

H8LT: Psychology of Learning and Behaviour Analysis

Module Code:	H8LT
Long Title	Psychology of Learning and Behaviour Analysis APPROVED
Title	Psychology of Learning and Behaviour Analysis
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Rebecca Maguire
Module Author:	April Hargreaves
Departments:	School of Business
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Exhibit an in-depth knowledge of the assumptions, concepts and principles of the key psychological theories of learning.
LO2	Reflect on the applications of each theory of learning in understanding human behaviour in different contexts.
LO3	Have the ability to compare and contrast theoretical approaches in their ability to explain various aspects of learning and behaviour.
LO4	Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings.
LO5	Critically appraise the interaction between research, theory and practice within fields such as behaviour analysis and education.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Introduction and Overview • Defining learning: critical considerations • Historical approaches to learning • Current views of learning and behaviour			
Classical conditioning • Variations in contiguity • Extinction and spontaneous recovery • Higher order conditioning			
Applications of classical conditioning • Interventions using classical conditioning (e.g. flooding, systematic desensitisation) • Aversion therapy • Development and treatment of phobias			
Operant conditioning • Four behavioural contingencies • Shaping behaviour • Differential reinforcement			
Applications of operant conditioning • Use of reinforcement in applied settings • ABA designs • Token economies			
Schedules of reinforcement • Interval vs. ratio schedules • Fixed vs. variable schedules • Extinguishing behaviour • Intermittent reinforcement in applied settings			
Aversive contingencies • Negative reinforcement (escape vs. avoidance conditioning) • Positive vs. negative punishment • Is punishment ever necessary? An investigation in applied fields			
Evolutionary influences on learning • Biological influences on conditioning • Evolutionary and sociobiological theories of learning • Neurobiology of learning			
Cognitive theories • Transition from behaviourism to cognitivism • Tolman's purposive behaviourism • Gestalt theory of learning • Cognitive information approach (recap from cognitive psychology): Models of memory and applications for learning			
Constructivism and social constructivism • Cognitive developmental theories: Piaget and Bruner • Situated cognition: Vygotsky's sociocultural theory • Anthropological perspectives on learning			
Motivation and self-regulation • Theories of motivation • Social cognitive theory • Self-regulation • Applications for learning			
Assessment Breakdown			%
Coursework			40.00%
End of Module Assessment			60.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Essays (0120)	% of total:	20
Assessment Date:	n/a	Outcome addressed:	1,2,4
Non-Marked:	No		
Assessment Description: Students will be required to submit a practical lab report which will be based on operant conditioning of "Sniffy" the virtual rat. As part of this exercise, students will be required to condition and subsequently extinguish an aspect of Sniffy's behaviour and evaluate results in the context of previous research.			
Assessment Type:	Assignment (0350)	% of total:	20
Assessment Date:	n/a	Outcome addressed:	1,2,3,5
Non-Marked:	No		
Assessment Description: Students will be required to submit a short written assignment whereby they will be asked to reflect on how various learning theories may inform student behaviour in an educational setting. This will take the form of an advice leaflet to new third level students regarding how best to approach their learning in college.			
End of Module Assessment			
Assessment Type:	Terminal Exam	% of total:	60
Assessment Date:	End-of-Semester	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: End-of-Semester Final Examination			
No Workplace Assessment			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	No Description	3	Every Week	3.00
Tutorial	No Description	1	Every Week	1.00
Independent Learning	No Description	153	Once per semester	12.75
Total Weekly Contact Hours				4.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>Guy R. Lefrancois. (2012), Theories of Human Learning, Wadsworth Publishing, p.442, [ISBN: 9781111829742].</p> <p>Pierce, D.W. & Chesney, C.D.. (2013), Behavior Analysis and Learning, 5th. [ISBN: 9781848726].</p> <p>Olson, M.H. & Hergenhahn, B.R.H.. (2013), An Introduction to Theories of Learning, 9th. [ISBN: 0205921108].</p>	
<i>Supplementary Book Resources</i>	
<p>Brookfield, S. (2009), On being taught. In P. Jarvis (Ed.), The Routledge international handbook of lifelong learning., Oxford: Routledge..</p> <p>Driscoll, M.. (2005), Psychology of Learning for Instruction, 3rd. Allyn & Bacon..</p> <p>Gredler M.E.. (2001), Learning and Instruction Theory into Practice, Prentice Hall.</p> <p>Chance. (2014), Learning and Behaviour, [ISBN: 1111832773].</p> <p>Michael P. Domjan. (2013), The Principles of Learning and Behavior, Wadsworth Publishing, p.663, [ISBN: 0495601993].</p> <p>Jim Gould. (2010), Learning Theory and Classroom Practice in the Lifelong Learning Sector, Learning Matters, p.143, [ISBN: 1844451917].</p> <p>Knud Illeris. (2007), How we learn, Routledge, London, [ISBN: 0415438470].</p> <p>edited by Knud Illeris. (2009), Contemporary theories of learning, Routledge, Abingdon, Oxon, [ISBN: 0415473446].</p> <p>Julian C. Leslie. (1996), Principles of Behavioural Analysis, Psychology Press, p.340, [ISBN: 3718659026].</p> <p>Julian C. Leslie. (2002), Essential behaviour analysis, Arnold, London [etc], [ISBN: 034076273X].</p> <p>Mazur, J.E.. (2014), Learning and Behavior, 7th. Pearson, [ISBN: 1292022744].</p> <p>Russell A. Powell, Diane G. Symbaluk, P. Lynne Honey. (2013), Introduction to Learning and Behavior, Wadsworth Publishing, [ISBN: 0495595284].</p> <p>Carol S. Dweck. (2000), Self-theories, Psychology Press, Philadelphia, PA, [ISBN: 9781841690247].</p>	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	