



<b>1. College</b>	University of Malawi
<b>2. School</b>	Education
<b>3. Department</b>	Education Foundations
<b>4. Programme</b>	Bachelor of Education
<b>5. Module Title</b>	Adolescent Psychology for Educators
<b>6. Module Code</b>	EDF 421
<b>7. Year</b>	4
<b>8. Credits</b>	2
<b>9. Revised</b>	June 2016/After 5 years
<b>10. Approval Date</b>	

**11. Prerequisite:** EDF 211

**12. Co-requisites:** None

### **13. Module Aims**

This module empowers students with an in-depth understanding of adolescence as a distinct phase of human development, in the process providing insights for addressing psychological and social issues associated with adolescence.

### **14. Intended Learning Outcomes**

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

- a. explain the evolution of adolescent psychology as a discipline of study
- b. discuss adolescent development from multiple theoretical perspectives and approaches

- c. explain physical, sexual, social and emotional changes occurring in adolescence and their implications on behaviour and learning
- d. demonstrate awareness of psycho-social issues affecting adolescents and how to mitigate them
- e. discuss the impact of the family, school and media on adolescent development

## **15. Indicative content**

- a. Adolescent development in context
  - i. Development of discipline
  - ii. Defining adolescence
  - iii. Biological perspective
  - iv. Psychosexual development
  - v. Social perspectives
- b. Theoretical Perspectives
  - i. Psychoanalytical theories
  - ii. Cognitive theories
  - iii. Moral development
  - iv. Ecological perspective
  - v. Identity formation and crisis
- c. Fundamental changes of adolescence
  - i. Biological changes
  - ii. Sexual changes
  - iii. Cognitive changes
  - iv. Social changes
- d. The context of adolescence
  - i. The role of the family
  - ii. Parenting styles
  - iii. The role of the school
  - iv. The role of media
- e. Psychosocial Issues and Problems in Adolescence

- i. Identity formation
- ii. Identity crisis
- iii. Social comparison
- iv. Student violence
- v. Drug abuse
- vi. Perinatal HIV and adolescence

## **16. Teaching and Learning Methods/Activities**

Lectures, group work, discussion and presentations

## **17. Assessment**

Continuous assessment 40 %

Final examinations 60%

## **18. Prescribed and Recommended Reading List**

### **Prescribed Texts**

Berk, L.E. (2013). *Child Development* (9th ed.). Pearson: Prentice.

Hall, S.R.E. (2006). *Educational psychology: Theory and practice* (8th ed.). New York: Pearson.

Woolfolk, A. (2007). *Educational psychology* (10th ed.). New York: Pearson.

### **Recommended Texts**

Arnett, J. J. (2013). *Adolescence and emerging adulthood: Cultural approach* (5th ed.). New Jersey: Prentice Hall.

Berger, K.S. (2005). *The developing person through childhood and adolescence* (7th ed.).

McMahan, I. (2009). *Adolescence*. Pearson: Prentice Hall.

Steinberg, L. (2005). *Adolescence* (7th ed.). New York: McGraw-Hill Publishers.

### **Journals**

*Adolescent Research Review* ([www.springer.com](http://www.springer.com))

*British Journal of Education Psychology* ([onlinelibrary.wiley.com](http://onlinelibrary.wiley.com))

*Journal of Educational and Developmental Psychology* ([www.ccsenet.org](http://www.ccsenet.org))

*Journal of Education Psychology* ([www.apa.org/pubs/journals/edu/](http://www.apa.org/pubs/journals/edu/))