



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**PSY 4610 Learning and Memory**  
**3 Semester Credit Hours**

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**Student Learning Outcomes and Enabling Objectives**

1. Examine important aspects of the history of psychology, including key figures and theories in the study of learning and memory. (APA 1.2C)
  - a. Discuss key figures associated with the study of learning and memory
  - b. Contrast various models/frameworks related to learning and memory.
  - c. Explore how culture influences learning and memory.
2. Examine how the biological structures and physiological processes develop to support learning and memory.
  - a. Examine brain structure and function.
  - b. Examine how memory forms at the cellular level.
  - c. Discuss how learning and memory change over the lifespan.
3. Apply learning theories to explain and predict behavior, including advantages and limitations in the selected frameworks. (APA 1.1A)
  - a. Apply the key terms associated with classical conditioning.
  - b. Apply the key terms associated with operant conditioning.
  - c. Explain the difference between classical conditioning and operant conditioning.
  - d. Discuss how conditioning can be used to understand or modify behavior.
  - e. Discuss how social learning can be used to understand or modify behavior.
  - f. Apply key processes associated with learning including habituation, sensitization, and familiarization.
  - g. Analyze how generalization and discrimination influence continued learning and decision-making.
  - h. Discuss ethical considerations regarding research in domains of learning and memory.
4. Evaluate memory by integrating concepts from biological, cognitive, and socio-emotional domains. (APA 1.2D)
  - a. Describe the processes of encoding, organizing, and storing information.
  - b. Differentiate between different types of memory including explicit, implicit, procedural (skill), episodic, and semantic.
  - c. Compare sensory memory, short-term memory, and long-term memory.
  - d. Differentiate between working memory and executive control.
  - e. Explore processes associated with memory decay and forgetting.

- f. Discuss strategies to improve memory.
5. Communicate using the standards and guidelines established for the profession. (APA 4.1, 4.2, 4.3)
  - a. Apply APA formatting skills by incorporating proper APA format, in-text citations, and references in written assignments. (APA 4.1D)
  - b. Demonstrate effective writing and/or presentation skills for different purposes. (APA 4.1B, 4.1C)

## **Big Ideas and Essential Questions**

### **Big Ideas**

- History and Theories
- Biological Structure and Function
- Predictive Theories
- Memory
- Effective Communication

### **Essential Questions**

1. How have the theories and models of learning and memory changed over history?
2. How do different factors influence biological processes and structure of the brain?
3. What is the extent to which we can manipulate memory?
4. How can we improve learning and memory?
5. Why is professional communication important in the field of psychology?

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These SLOs are not approved for experiential credit.

**Effective: Spring 2024**