

SYLLABUS

Cag University Faculty of Art and Sciences/ Psychology

| Course Code | Course Title | Credits | ECTS Value | |
|--|--|--|---------------------|---------------------------|
| PSY 354 | Learning Psychology | 3 (3-0-3) | 5 | |
| Prerequisite Courses: | | | | |
| Course Language: | English | Course Delivery Mode: | Face-to-face | |
| Course Type and Level: | Elective/Spring Semester | | | |
| Instructor's Title, Name, and Surname | | Course Hours | Office Hours | Contact |
| Assist. Prof. Dr. Patrizia Muradi | | Friday 13:20-15:40 | -- | patriziamuradi@cag.edu.tr |
| Course Coordinator: | | | | |
| Course Objectives | | | | |
| Course Learning Outcomes | The aim of this course is to introduce students to the scientific foundations of learning and behavior, the major learning theories, and how these theories are investigated through experimental research. Within the scope of the course, fundamental learning processes—particularly classical and operant conditioning—as well as cognitive and social learning approaches are examined, with the goal of enabling students to evaluate learning phenomena within both theoretical and experimental frameworks. | | Relations | |
| | | | Program Outcomes | Net Contribution |
| | 1 | Explains the fundamental concepts of learning and behavior, their historical background, and their scientific rationale. | 1,2 | 4,5 |
| | 2 | Defines and distinguishes the major types of learning, including habituation, sensitization, classical conditioning, and operant conditioning. | 1,2 | 4,5 |
| | 3 | Analyzes basic behavioral processes—such as reinforcement schedules, stimulus control, extinction, avoidance, and punishment—within an experimental framework. | 1,2 | 4,5 |
| | 4 | Interprets learning phenomena in accordance with the fundamental theoretical principles of behaviorist psychology. | 1,2 | 4,5 |
| | 5 | Compares behavioral, cognitive, and social learning approaches in terms of their assumptions and explanatory power. | 1,2 | 4,5 |
| 6 | Integrates the major learning theories within a holistic conceptual framework that explains behavior. | 1,2 | 4,5 | |
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| Course Content: | This course examines the scientific foundations of learning and behavior, the major theoretical approaches, and the experimental methods used to study them. Within the scope of the course, the historical background and scientific rationale for studying learning and behavior are addressed; basic learning processes such as habituation and sensitization are examined; the fundamental principles and mechanisms of classical conditioning are explored; and the foundations of operant conditioning, reinforcement schedules, and stimulus control of behavior are discussed. The course also covers the extinction of conditioned behavior, avoidance and punishment processes, as well as the roles of cognitive and social learning theories in explaining learning. | | | |

By the end of the course, students are expected to evaluate the major learning theories within an integrated conceptual framework that explains behavior.

Course Schedule (Weekly Plan)

| Week | Topic | Preparation | Teaching Methods and Techniques |
|------|---|-------------|---|
| 1 | Introduction to Learning Psychology and Course Orientation | Chapter 1 | Lecture, question–answer activities, and guided discovery of concepts through prompting questions. |
| 2 | Background and Rationale for the Study of Learning and Behavior | Chapter 1 | Lecture and discussion of concepts through examples and experimental findings. |
| 3 | Elicited Behavior, Habituation, and Sensitization | Chapter 2 | Lecture, brainstorming, and discussion of concepts based on experimental findings. |
| 4 | Classical Conditioning – I: Foundations | Chapter 3 | Lecture, experimental examples, guiding questions, and class discussion. |
| 5 | Classical Conditioning – II: Mechanisms | Chapter 4 | Lecture, analysis of experimental research examples in learning psychology, structuring conceptual relationships through concept maps, question–answer activities, and class discussions. |
| 6 | Operant Conditioning – I: Foundations | Chapter 5 | Lecture, analysis of experimental research examples in learning psychology, structuring conceptual relationships through concept maps, question–answer activities, and class discussions. |
| 7 | Operant Conditioning – II: Foundations | Chapter 5 | Lecture, analysis of experimental research examples in learning psychology, construction of conceptual relationships through concept maps, question–answer activities, and class discussions. |
| 8 | Midterm Exam | | |
| 9 | Midterm Exam | | |
| 10 | Reinforcement Schedules | Chapter 6 | Lecture, examination of experimental research examples, demonstration of the relationships among reinforcement schedules through |

