



HRVATSKO
KATOLICKO
SVEUCILISTE
ZAGREB
UNIVERSITAS
STUDIORUM
CATHOLICA
CROATICA
ZAGREBIA

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: IZBP-15

ECTS: 3

Code: 194549

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: izvanredni profesor

Contact E-mail:

martina.knezevic@unicath.hr

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.

Educational Outcomes

1. Objasniti ulogu osnovnih struktura ljudskog mozga te moderne metode njihova istraživanja.
2. Komentirati važnost učenja i poučavanja od najranije dobi i značajnost cjeloživotnog učenja za razvoj i funkcioniranje mozga.
3. Prezentirati najnovija saznanja o međudjelovanju uma, mozga i obrazovanja.
4. Raspraviti praktične i etičke izazove u interdisciplinarnom pristupu poučavanju.
5. Razlikovati znanstvene činjenice od mitova o mozgu.
6. Komentirati važnost učenja i poučavanja od najranije dobi i značajnost cjeloživotnog učenja za razvoj i funkcioniranje mozga

*Textbooks and Materials***Required**

1. Skripte i bilješke s predavanja
2. Blakemore, SJ and Firth, U (2005) *The Learning Brain: Lessons for Education*. Oxford, UK: Blackwell Publishing.
3. Johnson, M. H., & de Haan, M. (2015). *Developmental cognitive neuroscience: An Introduction*. (4th ed.). West Sussex, UK: Wiley Blackwell.
4. Keating, D. P. (Ed.). (2011). *Nature and nurture in early child development*. New York, NY: Cambridge University Press.

Supplementary

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 Leskovic: 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 DA****Exclusively Continuous Assessment NE****Included in Average Grade DA****Prerequisites to Obtain Signature and Take Final Exam**

- Redovito pohađanje nastave (prisutnost na najmanje 70% nastave)
- Stjecanje minimalno 35% bodova (od ukupno 100 bodova) tijekom nastave (kumulativno ostvareno na seminarskom izlaganju i na dva kolokvija)
- Uredno izvršene seminarske obveze (pripremljeno i izloženo seminarsko izlaganje)

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

IV. WEEKLY CLASS SCHEDULE