

Conditioning, Motivation and Emotion

Brief description of course content (According to the programme's verification report)

Habituation and awareness. Learning about relationships between events. Learning about relationships between our behaviour and its consequences. What motivates our behaviour? Some specific motivations. What is emotional experience? Some specific emotions.

Human learning. Choice and decision-making. Inductive and deductive thinking. Cognitive control and thinking. Contents: Introduction. Predictive learning and causal inference. Learning and skill acquisition. Discriminatory learning and categorization. Choice and decision-making. Deductive and inductive reasoning. Testing hypotheses and problem solving.

Learning outcomes

- **Cognitive.** To understand the basic principles of human and animal learning. To understand the basic principles of conditioning, in terms of conditions, contents, mechanisms and transfer to behaviour. To know how to describe and recognise the topic's experimental procedures and paradigms. To identify and compare different theories and learning models. To understand the different explanatory models of motivation and emotion. To understand the fundamental concepts of motivation and emotion. To understand the current state of research regarding these processes.
- **Procedural.** To know how to use the terms and concepts of Psychology of Learning appropriately. To deduce, identify and describe the behavioural phenomena and effects which the most common experimental conditions produce. To deduce, predict and describe the behavioural phenomena and effects which a new learning procedure would produce. To critically evaluate the validity of different theoretical models of learning. To link motivational and emotional processes with other fundamental processes in Psychology. To understand the research strategies regarding these processes.
- **Behavioural.** To ensure that learning processes are considered to be psychological processes aimed at acquiring flexible knowledge which changes in interaction with the medium. To value the importance of learning in the applied field of Psychology. To promote the scientific style as a way of tackling psychological problems. To promote favourable attitudes to scientific research. To foster respect for theoretical diversity. To value the importance of motivational and emotional processes in relation to the applied aspects of Psychology. To foster a favourable attitude to scientific research. To understand and respect ethical standards in research.

Planned learning activities

Theory Syllabus

- Topic 1. Conditioning and learning about relationships between events.
- Topic 2. Instrumental conditioning.

- Topic 3. Motivation.
- Topic 4. Emotion.

Practical Syllabus

- Topic 1. Practical exercises on habituation, awareness and classic conditioning.
- Topic 2. Practical exercises on instrumental conditioning.
- Topic 3. Practical exercises on motivation.
- Topic 4. Practical exercises on emotion.

To complete this practical syllabus, different activities from some of the following modalities will be carried out:

- Seminars/Workshops
- Reading and discussing scientific papers
- Group presentations on scientific papers
- Completing tasks about this subject's topics
- Presenting and defending theoretical dissertations based on literature reviews
- Consideration and analysis of practical cases which involve learning/emotion/motivation processes and phenomena.
- Self-examination on the PRADO platform on the subject's syllabus

- Lab training.

- Classroom practical exercises:

- Classic conditioning
- Instrumental conditioning
- Incentive motivation
- Cognitive motivation
- Specific emotion
- Complex emotions
- Socratic discussions about CME (happiness, love, habits, intrinsic vs. extrinsic motivation). The student must attend both theoretical and practical classes to achieve adequate learning about this topic.
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