

NAME OF THE COURSE	PEDAGOGY OF ADOLESCENCE					
Code	PMS 175	Year of study	1 and 2			
Course teacher	Anna Alajbeg, PhD, lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To know developmental traits and (un)typical behaviors in adolescence. Understand and recognize developmentally appropriate reactions and behaviors of adolescents, as well as the possibilities and ways of pedagogical and educational-social influence on the course of adolescent development. Achieve basic pedagogical competences with adolescents and adolescent parents.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>• Describe the pedagogy of adolescence as a scientific discipline</li> <li>• Define and classify basic concepts of adolescence</li> <li>• Explain the conceptual definition of adolescence through developmental periods and break down socio-ecological factors and educational influences</li> <li>• Explain developmental characteristics and reevaluate forms and causes of behavior characteristic of adolescence</li> <li>• Distinguish and identify developmental and pedagogical difficulties in adolescence</li> <li>• Identify and evaluate the opportunities and ways of educational and social action on the course of adolescent development and recommend pedagogical interventions</li> <li>• Acquire knowledge about various forms of maladaptation in adolescents</li> <li>• To think critically and discuss the social and educational factors of development in adolescence</li> </ul>					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (hours)		Teacher			
	1. Pedagogy of adolescence: subject, content, research and field of practice		Anna Alajbeg			
	2. Concept, related concepts (puberty, youth) and developmental characteristics: physical, cognitive, emotional, social		Anna Alajbeg			
	3. The pedagogical history of childhood and adolescence		Anna Alajbeg			
	4. Adolescents in the social context: approaches to the study of adolescence, generational groups, prolonged adolescence		Anna Alajbeg			
	5. Adolescents in a theoretical context: from biological to cultural theories		Anna Alajbeg			

6. Cognitive development: information processing, decision making and assessment issues	Anna Alajbeg
7. Identity formation	Anna Alajbeg
8. Development of moral values	Anna Alajbeg
9. Social Development: A Change in the Character of Friendly and Romantic Relationships	Anna Alajbeg
10. Adolescents and their families; parent-adolescent relationship	Anna Alajbeg
11. The most common behavioral disorders in adolescence	Anna Alajbeg
12. Health-related behaviors and attitudes	Anna Alajbeg
13. Adolescent society, culture and subculture	Anna Alajbeg
14. Possibilities and forms of pedagogical prevention and intervention	Anna Alajbeg
15. Colloquium	Anna Alajbeg

Exercise (hours)	Teacher

Seminars (hours)	Teacher

Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance and active participation in classes, seminars (positively rated written seminar paper and presentation), passing a midterm exam or exam.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	0.5	Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade in the course Pedagogy of adolescence is determined on the basis of the success achieved during the colloquium during lectures and seminars. Students must write one seminar paper in which they will cover a given topic from a list of seminar paper topics. The seminar is rated 1 to 5. The assessment from the theoretical part is determined on the basis of the success achieved at the oral theoretical colloquium, which is held in the fifteenth week of teaching. The students' oral responses are graded from 1 to 5. The final grade from the course Pedagogy of adolescence is calculated as follows: (grade from theory) + (grade from seminar) + (regularity and commitment in class).					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Bastašić, Z. (1995, 2002), Pubertet i adolescencija. Školska knjiga, Zagreb					
	Glasser, W. (2002), Nesretni tinejdžeri. Alineja, Zagreb					
	Gudjons, H. (1994), Pedagogija – temeljna znanja. Educa, Zagreb, (peto pogl., str. 93-122)					
	Lacković-Grgin, K. (2006), Psihologija adolescencije. Slap, Jastrebarsko					
Optional literature (at the time of submission of study programme proposal)	Maleš, D. (1995), Između djetinjstva i zrelosti. Temposhop, Đakovo Rice, F. P., Dolgin, K. G. (ed.) (2008), The adolescent: development, relationships, and culture, 12th edition. Boston: Pearson/Allyn and Bacon. (odabrana poglavlja)					
Quality assurance methods that ensure	Teaching attendance, practical exams, theoretical exams (written exam), student evaluation of teaching and teacher					

the acquisition of exit competences	
Other (as the proposer wishes to add)	