



# PSY 348

## Principles and Applications of Learning

S1 Day 2016

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Senior Lecturer

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C3A506

Wednesday 12-1; Thursday 10:00-11:00

Credit points

3

Prerequisites

6cp at 200 level including PSY236(P)

Corequisites

Co-badged status

Unit description

This unit examines research and theory that addresses the question of why people behave as they do. Learning theory focuses on the influence of preceding and consequent stimuli in the behaviour of individuals and groups, and looks at principles and methods by which behaviour can be modified. The lectures will cover some of the more important principles of learning with a strong emphasis on applications to everyday life. These applications will include the principles underlying behaviour modification (stimulus control, reinforcement, punishment, extinction and goal setting). They will also include some topics in the area of human factors such as skill acquisition and the cognitive biases that lead us to make less than optimal choices or decisions often resulting in unintentional errors or risky behaviours. The role that biological/evolutionary factors play in learning will also be covered. The practical component of the unit allows students to learn how they could apply these principles to their own behaviour in a self-regulation programme and how they might design a social marketing program to address a common lifestyle behaviour that needs to be changed.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour

Develop an understanding of the variables that are involved in the regulation of self-control

Evaluate current research in the psychology of learning

## General Assessment Information

There are three components of assessment for PSY348: two tests, one held in week 7 and the other in week 13. Both tests will have 40 multiple choice questions and 5 short answers, and each is worth 30%. The first test will assess material covered in lectures and practicals from weeks 1-6 inclusive. The final test will assess material covered in lectures and practicals from weeks 7-13 inclusive. The third component to the assessment will be **EITHER** a 1,500 word essay on a topic related to some aspect of changing behaviour **OR** a 1,500 word report based upon a self-control programme that the student will have conducted during the session. Details of both the essay topic and the self-control project will be provided in a separate document. This assessment task is to be submitted via iLearn on the Turnitin link by 5pm on Monday 16th May and is worth 40%.

Overall grades for the unit will be determined by adding together marks for the two tests and the essay/report. Scaling may be undertaken. See the university policy on grading for more information.

It is in your interest to keep a (hard or electronic) copy of your submitted work. Firstly, to be able to produce the copy if your original goes missing, and, secondly, to be able to produce an unmarked copy in the case of requesting a re-mark. If you request a re-mark you will need to submit an unmarked copy of your work, which will be marked by a different marker, and you will receive the revised mark which may be either higher or lower than the original mark. If you wish to request a re-mark you will need to collect a Department of Psychology Application for Re-mark form from the Faculty of Human Sciences Student Office in C3A and follow its directions. You can also find a link to these forms on the PSY348 Web Page.

Requests for special consideration and appeals against grades: please refer to the Faculty of Human Sciences website <http://www.humansciences.mq.edu.au/>

### Late Penalties

Late submission of the practical report will attract a penalty of 5% of the maximum mark for every day late (including weekend days). In other words, the assignment is worth 40%, so a penalty of 5% x 40 = 2 marks will be applied. 2 marks are subtracted from whatever the student received for the report for each day late. No work can be accepted after marked project reports are handed back to students.

Requests for extensions for assignments are granted by the Faculty of Human Sciences Undergraduate Student Centre.

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled 2 weeks after the mid-session test, or on the 14th and 15th of July 2016 in the case of the end of session test. The format of a supplementary examination is at each unit convener's discretion and is subject to change from the original final examination.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruption.

Instructions on applying for sitting of a supplementary exam are available from the website, [www.psy.mq.edu.au/specond](http://www.psy.mq.edu.au/specond). It is the student's responsibility to follow the steps outlined in this website. An email will be sent to the student advising them of the outcome of their request for a supplementary exam. If a supplementary exam has been granted, it is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email Student Centre to confirm attendance at the supplementary exam.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Mid session Test</a>	30%	28/04/2016
<a href="#">Essay OR Report</a>	40%	16/05/2016
<a href="#">Final Test</a>	30%	09/06/2016

### Mid session Test

Due: **28/04/2016**

Weighting: **30%**

The test will assess material covered in lectures and practicals from weeks 1-6 inclusive. The test will take place in E6A102 at 1.00 pm - unless specified otherwise

On successful completion you will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Develop an understanding of the variables that are involved in the regulation of self-

control

- Evaluate current research in the psychology of learning

## Essay OR Report

Due: **16/05/2016**

Weighting: **40%**

There is a choice of writing EITHER writing a 1,500 word essay on a topic related to some aspect of changing behaviour OR submitting a 1,500 word report based upon a self-control programme. Details of both the essay topic and the self-control project will be provided in a separate document.

On successful completion you will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning

## Final Test

Due: **09/06/2016**

Weighting: **30%**

Closed book test that will only assess material covered in lectures and practicals from weeks 7-13 inclusive and will consist of 40 multiple choice and 5 short answer questions.

