



**EFFECTIVE: JANUARY 2002**  
**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **OCTOBER 2001**  
**B:** Department/ **PSYCHOLOGY** New  Revision   
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course   
 If Revision, Section(s) **P,Q,R**  
 Revised:  
 Date Last Revised: **MARCH 1996**

**C: PSYC 365 D: THE PSYCHOLOGY OF LEARNING E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F:</b> Calendar Description: This course provides an introduction to the psychology of learning and is concerned with the conditions, principles, and theories of learning. Traditional behaviouristic approaches (including Pavlovian and instrumental conditioning) and contemporary learning theories will be covered. The influences of biology and cognitive factors as well as the practical applications of the principles of learning will be included.</p>		
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: right;"><b>Lecture</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>Lecture: 4 hrs. per week / semester</b></p> <p>Number of Weeks per Semester: <b>14</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p style="text-align: center;"><b>PSYC 200</b></p>	
	<p><b>I:</b> Course Corequisites:</p> <p style="text-align: center;"><b>NONE</b></p>	
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p style="text-align: center;"><b>NONE</b></p>	
	<p><b>K:</b> Maximum Class Size:</p> <p style="text-align: center;"><b>35</b></p>	
<p><b>L:</b> PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		

**M: Course Objectives/Learning Outcomes**

At the conclusion of the course the student will be able to:

1. List the major historical figures in the history of the psychology of learning and describe their contributions.
2. Define learning and list the various types of learning included in the definition.
3. List the major traditional and contemporary theoretical approaches in the psychology of learning.
4. Describe the classical conditioning paradigm and the procedures for acquisition and extinction.
5. Explain how the principles of Pavlovian Conditioning can be applied in clinical and other settings.
6. Describe Instrumental Conditioning procedures and the effects of various schedules of reinforcement.
7. Discuss the effects on behaviour of positive reinforcement, negative reinforcement, positive and negative punishment.
8. Explain how the principles of instrumental conditioning can be applied to practical settings.
9. Define generalization and discrimination and describe the major paradigms and phenomena associated with these processes.
10. Explain the major biological constraints on the generality of the laws of learning.
11. List and describe the various biological influences on learning such as the Garcia Effect, Seligman's preparedness dimension, animal misbehaviour, sign tracking, imprinting, and species specific defense reactions.
12. Discuss the cognitive factors involved in learning and list the major contemporary cognitive theoretical approaches.
13. Compare and contrast the traditional behaviourist approach with expectancy theory, Tolman's purposive behaviourism, attribution theory and social learning theory.

**N: Course Content**

1. Historical Factors  
Behaviourist tradition  
Cognitive tradition  
Contemporary learning theory
2. Theoretical Approaches  
Definition of learning  
Evolutionary perspective  
Habituation and sensitization

**Course Content Cont'd.**

3. Pavlovian Conditioning  
Acquisition  
Extinction

Continued ...

Subject and Course Number

Applications

4. Instrumental Appetitive Conditioning

Thorndike's position  
Skinner's behaviourism  
Acquisition  
Positive reinforcement  
Schedules of reinforcement  
Extinction  
Applications

5. Instrumental Aversive Conditioning

Escape conditioning  
Avoidance conditioning  
Negative reinforcement  
Positive punishment and negative punishment  
Applications

6. Stimulus Control of Behaviour

The generalization process  
Excitatory generalization  
Inhibitory generalization  
Discrimination learning  
Theoretical approaches

7. Cognitive Control of Behaviour

Tolman's purposive behaviourism  
Latent learning and cognitive maps  
The role of reinforcement  
The covariation of events  
Expectancy theory  
Attribution theory  
Bandura's approach  
Applications

8. Biological Influences on Learning

Generality of the laws of learning  
The preparedness dimension  
Animal misbehaviour  
Flavour aversion: the Garcia Effect  
Sign tracking, autoshaping  
Imprinting  
Species specific defense reactions  
The biology of reward and punishment

**O. Method of Instruction**

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- seminar presentations
- audio visual materials including video, 16mm film, etc.
- small group discussions
- research projects
- practical conditioning demonstrations
- research papers

**P: Textbooks and Materials to be Purchased by Students**

Lefrancois, G. R. (1999). Theories of Human Learning: What the Old Man Said. New York, Wadsworth.

Lieberman, D. (2000) Learning: Behaviour and Cognition, 3rd ed. Pacific Grove, CA. Brooks/Cole Publishers

Mazur, J. E. (2001). Learning and Behavior, 5<sup>th</sup> ed. New Jersey, Prentice Hall.

Or some comparable textbook.

Textbook will be updated periodically.

**Q: Means of Assessment**

Evaluation will be carried out in accordance with the Douglas College policy. Evaluation will be based on course objectives and will include some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, class participation, seminar discussion, oral presentation. The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

4 quizzes	40%	
Mid term paper		15%
Term paper	15%	
Oral presentation		5%
Seminar attendance and participation	5%	
Final exam	<u>20%</u>	
		100%

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**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No. Given that this course involves theoretical and empirical analyses of the psychology of learning, it is unlikely to be open for PLAR except as a credit transfer from another institution.

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar