

SS3713: LEARNING AND BEHAVIOUR

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Learning and Behaviour

Subject Code

SS - Social and Behavioural Sciences

Course Number

3713

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS1101 Basic Psychology or SS2023 Basic Psychology I

Precursors

Nil

Equivalent Courses

SS3713 Psychology of Learning

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide an overview of the processes responsible for learning. It is designed to enhance students' abilities to understand and appreciate the three learning theories --- classical conditioning, instrumental conditioning, and

social learning. By the end of the course, students should be able to use these learning theories and their empirical evidence to analyse human behaviour scientifically, and identify the ethical issues in animal research.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand and compare major features of learning theories/principles and their underlying processes, extensions, and limitations;	45	x	x	
2	Detect factors affecting learning processes and behavioral outcomes; and	30	x	x	
3	Evaluate critically hypothetical and/or real life examples using learning principles.	25	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures will either expand upon the text by considering some topics in greater detail, or include materials not discussed in the text. Students are encouraged to generate new ideas and create real-life examples on how the learning principles can be applied. Students are also encouraged to share their ideas and examples with students in the class.	1, 2, 3

2	Self-learning activities	Self-learning activities will be done outside of class. These activities are meant to be a fun and interesting way to increase students' comprehension of course material and to help them to discover how theories in learning can be applied to everyday life.	1, 2, 3	
3	Class Activities	Class participation is an integral part of the course. Students are strongly encouraged to learn the concepts of learning and discover new ideas by participating in the class activities. They are also welcome to ask questions and to freely discuss the topics introduced in class. The primary objective of the class activities is to reinforce course concepts and theories, and to integrate lectures and self-learning activities.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quiz (2 hrs)	1, 2, 3	40
2	Essay	1, 2, 3	20
3	Group presentation	1, 2, 3	40

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quiz

Criterion

Conceptual understanding

Excellent (A+, A, A-)

Demonstrates sophisticated comprehension of the theories/principles.

Good (B+, B, B-)

Demonstrates a considerable amount of comprehension of the theories/principles.

Fair (C+, C, C-)

Demonstrates certain knowledge of the theories/principles.

Marginal (D)

Demonstrates limited knowledge of the theories/principles.

Failure (F)

Does not demonstrate comprehension of the theories/principles.

Assessment Task

2. Essay

Criterion

Knowledge comprehension
Critical thinking
Creative thinking

Excellent (A+, A, A-)

Very succinct and clear summary of the chosen academic journal article. Very clear and accurate presentation of the theories or concepts related to the study. Application of psychological theories and knowledge to the target issue is highly accurate, relevant, and in-depth. Uses critical thinking skills with a high degree of effectiveness. Shows much creative insights by applying the knowledge into real life contexts and behaviors. Format of citations and references are highly accurate. The organization of the report is very well-structured and highly coherent. The presentation is very effective and clear.

Good (B+, B, B-)

Succinct and clear summary of the chosen academic journal article. Clear and accurate presentation of the theories or concepts related to the study. Application of psychological theories and knowledge to the target issue is accurate, relevant, and in-depth. Uses critical thinking skills with considerable effectiveness. Shows substantial creativity by applying the knowledge into real life contexts and behaviors. Format of citations and references are accurate. The organization of the report is coherent. The presentation is clear.

Fair (C+, C, C-)

Generally clear summary of the chosen academic journal article. Clear and accurate presentation of the theories or concepts related to the study. Application of psychological theories and knowledge to the target issue is accurate and relevant though not in-depth enough. Uses critical thinking with moderate effectiveness. Shows moderate level of creativity in applying the knowledge into real life contexts and behaviors. Format of citations and references are accurate in general.

Marginal (D)

Summary of the chosen academic journal article is not clear enough. Presentation of the theories or concepts related to the study is fair. Application of psychological theories and knowledge to the target issue is not accurate and in-depth enough. Uses critical thinking with mild effectiveness. Show limited creativity in applying the knowledge into real life contexts and behaviors

Failure (F)

The report demonstrates nothing meaningful in relation to the learning concept or is found to be plagiarized. Does not use critical thinking skills. Does not show creativity in applying the knowledge into real life.

Assessment Task

3. Group presentation

Criterion

Theories/concepts Creativity Design/procedure Presentation

Excellent (A+, A, A-)

Shows a sensitive and thorough understanding of the behavioural problem. Demonstrate an accurate and comprehensive understanding of the theories/concepts. Shows innovative ideas. Demonstrates a rigorous design/procedure. Provides a broad range of information to support the behavioural change strategies. Is delivered in an interesting and engaging manner. Shows excellent team work.

Good (B+, B, B-)

Shows a clear understanding of the behavioural problem. Demonstrate correct understanding of the theories/concepts. Shows novel application of existing ideas. Demonstrates a careful design/procedure with some minor flaws. Provides sufficient amount of information to support the behavioural change strategies. Is satisfactorily delivered. Shows good team work.

Fair (C+, C, C-)

Shows an acceptable understanding of the behavioural problem. Demonstrate adequate understanding of theories/concepts. Gives workable ideas with limited innovation. Demonstrate a design/procedure with some major flaws. Provide adequate information to support the behavioural change strategies. Is delivered in an acceptable way. Shows team work with some disputes.

Marginal (D)

Shows a vague understanding of the behavioural problem. Demonstrate inadequate/limited understanding of theories/concepts. Shows doubtful and/ or infeasible ideas. Demonstrates a poor design/procedure. Provides limited information to support the behavioural change strategies. Is poorly delivered. Shows poor team work.

Failure (F)

Shows an inappropriate understanding of the behavioural problem. Indicates misconception or no knowledge of theories/concepts. Does not show creative ideas. No description of design/procedure. Provides minimal or irrelevant information to support the behavioural change strategies. Does not deliver in a logical or organized order. Does not collaborate or communicate well.

Part III Other Information**Keyword Syllabus**

Behavioristic Approach to Learning. Classical Conditioning. Instrumental Conditioning. Reinforcement. Punishment. Extinction and Stimulus Control. Avoidance. Observational Learning. Choice and Self Control.

Reading List**Compulsory Readings**

Title	
1	Domjan, M. (2010). The principles of learning and behavior (6th ed.). Belmont, CA: Wadsworth.
2	Powell, R. A., Symbaluk, D. G., & Honey, P. L. (2009). Introduction to learning and behavior (3rd ed.). Belmont, CA: Wadsworth.

Additional Readings

Title	
1	Baron, A., & Galizio, M. (2005). Positive and negative reinforcement: Should the distinction be preserved? The Behavior Analyst, 28(2), 85-98.
2	Baum, W. M. (2005). Understanding behaviorism: Behavior, culture, and evolution (2nd ed.). Malden, Mass.: Blackwell.

3	Chance, P. (2003). Learning and behavior (5th ed.). Belmont, CA: Thomson.
4	Franken, R. E. (2007). Human motivation (6th ed.). Belmont, CA: Thomson.
5	Herrmann, E., Call, J., Hernandez-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have specialized skills of social cognition: The cultural intelligence hypothesis. <i>Science</i> , 317, 1360-1366.
6	Kendal, R. L. (2008). Animal “culture wars” . <i>The Psychologist</i> , 21(4), 312-315.
7	Mackay, D. (2007). Motivation, ability and confidence building in people. Boston: Butterworth-Heinemann.
8	Mazur, J. E. (2006). Learning and behavior (6th ed.). NJ: Prentice-Hall.
9	Schunk, D. H. (2008). Learning theories: An educational perspective (5th ed.). NJ: Merrill Prentice Hall.