On successful completion you will be able to:

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning

## Delivery and Resources

### Lectures

There are three hours of lectures per week, which are scheduled for Wednesdays 12 - 12pm and Thursdays 1 - 3pm. These lectures will be recorded via Echo360 (which captures the data projector and the lecturer's voice) and will be available on the iLearn page following the lecture.

Although there are three hours of lectures each week, some weeks there will be no lectures to allow time for you to study for the tests and or the written assignment. See Schedule for details.

### Practicals

- There will be 2 hour practicals / tutorials on 5 weeks of the program in C5A316 - **see Schedule to see which weeks the practicals will be running.** Students are encouraged to ask and/or answer questions regarding any of the topics that arise in lectures, practicals and assessment tasks on the discussion page of iLearn.
- Classes may be subject to change so please check for the most current schedule on the University's web site at: <https://timetables.mq.edu.au/Scientia/Web/index.html>
- Any change of practical class time, can be done on-line via eStudent.
- Students are expected to attend lectures and practicals (e.g. participate in discussions in small groups; conduct their own literature searches, research their own chosen topics.

While attendance is not compulsory, tutors will keep a roll each week. University policy requires that students who are absent from tutorials because of medical or other extenuating circumstances must submit a Request for Special Consideration form (and Professional Authority if reason is medical, clearly stating the reasons for the absence). The form is available outside the Psychology Office or can be downloaded from <http://www.reg.mq.edu.au/Forms/APScons.pdf>. This should be submitted to the Student Enquiry Services as soon as possible.

### Textbook

Mazur, J.E. (2014). *Learning and Behavior* (7th Ed. International Ed.). Englewood Cliffs, NJ: Prentice-Hall. Earlier versions are in the Library. But earlier editions will suffice

## Unit Schedule

	Wednesday 11-12 E6A102	Thursday 1-3 E6A102	Practicals C5A 316
Week 1 29/2/16	<i>Admin - Habits</i>	<i>Self Regulation and changing habits</i>	No Prac classes
Week 2 7/3/16	<i>Theories of behaviour change</i>	<i>Stimulus Control</i>	Design a Self Control Programme.
Week 3 14/3/16	<i>Reinforcement</i>	<i>Reinforcement</i>	No Prac classes
Week 4 21/3/16	<i>Adjunctive behaviours</i>	<i>Choice</i>	Harry- use of operant procedures in treatment of self-abuse.
Week 5 29/3/16	<i>Choice</i>	<i>Extinction</i> Melissa Norberg	No Prac classes

Week 6 4/4/16	<i>Decision Making</i>	<b>No Lecture</b>	Multitasking
<b>MID SESSION RECESS 11th APRIL – 22nd APRIL</b>			
Week 7 26/4/16	<i>Decision Making</i>	<b>Mid Session Test</b> <b>In Lecture theatre</b>	No Prac classes
Week 8 2/5/16	<i>Skill acquisition</i>	<i>Risk taking</i>	No Prac classes
Week 9 9/5/16	<i>Risk taking</i>	<i>Punishment</i>	Motor Skill Learning.
Week 10 16/5/16 <b>Report due</b>	<i>Avoidance learning</i>	<i>Avoidance learning</i> <i>Learned helplessness</i>	No Prac classes
Week 11 23/5/16	<i>Biological constraints</i>	<i>Biological constraints</i> <i>Phobias</i>	No Prac classes
Week 12 30/5/16	<i>Phobias</i>	TBA	No Prac classes
Week 13 6/6/16	No lecture	<b>End of Session Test</b> <b>In Lecture theatre</b>	No Prac classes

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be



imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control

### **Assessment task**

- Essay OR Report

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning

### **Assessment tasks**

- Mid session Test
- Essay OR Report
- Final Test

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue

knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning

### **Assessment task**

- Essay OR Report

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning

### **Assessment tasks**

- Mid session Test
- Essay OR Report

- Final Test

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control
- Evaluate current research in the psychology of learning

### Assessment tasks

- Mid session Test
- Essay OR Report
- Final Test

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control

- Evaluate current research in the psychology of learning

## **Assessment tasks**

- Mid session Test
- Essay OR Report
- Final Test

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control

### **Assessment task**

- Essay OR Report

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour

- Develop an understanding of the variables that are involved in the regulation of self-control

### **Assessment task**

- Essay OR Report

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Develop an understanding of the variables that are involved in the regulation of self-control

### **Assessment task**

- Essay OR Report

## **Changes from Previous Offering**

Minor Changes have been made to the topics covered in the practical and lecture schedule and in the essay topics.

The end of session exam will be held in week 13 instead of during th formal exam period