



# Detailed Course Syllabus

Academic year: 2024/2025	Semester: Summer semester
Study programme: Psihologija (R)	Year of study: 1

## I. BASIC COURSE INFORMATION

Name: Mozak, znanje i obrazovanje

Abbreviation:

Status: Compulsory	ECTS: 3	Code: 194549
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Prerequisites: No

Total Course Workload

Teaching Mode	Total Hours
Lecture	15
Seminar	15

Class Time and Place: HKS - according to the published schedule

## II. TEACHING STAFF

Course Holder

Name and Surname: Knežević Martina

Academic Degree:	Professional Title:
Contact E-mail: <a href="mailto:martina.knezevic@unicath.hr">martina.knezevic@unicath.hr</a>	Telephone:

Office Hours: According to the published schedule

Course Assistant

## III. DETAILED COURSE INFORMATION

Teaching Language: Hrvatski

Course Description	Temeljni cilj predmeta je upoznati studente/-ice s najnovijim spoznajama o mozgu, s naglaskom na ulogu okoline, obrazovanja i iskustva u oblikovanju ponašanja. Studenti/-ice će imati priliku istražiti odnos između razvojne psihologije, kognitivne neuroznanosti (znanosti o mozgu i ponašanju) i psihologije obrazovanja, kroz interdisciplinarno gledište te upoznati poteškoće i izazove s kojima se suočavaju stručnjaci iz različitih područja prilikom pokušaja primjene dostignuća iz jedne znanstvene discipline na drugu. Predmet stavlja snažan naglasak na interdisciplinarni dijalog i usredotočuje se na premošćivanje prepreka između istraživanja i prakse.
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<b>Educational Outcomes</b>	<ol style="list-style-type: none"> <li>1. Objasniti ulogu osnovnih struktura ljudskog mozga te moderne metode njihova istraživanja.</li> <li>2. Komentirati važnost učenja i poučavanja od najranije dobi i značajnost cjeloživotnog učenja za razvoj i funkcioniranje mozga.</li> <li>3. Prezentirati najnovija saznanja o međudjelovanju uma, mozga i obrazovanja.</li> <li>4. Raspraviti praktične i etičke izazove u interdisciplinarnom pristupu poučavanju.</li> <li>5. Razlikovati znanstvene činjenice od mitova o mozgu.</li> <li>6. Komentirati važnost učenja i poučavanja od najranije dobi i značajnost cjeloživotnog učenja za razvoj i funkcioniranje mozga</li> </ol>
<i>Textbooks and Materials</i>	
<b>Required</b>	<ol style="list-style-type: none"> <li>1. Skripte i bilješke s predavanja</li> <li>2. Blakemore, SJ and Firth, U (2005) <i>The Learning Brain: Lessons for Education</i>. Oxford, UK: Blackwell Publishing.</li> <li>3. Johnson, M. H., &amp; de Haan, M. (2015). <i>Developmental cognitive neuroscience: An Introduction</i>. (4th ed.). West Sussex, UK: Wiley Blackwell.</li> <li>4. Keating, D. P. (Ed.). (2011). <i>Nature and nurture in early child development</i>. New York, NY: Cambridge University Press.</li> </ol>
<b>Supplementary</b>	

**Knjige:**

1. Blakemore, SJ (2018) Inventing Ourselves: The Secret Life of the Teenage Brain. New York: Hachette Book Group.
2. Sax, O (1998) Čovjek koji je ženu zamijenio šeširom. Hrvatski Leskovac: KruZak
3. Sousa, DA (2011) How the Brain Learns. Thousand Oaks, California: A SAGE Company
4. Wolfe, P (2010) Brain Matters: Translating Research into Classroom Practice. Alexandria, Virginia, USA: ASCD books.

