PRIFYSGOL
glyndŵr
UNIVERSITY

MODULE SPECIFICATION FORM

Module Title: Animal Learning and Training	Level: 5	Credit Value: 20

Module code: ANM510 (if known)	Cost Centre: GAAN	JACS2 code: D390

Semester(s) in which to be offered: 1	With effect from: Sept 13

Office use only: To be completed by AQSU:	Date approved: August 2013 Date revised: - Version no: 1

Existing/New: Existing	Title of module being replaced (if any): NA

Originating Academic Department:	Biology and Environment	Module Leader:	Angela Winstanley

Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours	50	
Independent study hours	150	
Placement hours		

Programme(s) in which to be offered: FdSc Animal Studies	Pre-requisites per programme (between levels): NA

Module Aims:
1. Reinforce the principles of learning theory as applied to animals
2. Link animal learning to training practices
3. Consider traditional and contemporary animal training methods and associated equipment

Expected Learning Outcomes:

Knowledge and Understanding:

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Explain and interpret learning theory as applied to animals
2. Demonstrate the practical application of learning theory to train an animal to perform a simple behaviour
3. Discuss and evaluate traditional and contemporary animal training methods and associated equipment

Transferable/Key Skills and other attributes:

Research, presentation and evaluation of information, problem solving, interpersonal communication skills. ICT skills, reflective practice.

Assessment:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (eg, if exam or presentation)	Word count (or equivalent if appropriate)
Assessment One:	1	In class test	30%		1,200
Assessment Two:	2	Case study	40%		1,600
Assessment Three:	3	Presentation	30%		1,200

Brief Description of Indicative Assessment	
In Class Test	Students will complete an in class test on learning theory which will include; Habituation, sensitisation, classical and operant conditioning. (**Learning outcome 1**).
Case study	Students will synthesise a training plan for teaching a simple behaviour which will be negotiated with the tutor. Students will link theory to practice by indicating the learning processes utilised. They will keep a record of progress and problems with training and make suggestions for future improvement. (**Learning outcome 2**).
Presentation	Students will negotiate and agree with their module tutor a training method and associated equipment for investigation, e.g, bridge and target training, negative reinforcement. They will investigate how the animal learns using the training method and how the method is implemented in practice. The student will

	discuss the costs and benefits of the method including ethical issues. They will present their findings in the form of a 15 minute presentation. (**Learning outcome 3**).

Learning and Teaching Strategies:

Lectures will provide students with underpinning knowledge of learning theory. This will be applied to practical situations which will be presented by a range of approaches e.g. demonstrations, and practical workshops. Students will have the opportunity to develop practical animal training skills with a range of animal species. All work will be carried out within the University's ethical framework.

Guest lectures, demonstrations and educational visits will broaden student's knowledge of the range and application of different training methods. This knowledge will equip students with a deeper understanding of the relationship between learning theory and practical animal handling and training.

Syllabus outline:
- Learning and intelligence in animals
- A historical perspective of animal training
- The effect of species, breed and ethology on learning tasks
- Imprinting, socialisation and innate behaviours
- Animal and human factors that limit and enhance learning, Yerkes Dodson
- Non associative learning – habituation and sensitisation
- Associative learning – classical conditioning, operant conditioning
- Ethical and welfare implications of training techniques
- Methods of animal training, e.g. clicker training, luring and target training, the use of aversives.
- Application of learning theory to practical situations
- Evaluating training equipment
- Developing and implementing training plans

Bibliography:

Essential Reading:

P, McGreevy & R. A., Boakes (2007) C*arrots and sticks: Principles of animal training*. London. Cambridge University Press.

Recommending reading:

Alloway,T., Wilson, G., Graham, J. (2005). *Sniffy the virtual rat Pro version 2.0*. London: Thompson Wadsworth

Domjam, M. (2003). *The principles of learning and behaviour*. London: Thompson. Wadsworth.

Donaldson, J. (2008) *Oh Behave! Dogs from Pavlov to Premack to Pinker*. Dogwise publishing.

Hart, B. (2008) The art and science and science of clicker training for horses: a positive approach to training equines and understanding them. London, Souvenir.

Kershaw, E. (2000) *Clicker training*. UK. Association of pet behaviour counsellors.

Lindsay, S.R. (2000) *Handbook of applied dog behaviour and training: Volume one-adaptation and learning.* Iowa, USA. Iowa State University Press.

McLean, A. (2003). *The Truth about Horses.* Hauppauge: Barron.

Pryor, P. (2002) *Don't shoot the dog*: *The new art of teaching and training*. Revised ed. Glos: Ringpress Books.

Reid, J. (1996). *Excel-erated Learning, Explaining how dogs learn and how best to teach them*. Hetfordshire: James & Kenneth UK

Yin, S. (2011) Low stress handling restraint and behaviour modification of cats and dogs. New Jersey. TFH publications.

Reference will be made to contemporary research articles from journals such as:

- Applied Animal Behaviour Science
- Animal Welfare
- Journal of Applied Behaviour Analysis
- Journal of the Experimental Analysis of Behaviour
- Animal behaviour
- Animal cognition
- Animal learning and behaviour