



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Attention Executive and Motivational Processes - 37846*

*Last update 25-12-2023*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Yehuda Pollak*

*Coordinator Email: [yehuda.pollak@mail.huji.ac.il](mailto:yehuda.pollak@mail.huji.ac.il)*

*Coordinator Office Hours: Tuesday, 11-12*

*Teaching Staff:*

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Prof Yehuda Pollak

Course/Module description:

*This course will discuss the typical development of cognitive and motivational processes (serving as background for an advanced course about the cognitive mechanisms of ADHD).*

Course/Module aims:

*Being familiar with various theories of attention, executive functions, motivation and decision making.*

Learning outcomes - On successful completion of this module, students should be able to:

- To distinguish between different attentional processes*
- To recognize global and specific components of executive functions*
- To critically discuss developmental aspects of attention and executive functions*
- To identify different characteristics of motivation*
- To analyze conditions in which probabilistic decision-making is needed*

Attendance requirements(%):

Teaching arrangement and method of instruction: Lectures

Course/Module Content:

*Attention: conceptualization and central theories, development*  
*Executive functions: unity and diversity, cool and hot, development*  
*Motivation: motivational theories, liking vs. wanting, extrinsic vs. intrinsic motivation*  
*Decision making: expected utility, prospect theory, risk-taking, delay discounting, self-control*

Required Reading:

*Nigg, J. T. (2017). Annual Research Review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. Journal of child psychology and psychiatry, 58(4), 361-383.*

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Additional Reading Material:

Fernández García, L., Merchan, A., Phillips-Silver, J., & Daza González, M. T. (2021). Neuropsychological development of cool and hot executive functions between 6 and 12 years of age: a systematic review. *Frontiers in Psychology, 12*, 687337.

Bell, M. D., Imal, A. E., Pittman, B., Jin, G., & Wexler, B. E. (2019). The development of adaptive risk taking and the role of executive functions in a large sample of school-age boys and girls. *Trends in neuroscience and education, 17*, 100120.

Zelazo, P. D. (2020). Executive function and psychopathology: A neurodevelopmental perspective. *Annual review of clinical psychology, 16*, 431-454.

Posner, M. I., Rothbart, M. K., & Ghassemzadeh, H. (2019). Focus: Attention science: Restoring attention networks. *The Yale journal of biology and medicine, 92*(1), 139.

Spiegel, J. A., Goodrich, J. M., Morris, B. M., Osborne, C. M., & Lonigan, C. J. (2021). Relations between executive functions and academic outcomes in elementary school children: A meta-analysis. *Psychological bulletin, 147*(4), 329.

Grading Scheme:

Written / Oral / Practical Exam 90 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 10 %

Additional information:

N/A