

MODULE SPECIFICATION FORM

Module Title: Application of Equine Learning Theory	Level: 5	Credit Value: 20
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Module code: ANM509 (if known)	Cost Centre: GAAN	JACS2 code: D390
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Semester(s) in which to be offered: 2	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: August 2013 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic Department: Biology & Environment	Module Leader: Angela Winstanley
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Module duration (total hours): 200 Scheduled learning & teaching hours: 50 Independent study hours: 150 Placement hours:	Status: core/option/elective Core (identify programme where appropriate):
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Programme(s) in which to be offered: BSc (Hons) Equine Science and Welfare Management	Pre-requisites per programme (between levels): NA
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<p>Module Aims:</p> <ol style="list-style-type: none"> 1. Reinforce the principles of learning theory as applied to equines 2. Link equine learning to training practices 3. Evaluate traditional and contemporary equine training methods and equipment
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Expected Learning Outcomes:

Knowledge and Understanding:

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

1. Explain and interpret learning theory as applied to equines
2. Demonstrate the practical application of learning theory to train an equine a simple behaviour
3. Discuss and evaluate traditional and contemporary equine training methods and 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%		1600 word equivalent
Assessment Three:	3	Presentation	30%		1,200
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).
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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 training skills with a range of horses. 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 handling and training.

Syllabus outline:

- Equine learning and intelligence
- A historical perspective of equine training
- Effects of management on equine training and behaviour
- Qualities of good trainers
- The effect of breed and ethology on learning tasks
- Imprinting and innate behaviours
- Equine and human factors that limit and enhance learning, Yerkes Dodson
- Non associative learning in equines – habituation and sensitisation
- Associative learning in equines – classical conditioning, operant conditioning
- Ethical and welfare implications of training techniques
- Methods of training equines, e.g. Contemporary and traditional: clicker training, luring and target training, the use of negative reinforcement and aversives.
- Application of learning theory to practical situations
- Evaluating training equipment
- Developing and implementing training plans for equines
- Dealing with problems in equine training

Bibliography:

Essential reading:

McGreevy, P.D. & McLean, A.N. (2010). *Equitation Science*. West Sussex UK: Wiley-Blackwell.

McGreevy, P. (2004). *Equine Behaviour: A Guide for Veterinarians and Equine Scientists*. London:Saunders.

Recommended reading:

Budiandy, S. (1997). *The Nature of Horses, their Evolution, Intelligence and Behaviour*. London: Weidenfeld & Nicolson.

Hart, B. (2008). *The Art and Science of Clicker Training for Horses: Positive Approach to Training Equines and Understanding them*. London: Souvenir Press.

Marsden, D. (2005). *How horses learn*. London: JA. Allen.

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

Miller, R. (2007). *Natural Horsemanship explained: from heart to hands*. Guilford: The Lyons Press.

Mills, D. and Nankervis, K. (1999). *Equine Behaviour: Principles and Practice*. London: Blackwell.

Parelli, P. (2003). *Natural Horse-Man-Ship. Six Keys to a Natural Horse-Human relationship*. Augusta: Western Horseman.

Rees, L. (1984). *The Horse's Mind*. London: Stanley Paul.

Tellington-Jones, L. & Lieberman, B. (2006), *The Ultimate Horse Behaviour and Training Book: Enlightened and Revolutionary Solutions for the 21st Century*. Chicago: Trafalgar Square Books.

Zeitler-Feicht, M.H. (2004). *Horse Behaviour Explained: Origins, Treatment, and Prevention of Problem*. London: Manson Publishing Ltd.

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

- Animal behaviour
- Animal cognition
- Animal learning and behaviour
- Journal of Veterinary Behaviour