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| | | | concept maps, question–answer activities, and class discussion. |
| 11 | Stimulus Control of Behavior | Chapter 8 | Lecture, examination of experimental research examples, guiding questions, and class discussion. |
| 12 | Extinction of Conditioned Behavior | Chapter 9 | Lecture, examination of experimental research findings, question–answer activities, and class discussion. |
| 13 | Avoidance and Punishment | Chapter 10 | Lecture, analysis of experimental research examples, guiding questions, and class discussion. |
| 14 | Cognitive Learning & Social Learning Theories – I | Ormrod- selected reading | Lecture, examination of theoretical concepts through examples, question–answer activities, and class discussion. |
| 15 | Cognitive Learning & Social Learning Theories – II | Ormrod- selected reading | Lecture, comparison of theoretical approaches, question–answer activities, and class discussion. |
| 16 | Conceptual Integration and General Evaluation | General | Lecture, integration of relationships among concepts through concept maps, question–answer activities, and a general evaluation discussion. |
| 17 | Final Exam | | |
| 18 | Final Exam | | |

Course Resources

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|--------------------------------|--|
| Textbook: | Domjan, M. (2015). The principles of learning and behavior (7th ed.). Cengage Learning ; Ormrod, J. E. (2012). Human learning (7th ed.). Pearson. |
| Recommended References: | Ormrod, J. E. (2012). Human learning (7th ed.). Pearson. Mazur, J. E. (2015). Learning and behavior, Psychology Press. Lucifora, C., Gangemi, A., D'Italia, G., Culicetto, L., Ferraioli, F., Grasso, G. M., & Vicario, C. M. (2024). PanicRoom: a virtual reality-based Pavlovian fear conditioning paradigm. <i>Frontiers in Psychology</i> , 15, 1432141. Stockhorst, U., Enck, P., & Klosterhalfen, S. (2007). Role of classical conditioning in learning gastrointestinal symptoms. <i>World journal of gastroenterology: WJG</i> , 13(25), 3430. Schunk, D. H. (2012). Learning theories: An educational perspective (6th ed.). Pearson |

Course Assessment and Evaluation

| Activities | Number | Percentile | Notes |
|--------------|--------|------------|-------------------|
| Midterm Exam | 1 | %50 | Written Test Exam |

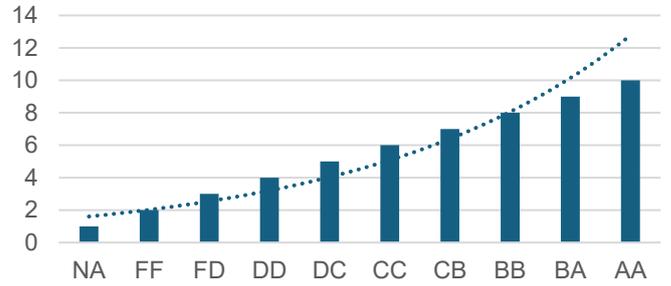
| Final | 1 | %50 | Written Test Exam |
|---|---------------|--------------|-------------------|
| ECTS Table | | | |
| Content | Number | Hours | Total |
| Course Duration | 14 | 3 | 42 |
| Out-of-Class Study | 14 | 3 | 42 |
| Quiz | | | |
| Presentation | -- | -- | -- |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | 1 | 30 | 30 |
| Final Exam (Final Exam Duration + Final Exam Preparation) | 1 | 40 | 40 |
| Total: | | | 154 |
| Total / 30: | | | 154/30 ≈5,0= 5 |
| ECTS Credit: | | | 5 |

Past Term Achievements

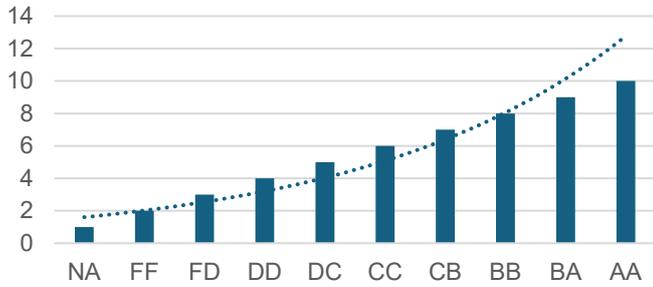
2024-2025 Fall Semester
Course Code and Name



2024-2025 Spring Semester
Course Code and Name



2025-2026 Fall Semester
Course Code and Name



2025-2026 Spring Semester
Course Code and Name

