



HRVATSKO  
KATOLIČKO  
SVEUČILIŠTE  
ZAGREB  
UNIVERSITAS  
STUDIORUM  
CATHOLICA  
CROATICA  
ZAGREBIA

# Detaljni izvedbeni plan

**Akademski godina:**

2025/2026

**Semestar:**

Nepoznato

**Studiji:**

Psihologija (R) (izborni)  
Komunikologija (R) (izborni)  
Povijest (R) (izborni)  
Sestrinstvo (R) (izborni)  
Sociologija (R) (izborni)  
Povijest (dvopredmetni) (R)  
(izborni)  
Sociologija (dvopredmetni)  
(R) (izborni)  
Sestrinstvo (I) (izborni)

**Godina studija:**

1

## I. OSNOVNI PODACI O KOLEGIJU

**Naziv kolegija:** Introduction to Mind and Brain

**Kratica kolegija:**

**Status kolegija:** Obvezni

**ECTS bodovi:** 4

**Šifra kolegija:** 264641

**Preduvjeti za upis kolegija:** Nema

*Ukupno opterećenje kolegija*

**Vrsta nastave**

**Ukupno sati**

Predavanje

15

Seminar

30

**Mjesto i vrijeme održavanja nastave:** HKS - prema objavljenom rasporedu

## II. NASTAVNO OSOBLJE

*Nositelj kolegija*

**Ime i prezime:** Knežević Martina

**Akademski stupanj/naziv:**

**Izbor:**

**Kontakt e-mail:**

[martina.knezevic@unicath.hr](mailto:martina.knezevic@unicath.hr)

**Telefon:**

**Konzultacije:** Prema objavljenom rasporedu

*Suradnici na kolegiju*

## III. DETALJNI PODACI O KOLEGIJU

**Jezik na kojem se nastava održava:** Hrvatski

|  |  |                        |
|--|--|------------------------|
| <b>Opis kolegija</b>   | <p>This course introduces students to the basics of brain functioning and mind-brain-behaviour interaction. The general aim is to help students understand the essentials of human behaviour. Students will have the opportunity to discuss and evaluate the importance of education from an early age, inquire how basic math and learning skills are acquired and compare similar behaviours in distinct species. They will explore the impact of social media on the brain, how brain, mind and body function during and after the psychological trauma and are the brains of people who commit crimes different from the brains of people who do not. The course places a strong emphasis on interdisciplinary dialogue. No background is assumed.</p>   |                        |
| <b>Očekivani ishodi učenja na razini kolegija</b>                                | <ol style="list-style-type: none"> <li>1. Understand the foundational information regarding the relationship between brain, mind and behavior.</li> <li>2. Distinguish scientific facts from misconceptions about the mind and the brain.</li> <li>3. Explain the nature of some basics psychological processes and their relation to brain function.</li> <li>4. Present seminar paper(s) on selected topic.</li> </ol>   |                        |
| <i>Literatura</i>  |  |                        |
| <b>Obavezna</b>  | <ol style="list-style-type: none"> <li>1. Notes from the lectures</li> </ol>   |                        |
| <b>Dopunska</b>  | <p><b>Books</b></p> <ol style="list-style-type: none"> <li>1. Blakemore, S. J. &amp; Firth, U. (2005). <i>The learning brain. Lessons for education.</i> Blackwel Publishing</li> <li>2. Geary, D. C. (2004). <i>The Origin of Mind: Evolution of Brain, Cognition, and General Intelligence.</i> American Psychological Association</li> <li>3. Gellaty, A. &amp; Zarate, O. (2018). <i>Introducing the Mind and Brain: A Graphic Guide.</i> Icon Books</li> <li>4. Redish, A. D. (2013). <i>The Mind within the Brain. How We Make Decisions and How Those Decisions Go Wrong.</i> Oxford University Press</li> <li>5. Van der Kolk, B. (2015). <i>The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma.</i> The Book Service.</li> </ol> <p><b>Scientific Articles</b></p> <ol style="list-style-type: none"> <li>1. Macdonald, K., Germine, L., Anderson, A., Christodoulou, J., McGrath, L. M. (2017). Dispelling the Myth: Training in Education or Neuroscience Decreases but Does Not Eliminate Beliefs in Neuromyths. <i>Frontiers in Psychology</i>, 8: 1314. <a href="https://doi.org/10.3389/fpsyg.2017.01314">https://doi.org/10.3389/fpsyg.2017.01314</a></li> <li>2. Santos, L.R. &amp; Rosati A. G. (2015). The evolutionary roots of human decision making. <i>Annual Review of Psychology</i>, 3(66): 321-347 <a href="https://doi.org/10.1146/annurev-psych-010814-015310">https://doi.org/10.1146/annurev-psych-010814-015310</a>.</li> <li>3. Stevens, J. R. (2010). The challenges of understanding animal minds. <i>Fontiers in Psychology</i>, 19(1): 203. <a href="https://doi.org/10.3389/fpsyg.2010.00203">https://doi.org/10.3389/fpsyg.2010.00203</a></li> <li>4. Stiles, J. &amp; Jeringan, T. L. (2010). The Basics of Brain Development. <i>Neuropsychological Review</i>, 20(4): 327-348. <a href="https://doi.org/10.1007/s11065-010-9148-4">https://doi.org/10.1007/s11065-010-9148-4</a></li> <li>5. Walhovd, K. B., Lövdén, M. &amp; Fjell, A. M. (2023). Timing of lifespan influences on brain and cognition. <i>Trends in Cognitive Sciences</i>, 27(10): 901-915. <a href="https://doi.org/10.1016/j.tics.2023.07.001">https://doi.org/10.1016/j.tics.2023.07.001</a>.</li> </ol> |                        |
| <i>Način ispitivanja i ocjenjivanja</i>  |  |                        |
| <b>Polaze se</b>   | <b>Isključivo kontinuirano praćenje nastave</b>  | <b>Ulazi u prosjek</b> |
| <b>Preduvjeti za dobivanje potpisa i polaganje završnog ispita</b>               | <ul style="list-style-type: none"> <li>• Regular class attendance (at least 70%).</li> <li>• Fulfilled obligations of seminar presentations and teamwork</li> <li>• Obtaining a minimum of 35% points during classes through assigned course activities - cumulatively achieved through seminars, class discussions and teamwork.</li> </ul>   |                        |
| <b>Način polaganja ispita</b>  | Continuous evaluation of student's work leads to the total grade assessment.   |                        |
| <b>Način ocjenjivanja</b>  | <ul style="list-style-type: none"> <li>• Continuous evaluation of student work throughout the course.</li> <li>• Final exam (minimum 50%)</li> </ul>   |                        |
| <b>Detaljan prikaz ocjenjivanja unutar Europskoga sustava za prijenos bodova</b> |  |                        |

| ACTIVITY TYPE                                | ECTS Student<br>Workload Coefficient | GRADE<br>PERCENTAGE<br>(%) |
|--|--------------------------------------|----------------------------|
| Class Attendance                             | 1                                    | 0                          |
| 1 <sup>st</sup> seminar                      | 1.25                                 | 35                         |
| 2 <sup>nd</sup> seminar                      | 1.25                                 | 35                         |
| <b>Total in Class</b>                        |                                      |                            |
| Final Exam                                   | 0.5                                  | 30                         |
| <b>TOTAL ECTS<br/>(Classes + Final Exam)</b> | <b>4</b>                             | <b>100</b>                 |

**Datumi kolokvija:**

**Datumi ispitnih rokova:**

#### **IV. TJEDNI PLAN NASTAVE**