The Hebrew University of Jerusalem

Syllabus

TEENAGERS IN THE AGE OF TECHNOLOGY - 34498

Last update 06-08-2019

<u>HU Credits:</u> 2

<u>Degree/Cycle:</u> _1st degree (Bachelor)_

<u>Responsible Department:</u> _Education_

<u>Academic year:</u> _0_

<u>Semester:</u> _1st Semester_

<u>Teaching Languages:</u> _Hebrew_

<u>Campus:</u> _Mt. Scopus_

<u>Course/Module Coordinator:</u> _Dr. Anat Korem_

<u>Coordinator Email:</u> anat.korem@mail.huji.ac.il

<u>Coordinator Office Hours:</u> _By appointment_

<u>Teaching Staff:</u>

Dr. Anat Korem

Course/Module description:
   The course will focus on how the developmental process in adolescence is shaped in contemporary society. In each subject (see list of topics) we will discuss the educational implications, namely: How to maximize the new opportunities now open to the teenagers and minimize the dangers?.

Course/Module aims:
   The course includes two main goals: to understand the world of adolescents in contemporary society, and to discuss educational considerations that promote personal growth and development among youth.

Learning outcomes - On successful completion of this module, students should be able to:
   -describe the characteristics of adolescence.
-identify implications of contemporary society on adolescents' development.
-suggest how to improve communication between educators and their adolescent students.
-compare different educational approaches in the context of teenagers.
-suggest how to promote personal growth and development among adolescents in educational settings.

Attendance requirements(%):
   80%

Teaching arrangement and method of instruction: The course is based on a weekly lecture. The lecture includes discussions with the students and analyzing case studies from the educational field.

Course/Module Content:
   -The contribution of developmental psychology to the understanding of the adolescent student.
-The process of identity formation.
-Searching for values and meaning in adolescence.
-Cognitive development.
-Social and emotional development.

-The development of the concept of sexuality.
- Adolescents and their parents.
- Assisting youth in distress.
-Promoting personal growth and development among adolescents.
-Communication between educators and their adolescent students: attitudes and skills.

<u>Required Reading:</u>
 Boyd, D., & Bee, H. (2012). Lifespan development. Upper Saddle River, NJ: Pearson.

Dawes, M. (2017). Early adolescents' social goals and school adjustment. