

Syllabus

Descrizione corso

Titolo insegnamento	Psicologia dello sviluppo e dell'educazione nell'adolescenza - in modalità remota
Codice insegnamento	83007
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Corso di Studio	Percorso universitario di formazione iniziale dei docenti della scuola secondaria di primo e secondo grado in lingua tedesca - 60CP
Altri Corsi di Studio (mutuati)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Docenti	prof. dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821
Assistente	
Semestre	Primo semestre
Anno/i di corso	1
CFU	2
Ore didattica frontale	12
Ore di laboratorio	0
Ore di studio individuale	38
Ore di ricevimento previste	
Sintesi contenuti	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
Argomenti dell'insegnamento	- 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
Parole chiave	Adolescence, Developmental Psychology, Learning Psychology, Educational Psychology.
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	online (synchronous and asynchronous)
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	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.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	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.
Criteri di valutazione	Factual accuracy, logical structure, reference to literature, ability for critical analysis and reflection, use of academic terminology, independent and well-founded judgment
Bibliografia obbligatoria	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.
Bibliografia facoltativa	Lohaus, A. (Ed.) (2018). Entwicklungspsychologie des Jugendalters. Springer.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità