

Syllabus

Course Description

Course Title	Developmental Psychology and Educational Psychology of Adolescence - remotely
Course Code	83007
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	2
Teaching Hours	12
Lab Hours	0
Individual Study Hours	38
Planned Office Hours	
Contents Summary	Adolescence is characterized by profound emotional, social, physical, and cognitive changes. For secondary school teachers, a sound understanding of this developmental stage is the key to successful teaching and professional relationship-building. At the same time, adolescents expand their cognitive abilities, which directly impacts how learning processes in secondary (I+II) schools must be organized

Course Topics	- o Areas of Development: - o Physical Development - o Emotion recognition and regulation - o Relations (family, peers, teachers) - o General Principles of the Psychology of Learning - o Learning Processes (from sensumotoric learning to abstract thinking) and didactical implications: - o Knowledge structures - o Dynamic processes of thinking
Keywords	Adolescence, Developmental Psychology, Learning Psychology, Educational Psychology.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	online (synchronous and asynchronous)
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and Understanding Students: know the methodological, theoretical, and conceptual foundations of developmental psychology, educational psychology, and the psychology of learning, with a specific focus on adolescence; know the essential physical, cognitive, emotional, and social developmental steps in middle childhood and the corresponding theories; know the relevant theories on learning, motivation, cognition, and memory in adolescence; know the conditions and criteria for conducive learning environments. Applying Knowledge and Understanding Students: are able to relate the theoretical foundations of developmental psychology, educational psychology, and the psychology of learning to concrete situations and cases, and develop corresponding action strategies for middle and high schools; are able to use their knowledge of developmental steps in adolescence for scientifically grounded pedagogical action; are able to recognize and address emotional, social, and cognitive impairments in learning processes, and apply strategies to promote student well-being. Making Judgments Students: are able to use the theoretical foundations of developmental psychology, educational psychology, and the psychology of learning to assess developments and progress in adolescence; are able to provide a well-founded assessment of the role of motivation, cooperation, and strategy development, as well as the importance of feedback and recognition for the learning process. Communication Students: are

	able to use the theoretical foundations of developmental psychology, educational psychology, and the psychology of learning to communicate effectively within a team and to conduct process- and result-oriented evaluations; are capable of utilizing psychological knowledge to establish a constructive dialogue with students' parents; are capable of using a differentiated and professionally relevant scientific vocabulary for communication and cooperation within the team and with specialists from social and healthcare services. Learning Skills Students: are able to utilize theories of learning and learning strategies for their own personal and professional development; are capable of using these theoretical foundations for their own continuing education and professional development, and of independently familiarizing themselves with further fields of research; are capable of utilizing learning strategies like scientifically trained experts.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written form (open book, paper pencil) Note: only printed books and paper-based materials may be brought into the examination and consulted during the exam.
Evaluation Criteria	Factual accuracy, logical structure, reference to literature, ability for critical analysis and reflection, use of academic terminology, independent and well-founded judgment
Required Readings	Grob, A. & Jaschinski, U. (2003). Erwachsen werden. Entwicklungspsychologie des Jugendalters. Beltz. Largo, R.H. & Czernin, M. (2021). Jugendjahre. Kinder durch die Pubertät begleiten (7. Edition). Piper. Lohaus, A & Vierhaus, M. (2024). Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor (5th Edition). Springer. Siegler, R., Saffran, J.R., Gershoff, E.T. & Eisengerg, N. (2021). Entwicklungspsychologie des Kindes- und Jugendalters (5th Edition). Springer.
Supplementary Readings	Lohaus, A. (Ed.) (2018). Entwicklungspsychologie des Jugendalters. Springer.
Further Information	
Sustainable Development Goals (SDGs)	Quality education