Independent Study | in Idaho

Psyc 390
Psychology of Learning

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Course Guide

Independent Study in Idaho

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Psychology 390
Psychology of Learning

University of Idaho
3 Semester-Hour Credits

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Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select Students for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Experimental literature of the nature and conditions of classical and operant conditioning, verbal learning, and cognition. Prerequisite: Psyc 101

Recommended Preparation: Psyc 218 (Introduction to Research in the Behavioral Sciences) or a similar research methods course. If you have not taken such a course, let the instructor know and additional material will be assigned to you. You must understand issues regarding experimental design.

Required: Internet access
11 graded lessons, 1 graded final paper, 4 proctored exams

Course Materials

Required Course Materials

- Kline, S, *Learning*: *Principles and Applications,* or 8th Edition. Boston: Sage, 2019. ISBN: 9781544323664

Although any edition of the textbook will work, if you purchase a different edition, you will need to carefully select the chapters that apply to a lesson's topic as the publisher has changed the chapter order from one version to the next.

Course Delivery

This course is available online. An electronic course guide is accessible through Canvas at no additional cost. Refer to your *Registration Confirmation Email* for instructions on how to access Canvas.

Course Introduction

This course will provide you with an overview of Psychological Learning Theories. Although the course will emphasize classical, operant, and cognitive approaches, a review of other learning model will be presented as well.

Note: the content of this course tends to be difficult for some individuals. Thus, you must work hard with the content to receive a good grade.

Course Objectives

- To understand concepts in the field of learning theory.
- To understand strengths and weaknesses of each learning model.

- To gain a historical understanding of traditional learning models.
- To gain further experience in writing.

Lessons

Overview

Each lesson includes the following components:

- Lesson objectives.
- An introductory lecture.
- A reading assignment.
- A written assignment or activity.

Study Hints:

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- You should also review additional learning opportunities materials on Canvas to gain further clarification.

Term Paper

You will be required to write a 5-10 page term paper on a learning topic of your choice. You must use at least 10 references from journal articles or books. Popular press (e.g., Time, Scientific American, Newspapers, etc.) and Non-Governmental websites will not count toward your total. You can use a maximum of 4 websites in your count. **(100 Points)**

Exams

Overview

- You must wait for grades and comments on lessons before taking each subsequent exam.
- For your instructor's exam guidelines, refer to the letter sent in your registration packet and the *Exam Information* sections in this course guide.

There will be four exams. Each will be essay, short answer, or fill in the blank. Each exam will only cover the material in the particular section. The exams are worth 100 points each. Each exam has an hour and a half time limit. Submit all lessons preceding each exam prior to requesting it.

See *Grading* for specific information on exams, points, and percentages.

Grading

The final course grade will be based upon the following considerations.

Exams = **400**
Lessons = **275**
Paper = **100**
Total = **805**

All grades will be based on the following scale:
>787 = A   90%
>700 = B   80%
>612 = C   70%
>525= D   60%
<525= F   <60%

The grading criteria for the **Exam Essay Responses** (both short and long essay questions) includes:
1. Accurately presenting the material requested in the questions.
2. Completely covering the breadth of issues posed in the questions.
3. Referring to and integrating appropriate case examples to illustrate concepts.
4. Legible answers presented in a legible and well-organized style with concepts and illustrative examples that are clearly articulated.

Paper Grading Criteria include
1. The use of APA style
2. Clarity/Readability of the content (No typo's, misspelled words, etc.).
3. Quality of the organization
4. Quality of the content
5. General overall presentation.

The final course grade is issued after **all** lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.

Cheating and Plagiarism
Individuals who are caught cheating or plagiarizing material will receive an F grade for the course.
Note: I use term-paper cheating technology.

About the Course Developer
Your course developer was Dr. Steven E. Meier, an Associate Professor of Psychology at the University of Idaho. Dr. Meier received his Ph.D. in Psychology from Washington State University. His specialty of training was in experimental psychology with specialties in Learning (Applied Behavior Analysis) Addictive Behavior (Primarily Alcoholism), and Physiological Systems.

Contacting Your Instructor
Instructor contact information is posted on your Canvas site under *Course Rules.*

Lesson 1
An Overview of Learning

Lesson Objectives

After completing this lesson you should understand/ be able to:

1. Know the definition of learning and the three components of the definition.
2. Understand some historical approaches to learning.
3. Differentiate between different approaches to learning.
4. Understand the differences between Habituation and Sensitization.
5. Describe Opponent-Process theory.

Reading Assignments

Kline, Chapters 1: An Introduction to Learning and Chapter 2: The Modification of Instinctive Behavior

Important Terms

Functionalism   Habituation   Behaviorism   Sensitization

Lecture

These two chapters provide an overview of early theories and concepts related to learning. In the chapter, review the definition of Learning by Kline. It is more comprehensive than most definitions. Finally pay particular attention to the opponent-process aspects described in chapter two. This concept has major implications for addictions.

Written Assignment

All written assignments MUST be typewritten/word processed.

1. What is the definition of learning? What does the definition include and not include?

2. What is Sensitization and Habituation? Provide an example of each.

3. Briefly describe three historical approaches to learning.

4. Compare and contrast Watson's model of learning with Thorndike's and Pavlov's.

5. Describe the Opponent-Process model. How does it relate to addictions?