



### Land Acknowledgement

We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.

## **PSYO 310: Learning**

Irving K. Barber Faculty of Arts and Social Sciences: Psychology

**Instructor(s):** Tareq Yousef, PhD

**Duration:** Term 1 Winter 2022

**Delivery Modality:** In-Person

**All Course Materials (including the [free-to-access](#) textbook) and Grades:** <https://canvas.ubc.ca>

**Course Location:** LIB 317

**Course Days:** Tue/Thu

**Class Hours:** 2:00 PM - 3:30 PM

**Office hours:** Office hours in-person (ART 227) Tuesdays 10:00AM - 12:00PM or by email appointment.

**Prior to sending emails to Dr. Yousef ([tareq.yousef@ubc.ca](mailto:tareq.yousef@ubc.ca)), please check the course announcements on Canvas for relevant updates. *Please include '310' in the subject line.***

**Teaching Assistants:** see Canvas for details.

### Course Description

A critical survey of the basic experimental findings and theory of the learning process with emphasis on the theoretical formulation of the necessary conditions for learning, retention, and transfer of training. Prerequisites required: Two of PSYO 219, PSYO 220, PSYO 230, PSYO 241, PSYO 252, PSYO 270, PSYO 271, PSYO 298, PSYO 299. (or 6 credits of 200-level Psychology).

### Frequently Asked Questions

*I am struggling with understanding content in the course. What can I do?*

Make sure that you are completing the readings. Check [Canvas](#) for up-to-date lecture materials and readings. Make use of the office hours and reach out to Dr. Yousef or our course TA. We are here to help you succeed! It is felt strongly that time put into this course will equal benefits received.

*I missed a reading quiz! What do I do?*

The lowest of 6 reading quiz marks will be dropped. See Page 5.

*How do I study for the exam?*

If you are familiar with the lecture slides and readings and you can integrate this knowledge with the experiments we discuss, you will be successful. In total, it is expected that it may take approximately **4 hours a week to study for this course outside of class-time** (readings and review... this is like watching an episode of a TV show every day, just over 30 minutes a day per week!).

*I am going to miss an exam! What can I do?*


Get in touch to make alternate arrangements. ☺ See page 6.

**Course Overview, Content and Objectives**

Why do you brush your teeth for 2-3 minutes? Why do you avoid rotten food? How did you get 100% on that exam? How do London cabbies learn to drive those difficult streets? What do you assume about strangers in a new environment? Can we challenge the stereotypes that we hold? What neurobiological processes are involved in the process of acquiring new skills?

Learning is the most important thing that every organism (for the sake of this course, with a nervous system—let us save the depths of plant learning for another time) does, including humans. Even the simplest actions or thoughts can be informed by our experiences, conscious or subconscious.

Join **Dr. Yousef** to chat about the neuropsychology of learning via Little Albert, learning that classical conditioning is more than dog slobber, honour Donald Hebb, admire brain anatomy, learn about modern therapies for learning disorders, discuss therapies that target complex learning like addiction, try to solve systemic inequities as much as we can, and much more...

 <p><a href="#">Creative commons, Nikolas Coukouma</a></p> <p>“No part of me is more definitive of who I am than my brain.” From <i>Imago</i> by Octavia Butler</p>	 <p>“We are a way for the universe to know itself.” Carl Sagan</p>
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Assessment Methods
First exam (25%), October 4 (in class, 2:00 PM - 3:30 PM)
Second exam (25%), November 3 (in class, 2:00 PM - 3:30 PM)
Final exam (35%), Exam period (December 11-22)
Reading quizzes (15%) Sep 23, Sep 30, Oct 21, Oct 28, Nov 25, Dec 8 (submitted via Canvas)
Open educational resources fact-finding assignment (2 bonus points available), Dec 8 (Submitted via Canvas)

Learning Outcomes
Critically analyze primary literature ( <i>assessed via examinations, reading quizzes, and open educational resources assignment</i> )
Identify and critique the current problems or controversies in learning research ( <i>assessed via examinations</i> )
Apply the neuropsychological principles of learning to (improve) everyday life ( <i>assessed via examinations</i> )
Summarize foundational scientific work ( <i>assessed via examinations and reading quizzes</i> )
Synthesize knowledge of foundational work with novel research findings to draw new conclusions about theories or future avenues of research ( <i>assessed via examinations</i> )

### **Learning Materials**

The textbook we will use for this course is available (free of charge) via the [UBC Library](#) collections. If you are not accessing the book via a UBC network you may need to sign in to the UBC Library as you would for accessing journal articles. You may choose to use the UBC [VPN](#).

[Rudmann, D. S. \(2018\). Learning and memory. Sage Publications.](#)

The rest of our reading materials will come from primary literature and can be found on Canvas.

### **Course Format**

**A note on equity, diversity, and inclusion:** Black people, Indigenous people, people of colour and various marginalized communities continue to face obstacles in the scientific world in the form of denial of access to equitable opportunities. Psychology and neuroscience are no exception. Of note is that psychology and neuroscience also have a history of misogyny, ableism, and anti-LGBTQIA2S+ discrimination. This course will be developed with these systemic barriers in mind. I will strive to provide safe and welcoming opportunities to learn about the science behind these issues and discuss equitable ways forward when appropriate. Let us make the world a better place to live!

There will be **three exams in this course (non-cumulative) worth 25%, 25%, and 35%**. These exams will consist of multiple choice, fill in the blank, true or false, matching, short answer, and long answer questions. Some questions may ask you to interpret or label diagrams. Exams will cover all the material prior to the date of the exam but will not be cumulative. However, some fundamental understanding of the sections prior to later exams will be necessary for the sake of basic understanding.

**Six reading quizzes, covering the required readings in the course schedule, will be administered. The lowest mark will be dropped and each of 5 quizzes worth 2% (total 15%)** will make up the remainder of your marks. Reading quizzes are meant to be thought-provoking (slightly challenging), not difficult, to prepare you for exams. Reading quizzes will be due at the end of the week in which they are noted in the Course Schedule. Though the readings are chosen because of their accessibility to these topics, it is understandable that it may take time to digest some of the topics and, possibly, to get used to the readings. Therefore, you are not expected to have done the readings prior to each class, but rather, you will have to have them done prior to completing the scheduled reading quizzes. Please note that sometimes the quiz will be due prior to the end of the unit. This is to prepare you for an upcoming exam!

**2 bonus points (2% on top of your final course grade) are available for an Open Educational Resources fact-finding assignment.** You will be tasked with finding sufficient open access educational resources covering any 10 units discussed in our course (see the course schedule below) and will provide a reflection on the utility of this resource for use in the classroom. Information is available on Canvas.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades to maintain equity among sections and conformity to university, faculty, department, or the school norms.

Students should note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Learn more about this university policy [here](#).

**Learning Activities**

Class participation may include some clicker questions. When implemented these will be accessible to you from your wireless devices, free of charge. This is not for marks but may greatly enhance your understanding of the course material.

**Course schedule**

Class Dates	Topic	Readings (more info on Canvas)	Assignment due dates (Fridays at 11:59 PM PST) *except last day of classes
Sep 6, 8	Unit 1: Introduction and History of the Study of Learning	Rudmann Ch 1	
Sep 13, 15	Unit 2: Research Methods	Rudmann Ch 2	
Sep 20, 22	Unit 3: Neurobiological Basis of Learning	Rudmann Ch 3	Reading quiz (Ch 1, 2) (Sep 23)
Sep 27, 29	Unit 4: Behavioural Learning	Rudmann Ch 4	Reading quiz (Ch 3, 4) (Sep 30)
Oct 4	<b>EXAM #1 (Units 1, 2, 3, 4)</b>		
Oct 6	Unit 5: Social Learning	Rudmann Ch 5	
Oct 11	Unit 5: Social learning		
Oct 13	Unit 6: Affect and Motivation in Learning	Rudmann Ch 6	
Oct 18, 20	Unit 6: Affect and Motivation in Learning		Reading quiz (Ch 5, 6) (Oct 21)
Oct 25, 27	Unit 7: Cognitive Learning	Rudmann Ch 7	Reading quiz (Ch 7) (Oct 28)
Nov 1	Unit 7: Cognitive Learning		
Nov 3	<b>EXAM #2 (Units 5, 6, 7)</b>		
Nov 7 – 11	NO CLASSES		
Nov 15, 17	Unit 8: Real World Applications	Rudmann Ch 12	
Nov 22, 24	Unit 9: Epigenetics of Learning: Aging and Environment	See Canvas	Reading quiz (Ch 12, Unit 9) (Nov 25)
Nov 29, Dec 1	Unit 10: Observational Learning, Implicit Biases, and Systemic Inequities	See Canvas	
Dec 6. 8	Unit 11: Current Research Topics	See Canvas	(Dec 8*) Open educational resources  Reading quiz (Unit 10, 11)
Dec 11 - 22	<b>EXAM #3 during exam period (Units 8, 9, 10, 11)</b>		

Please note that slight changes to the schedule may occur throughout the semester.

