

TITLES	EXPLANATIONS
<b>Title of Course</b>	Experimental Psychology I: Learning and Memory
<b>Code of Course</b>	PSK 225
<b>Type of Course</b>	Compulsory
<b>Level of Course</b>	Undergraduate
<b>Year of Study</b>	2
<b>Semester/Trimester</b>	3
<b>Number of ECTS</b>	4
<b>Name of Lecturer(s)</b>	STAFF
<b>Course Learning Outcomes</b>	<p>At the end of this course students are able to;</p> <p>LO1. Learn the fundamental theories and types of learning.</p> <p>LO2. Learn the basic concepts of learning.</p> <p>LO3. Discover the roots of behaviors of organisms (human and animals).</p> <p>LO4. Have a skill to understand the relations between learning and other basic topics of psychology.</p> <p>LO5. Learn the basic concepts and theories of human memory.</p> <p>LO6. Learn fundamental functions of human memory.</p>
<b>Mode of Delivery</b>	The style of teaching is face-to-face interaction.
<b>Prerequisites and Co-requisites</b>	There is no prerequisite or co-requisite for this course.
<b>Recommended Optional Programme Component</b>	None
<b>Course Contents</b>	<ol style="list-style-type: none"> <li>1. Getting Acquainted and Overview of the Course</li> <li>2. Fundamental Principles of and Types of Learning</li> <li>3. Basic Principles of Classical Conditioning</li> <li>4. Basic Principles of Operant Conditioning</li> <li>5. Reinforcement, Punishment and Avoidance</li> <li>6. Observational Learning</li> <li>7. Motor Learning</li> <li>8. The Human Memory</li> <li>9. Short-Term Memory</li> <li>10. Working Memory and Executive Control</li> <li>11. Long-term Memory: Episodic Memory and Semantic Memory</li> <li>12. Forgetting</li> <li>13. Individual Differences in Learning and Memory</li> <li>14. General Evaluation</li> </ol>
<b>Recommended or Required Reading</b>	<p>(Primary Textbook)</p> <p>Cluck, M. A., Mercado, E. &amp; Myers, C.E. (2013). <i>Learning and Memory: From Brain to Behavior</i> (2nd ed.). New York: Worth Publishers.</p> <p>(Suggested References)</p> <p>Terry, W. S. (2008). <i>Learning and Memory: Basic Principles, Processes and Procedures</i> (4th. ed.). NJ: Pearson Education Inc.</p> <p>* The primary textbook for this course is renewed every year.</p>
<b>Planned Learning Activities and Teaching Methods</b>	<p>This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.</p>
<b>Assessment Methods and Criteria</b>	1 Midterm, 5 Quizzes, 1 Final Exam
<b>Language of Instruction</b>	Turkish
<b>Practicum</b>	None

<b>Course Learning Outcomes</b>	LO1	LO2	LO3	LO4	LO5	LO6
<b>Program Outcomes</b>						
Analyze problems with the scientific method and appropriate scientific tools.						
Think critically and creatively, ask questions, make comments using the knowledge and skills they have acquired.						
Develop a positive attitude toward life-long education.	X		X			
Use the library, scientific databases, internet and other sources effectively.						
Have the skills to find out, analyze, evaluate, decide about, and apply the alternative solutions to problems.						
Be open-minded to use knowledge stemming from different disciplines and/or areas of psychology.	X			X	X	X
Develop a positive attitude toward critical thinking.						
Have advanced theoretical and applied knowledge of psychology supported by contemporary course material.	X	X	X	X	X	X
Have the necessary knowledge and skills to analyze and synthesize the main areas of psychology.	X	X	X	X	X	X
Be competent in English and Turkish.		X				
Use effective methods to present, share and discuss scientific information.						
Be able to write scientific papers by using international manuals such as APA.						
Show courage and use the necessary skills to propose solutions to the problems of the world they live in.	X		X	X		
Show courage and have necessary skills to propose solutions to the problems of their own life.	X				X	X
Have a positive attitude to statistics and be able to use common statistical software packages.						
Be able to plan and conduct research independently.						
Apply qualitative and/or quantitative methods depending on the nature and the scope of a given problem.						
Know the research methods and statistical procedures used in behavioral sciences.						
Use tools such as questionnaires, inventories, scales, and tests.						
Apply psychological knowledge to other problem areas for community welfare.	X	X		X		
Use theoretical and applied knowledge in accordance with ethical standards.						