



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171204 **Name:** Psychology of Learning and Memory

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

Module: Basic Training

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Psychology

Department:

Psychology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/1
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Developmental psychology	6,00	1/1
		Language development	6,00	1/2
		Psycholinguistics	6,00	2/1
		Psychology of attention and perception.	6,00	1/2
		Psychology of Learning and Memory	6,00	2/1
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1



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 To know and be able to explain the basic cognitive processes as well as the underlying theoretical models.
- R2 To describe and measure psychological variables and cognitive, emotional, psychobiological and behavioural processes.
- R3 To manage the basic theoretical concepts to begin in the psycholinguistic study and its methodology.
- R4 To know and analyse the psycholinguistic processes of perception and comprehension of language (perception of speech and spelling, lexical access, syntactic representation, propositional access, etc.).



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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis				X
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction			X	
CG5	Make decisions and being responsible for them				X

SPECIFIC		Weighting			
		1	2	3	4
CE2	Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics				X
CE6	To understand the fundamentals of the evaluation and diagnostic process.			X	
CE29	To acquire practical training in individual, group, cooperative and mediation facilitator contexts			X	
CE32	Using information technology and communication			X	
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects			X	



CE38 To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.

X

CE48 Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions

X

CE49 Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures

X

CE54 Manage communication technologies and information

X

TRANSVERSAL

Weighting

1 2 3 4

CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations

X

CT2 Critically evaluate own job performance and that of other professionals to improve results

X

CT7 Having an open and flexible attitude to lifelong learning

X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	10,00%	Performance and/or presentation of individual theoretical and practical activities.
	10,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

CONTINUOUS EVALUATION: Student learning will be monitored through the development of Training Practices (developed both individually and in groups), Training Activities and Practical Classroom Activities.

FINAL TEST: It will consist of a written test in which the students can state that they have achieved the learning results of the subject. This test may include both objective, questions and short essay questions.

Important: To pass the subject, students must separately pass the different evaluation systems (attendance and active participation, practices and exam).

Honours with Distinction

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matricula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matriculas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "matricula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

The criteria for awarding "matricula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



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Learning activities

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

- M1 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3, R4	28,00	1,12
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2</p>	R2, R4	16,00	0,64
<p>SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones.</p> <p>M1</p>	R1, R4	2,00	0,08
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M6</p>	R1, R2, R3, R4	4,00	0,16
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M1</p>	R1, R2, R3, R4	10,00	0,40



TOTAL		60,00	2,40
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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 delivered in theory classes, practical classes or small group tutorials. M2	R1, R2, R3, R4	30,00	1,20
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3	R1, R2, R3, R4	60,00	2,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK 1. INTRODUCTION	DU 1. Introduction to the psychology of learning and memory
BLOCK 2. 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
BLOCK 3. 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
BLOCK 1. INTRODUCTION	4,00	8,00
BLOCK 2. PSYCHOLOGY OF MEMORY	13,00	26,00
BLOCK 3. PSYCHOLOGY OF LEARNING	13,00	26,00



References

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- 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.
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- 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.