteros, S. (2001). **Procesos psicológicos básicos**. Madrid: Universitas.

·Ballesteros, S. (2012). **Psicología de la memoria. Estructuras, procesos, sistemas**. UNED.

·Corral Varela, M. (2018). **Evaluación neuropsicológica de la memoria**. Madrid: Síntesis.

·Ellis, J. (2005). **Aprendizaje humano** (4ª edición). Madrid: Pearson.

·Fernández, J.L. (2005). **Procesos psicológicos básicos: Psicología general** (6ª ed.). Madrid: Sanz y Torres.

·Gluck, M. A., Mercado, E. y Myers, C. E. (2009). **Aprendizaje y memoria. Del cerebro al comportamiento**. México: McGraw-Hill

·Kolb, B. y Whishaw, I.Q. (2015). **Neuropsicología humana** (8ª edición). Madrid: Editorial Médica Panamericana.

·Mestre, J.M. y Palmero, F. (2011). **Procesos psicológicos básicos**. Madrid: McGraw-Hill.

·Muñoz Marrón, E., & Periañez, J. A. (2012). **Fundamentos del aprendizaje y del lenguaje**. Barcelona: Editorial UOC.

·Portellano, J.A. y García-Alba, J. (2014). **Neuropsicología de la atención, las funciones ejecutivas y la memoria**. Madrid: Síntesis.

·Tirapu, J. Ríos, M. y Maestu, F. (2011). **Manual de neuropsicología humana** (2ª ed.). Madrid: Viguera.

Course guide

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

| X | Microsoft Teams |

| X | Kaltura |

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |

| X | Kaltura |

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: