

Syllabus

Course Description

Course Title	Didactics of Psychology
Course Code	82031
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-01/A
Language	Italian
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	
Lecturers	Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	<p>The course offers an overview of the critical foundations and teaching tools of psychology, useful for acquiring the skills needed to propose training courses in the field of teaching of the A018 competition class.</p> <p>Students will be encouraged to ask questions, criticize and compare the topics discussed during the lessons with their experience.</p>
Course Topics	How to teach psychology. Key concepts are the history of psychology, the main theories on the functioning of the mind and

	human behavior, on the cognitive, emotional and social development in puberty and adolescence.
Keywords	Psychology; cognitive processes; behaviour; development; adolescence
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Frontal lectures with high degree of interaction
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>The aim of the course is to provide teachers with tools to master the content specific to the subjects, paying attention to own and others' experience, interpersonal relationships, educational relationships, and forms of social life. A further objective is to provide tools and methods to create teaching units, lessons and materials, also organizing them in interdisciplinary paths, based on the various recent psychological theories.</p> <p>Learning outcomes:</p> <p>Ability to apply knowledge and understanding: Teachers know the teaching tools and educational methodologies useful for the development of teaching activities for teaching psychology in secondary school. Teachers are able to design a teaching activity (learning unit) that takes into account theoretical reflection on the teaching of the discipline and uses, in a conscious and targeted manner, the methodologies and teaching tools most appropriate to the school educational context.</p> <p>Autonomy of judgment: Teachers are able to recognize, among the different options that will be presented to them, those most suitable for the design of educational activities on psychological themes, using critical and creative thinking.</p> <p>Communication skills: Teachers are able to relate to students and clearly explain the theoretical principles and methods of carrying out the teaching unit/lesson in a hypothetical class of a secondary school, using a disciplinary vocabulary appropriate to the context and a conscious use of educational terminology.</p> <p>Learning skills:</p>

	Teachers are able to use the theoretical principles of the discipline to critically reflect on their own learning and training process, recognizing their own progress and limitations within it.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral exam: discussion. The topics will focus on the application of course content to typical classroom situations.
Evaluation Criteria	<p>The students' ability to manage knowledge (which can be useful in future work), and whether they can critically motivate the decisions they make, will be estimated. The students' performance will be considered, their "ability to respond to situations/events" that could occur in school. They will have to demonstrate that they can find an optimal perspective on how to: 1. follow a correct course of action in order to get an adequate response to the aims, 2. motivate and elaborate their decision, consistent with both their personal style and scientific knowledge.</p> <p>For such an examination, these are useful skills: ability to argue, to make connections between contents; ability to critically analyse and reflect on theories and models, their application and to be able to criticize them; ability to create timely answers about a topic (without long forewords, digressions or deviations).</p>
Required Readings	<p>1- Petter, G. (2009). <i>Insegnare la psicologia</i>. Giunti.</p> <p>2- Slides and lecture notes.</p>
Supplementary Readings	<p>- Palmonari, A. (2011, Ed.). <i>Psicologia dell'adolescenza</i> (terza edizione). Bologna: Il Mulino;</p> <p>- http://apps.who.int/iris/bitstream/10665/63552/1/WHO_MNH_PSF_93.7A_Rev.2</p>
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Good health and well-being