

TEACHING GUIDE LEARNING PSYCHOLOGY

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

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I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The main purpose of this course is to introduce the students into the different types of learning, their principles and the conditions which can influence the process. It is also our intention to train the students in the most important theoretical and educational aspects of the attention to the diversity. For these reasons, the study of this topic is of great importance in the teachers' training and in the performance of their future professional work.

REQUIREMENTS:

- Previous knowledge is not required.

III.-Learning outcomes

CGP1. Teamwork
CGP5. Critical reasoning.
CGS1. Self-directed learning
CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
CE5 Respect for cultural and personal differences of students and other members of the educational community.
CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.
CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.
CE9 Ability to collaborate with different sectors of the educational community and with the environment.
CE10 Analyse and understand the educational processes in the classroom and outside the classroom related to an age period between 0 and 6 years old.
CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
CEGEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)
CEGEI6 Detect possible difficulties that pupils may present and to elaborate didactic strategies and curricular adaptations that take into account the diversity of students, promoting their educational and social inclusion. (Attention to diversity perspective)
CEGEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students
CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Thematic block	Topic	Sections
I. Theory principles	Topic 1. Initial considerations	Historical background. Learning definition. Importance of Learning Psychology in the teacher's training.
	Topic 2. Fundamentals of classical conditioning	Pavlov's work. Basic elements and concepts. Susceptible responses to classical conditioning. Procedures.
	Topic 3. Fundamentals of instrumental conditioning	The work of Thorndike and Skinner. Basic elements and concepts. Procedures and programs. Effects of punishment. Comparison with classical conditioning.
	Topic 4. Fundamentals of cognitive learning	Cognitive learning theories. Relationship with other cognitive processes.
II. Applications of learning psychology	Topic 5. Attention to the diversity	Principles. Learning difficulties and special educational needs. Curricular adaptations.
	Topic 6. Applications of classical conditioning	Behavior modification techniques. Educational implications.
	Topic 7. Applications of instrumental conditioning	Behavior modification techniques. Educational implications.
	Topic 8. Applications of cognitive learning	Educational implications.
III. Social Learning	Tema 9. The origin of Social Learning	Anglo-Saxon sources. The Russian school of learning.
	Tema 10. Social Learning	Learning social skills. Self-efficacy. Learning attitudes and emotions. Learning itself: individuation through socialization. Learning representations and social constructions.

IV.B.-Training activities

Type	Title
Other activities	Tutorship: exchange of ideas and resolution of questions with the corresponding teacher on the contents of each area and the realization of practical work
Other activities	Online videolectures: acquisition of theoretical knowledge about the contents developed in each area.
Lectures	Recommended readings throughout the course to support theoretical and practical lessons



Resolución de ejercicios

Practical and problem solving tasks: development of skills and abilities related to the theoretical contents of each area through the practical classes.

V.-Student workload

Theoretical sessions	39
Resolution of exercises, problems, case studies, etc.	19
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	20
Preparation for tests and/or exams	32
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 1 to Week 15	Theoretical lectures with interaction and discussion with the students.
Practical sessions	Week 1 to Week 15	Practical lessons. Each block of knowledge will have their own mandatory exercises.
Academic tutorials	Week 1 to Week 15	Small groups or individual meetings to solve questions. Previous appointment with the responsible teacher.
Tests and/or exams	Week 10 to Week 12	Exam Part 2 (multiple-choice test). Personal identification will be required and the student will be supervised during the exam.
Tests and/or exams	Week 17 to Week 17	Exam Part 3 (multiple-choice test). Personal identification will be required and the student will be supervised during the exam.
Tests and/or exams	Week 5 to Week 7	Exam Part 1 (multiple-choice test). Personal identification will be required and the student will be supervised during the exam.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual. The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment:

Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

ASSESSMENT ACTIVITIES AND WEIGHTING

1. EXAMS: assessment of the theoretical content (60%)

- Exam Part 1. Minimum score: yes (5). Re-assessable: yes, extraordinary assesment. Weighting: 37,5%%. Format: Multiplechoice test. Content: topics one to four.
- Exam Part 2. Minimum score: yes (5). Re-assessable: yes, extraordinary assesment. Weighting: 37,5%. Format: Multiplechoice test. Content: topics five to eight. .
- Exam part 3. Minimum score: yes (5). Re-assessable: yes, extraordinary assesment. Weighting: 25%. Format: Multiplechoice test. Content: topics nine and ten.

2. PRACTICAL ACTIVITIES: practical exercises (40%)

- Practical Activities. Minimum score: (5 points in each activity). Re-assessable: yes. Weighting: 40%. Format: Short-answer written assessment. Content: Practical lessons and application of the key theoretical concepts.

Attendance is not compulsory, although it is highly recommended. The teacher is not responsible for the extra workload for the student who decides to prepare the subject on their own, based on the recommended bibliography. Attendance at practices is mandatory and presentation of e exercises is required.

EARLY EXAM CALL It will be governed by the provisions of Article 19 of the Learning Outcomes Assessment Regulations of Rey Juan Carlos University, approved on June 12, 2024. The assessment method used for this call will be the same as that described in the general regulations.



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

- Facer, K. (2011). *Learning futures: Education, technology and social change*. Taylor & Francis.
- Bouton, M. E. (2007). *Learning and behavior: A contemporary synthesis*. Sinauer Associates.
- Domjan, M. (2014). *The principles of learning and behavior*. Editorial Wadsworth Cengage Learning
- Gluck, M. A., Mercado, E., & Myers, C. E. (2007). *Learning and memory: From brain to behavior*. Macmillan Higher Education.
- Ormrod, J. E. (2011). *Human learning*. Pearson Higher Ed.
- Schunk, D. H. (2012). *Learning theories an educational perspective*. Pearson.
- Vash, C. L., & Crewe, N. M. (2003). *Psychology of disability*. Springer publishing company.
- Meadows, T. (2012). *101 ways to do ABA!: Practical and amusing positive behavioral tips for implementing applied behavior analysis strategies in your home, classroom, and in the community*. CreateSpace Independent Publishing Platform.
- Alberto, P. A., & Troutman, A. C. (2021). *Applied behavior analysis for teachers* (10th ed.). Pearson.
- Kernoff, B. (2014). *A teacher's guide to applied behavior analysis: Classroom solutions for maladaptive behavior*. CreateSpace Independent Publishing Platform.
- O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). *Functional assessment and program development for problem behavior: A practical handbook* (3rd ed.). Cengage Learning.
- Miltenberger, R. (2023) *Behavior Modification. Principles and procedures*.

Consultation bibliography

IX.-Professors

Name and surname	IVÁN MORENO LLANOS
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Academic degree	Doctor
Person responsible for the subject	Yes
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Academic degree	Doctor
Person responsible for the subject	No
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Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0