**Znanstveni radovi:**

1. Adolphs, R (2001) The neurobiology of social cognition. *Current Opinion in Neurobiology*, 11:231-239.
2. Best, JR, Miller, PH & Naglieri, JA (2011) Relations between executive function and academic achievement from ages 5 to 17 in a large, representative national sample. *Learning and Individual Differences*, 21: 327-336.
3. Blakemore, SJ (2008) The social brain in adolescence. *Nature Reviews Neuroscience*, 9:267-277.
4. Brown, TT & Jernigan, LJ (2012) Brain Development during the Preschool Years. *Neuropsychology Review*, 22:313-333.
5. Crone, EA & Dahl, RE (2012) Understanding adolescence as a period of social-affective engagement and goal flexibility. *Nature Reviews Neuroscience*, 13(9): 636-650.
6. Johnson, MH (2001) Functional brain development in humans. *Nature Reviews Neuroscience*, 2:475-483.
7. Fischer, KW (2008) Dynamic cycles of cognitive and brain development: Measuring growth in mind, brain and education. In A. M. Battro, K. W. Fischer & P. Lena (Eds.), *The Educated Brain* (pp. 127-150). Cambridge U.K.: Cambridge University Press.
8. Fischer, KW (2009) Mind, Brain and Education: Building a Scientific Groundwork for Learning and Teaching. *Mind, Brain and Education*, 3(1): 3-16.
9. Goswami, U (2006) Neuroscience and education: from research to practice? *Nature Reviews Neuroscience*, 2-7.
10. Kostović, I i sur. (2005) Razvitak i strukturna plastičnost čovjekova mozga. *Medicina*, 42(41):5-12
11. McEwen, BS (2007) Physiology and Neurobiology of Stress and Adaptation: Central Role of the Brain. *Physiological Reviews*, 87:873-904.
12. Moran, JM (2013) Lifespan development: The effects of typical aging on theory of mind. *Behavioural Brain Research*, 237:32-40.
13. Stiles, J & Jernigan, TL (2010) The Basics of Brain Development. *Neuropsychology Review*, 20:327-348.
14. Tsujimoto, S (2008) The Prefrontal Cortex: Functional Neural Development During Early Childhood. *Neuroscientist*, 14(4): 345-358.
15. Toga, WA, Thompson, PM & Sowell, ER (2006) Mapping brain maturation. *Trends in neuroscience*, 29(3): 148-159.
16. Rubia, K (2013) Functional brain imaging across development. *European Child and Adolescent Psychiatry*, 22:719-731.
17. Zaidi, ZF (2010) Gender Differences in Human Brain: A Review. *The Open Anatomy Journal*, 2:37-55.
18. Yurgelun-Todd, D (2007) Emotional and cognitive changes during adolescence. *Current Opinion in Neurobiology*, 17(2):251-257.

**Examination and Grading**

To Be Passed	Exclusively Continuous Assessment	Included in Average Grade
<b>Prerequisites to Obtain Signature and Take Final Exam</b>	<ul style="list-style-type: none"><li>• Redovito pohađanje nastave (prisutnost na najmanje 70% nastave)</li><li>• Stjecanje minimalno 35% bodova (od ukupno 100 bodova) tijekom nastave (kumulativno ostvareno na seminarskom izlaganju i na dva kolokvija)</li><li>• Uredno izvršene seminarske obveze (pripremljeno i izloženo seminarsko izlaganje)</li></ul>	

Nastavne aktivnosti (70% ocjene):

- 1 kolokvij
- 2 seminarska rada
- Završni ispit (30% ocjene)

**Examination Manner**

Brojčana ljestvica ocjenjivanja studentskog rada:

- izvrstan (5) – 90 do 100% bodova
- vrlo dobar (4) – 80 do 89,9% bodova
- dobar (3) – 65 do 79,9% bodova
- dovoljan (2) – 50 do 64,9% bodova
- nedovoljan (1) – 0 do 49,9 % bodova

**Grading Manner**

- Kontinuirano vrednovanje studentskog rada kroz nastavne aktivnosti (seminarsko izlaganje; kolokvij (pismeni))
- Završni pismeni ispit (minimum za prolaz na pismenom ispitu je 50% točne riješenosti).

**Detailed Overview of Grading within ECTS**

VRSTA AKTIVNOSTI	ECTS bodovi - koeficijent opterećenja studenata	UDIO OCJENE (%)
Pohađanje nastave	0.75	0
Seminarski rad	0.75	20
Seminarski rad	0.5	20
Kolokvij-međuispit	0.5	30
Ukupno tijekom nastave	2.5	70
Završni ispit	0.5	30
UKUPNO BODOVA (nastava+zav.ispit)	3	100

**Midterm exam dates:**

**Exam period dates:**

**IV. WEEKLY CLASS SCHEDULE**