Reading quizzes will be released at least 1-week prior to the deadline.

**Late Policy**

Reading quizzes will receive a “0” if not submitted by the due date. The lowest quiz mark will be dropped.

**Missed exam policy**

Students who miss an examination must provide written documentation (i.e., doctor’s note) of the absence to their instructor and must arrange to make up the exam before the next scheduled class. Arrangements must be made at least 24 hours prior to the next scheduled class. Students who do not write the exam by the next scheduled class will receive a “0” for the exam unless other arrangements have been made with the instructor.

If ill health is an issue, students are encouraged to seek attention from a health professional. Campus health and counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found here.

It is the responsibility of the student to stay up to date with the course content and to monitor Canvas for important announcements. A discussion board will be enabled on Canvas to allow students to communicate with fellow classmates and the instructor.

**Missed Activity Policy**

Reading quizzes will receive a “0” if not submitted by the due date. The lowest quiz mark will be dropped.

**Passing/Grading Criteria**

Your final grade will be determined based on UBC grading practices. 90–100 A+, 85–89 A, 80–84 A-, 76–79 B+, 72–75 B, 68–71 B-, 64–67 C+, 60–63 C, 55–59 C-, 50–54 D. 0–49 Fail

## Other Course Policies

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. **For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course.** Careful records are kept to monitor and prevent recidivism.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,0>

### **Final Examinations**

You can find the [Senate-approved term and examination dates here](#). Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found under Policies and Regulation in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

### **Grading Practices**

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

**Student Service Resources:** Below are common resources that are available to you

**UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earlene Roberts, the Manager for the Disability Resource Centre located in the University Centre building (UNC 215).

**UNC 215**      250.807.8053

email: [drc.questions@ubc.ca](mailto:drc.questions@ubc.ca)

Web: <http://www.students.ok.ubc.ca/academic-success/disability-resources/>

**UBC Okanagan Equity and Inclusion Office**

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

**UNC 325H**      250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

**Health and Wellness**

At UBC Okanagan health services to students are provided by Student Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Student Wellness for more information or to book an appointment.

**UNC 337**      250.807.9270

email: [healthwellness.okanagan@ubc.ca](mailto:healthwellness.okanagan@ubc.ca)

Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

**Office of the Ombudperson**

The Office of the Ombudperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

**UNC 328**      250.807.9818

email: [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca)

Web: [www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca)

### **Student Learning Hub**

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies.**

LIB 237            250.807.8491

email: [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)

Web: <http://www.students.ok.ubc.ca/academic-success/learning-hub/>

### **The Global Engagement Office**

The Global Engagement Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for Go Global experiences available to all UBC Okanagan students, and more.

Come and see us – we are here to help! You may also contact [geo.ubco@ubc.ca](mailto:geo.ubco@ubc.ca)

### **Safewalk**

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076.***

*For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)*

### **Sexual Violence Prevention and Response Office (SVPRO)**

A safe and confidential place for UBC students, staff, and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca) or call 250.807.9640.

Independent Investigations Office (IIO):

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential, and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: [director.of.investigations@ubc.ca](mailto:director.of.investigations@ubc.ca) or by calling 604.827.2060 or online by visiting [investigationsoffice.ubc.ca](http://investigationsoffice.ubc.ca)



**The UBC Emergency First Response Team (EFRT)**

The UBC EFRT is a group of volunteer student responders who shift 24/7 to provide emergency medical first-aid services at the UBC Okanagan campus. The organization is run alongside security and supports the campus community on a day-to-day basis as well as at various campus activities and events. Our responders can be on scene within minutes and can be called through Campus Security's emergency line at [250-807-8111](tel:250-807-8111) in case of any emergency.

To learn more about who we are, how we recruit new responders, and stay up to date, follow us on Instagram or Facebook @ubcefrt. Need medical support at your event? Check out our website at <https://efrt.ok.ubc.ca/>, or email us any further questions at [ubcefrt@gmail.com](mailto:ubcefrt@gmail.com)

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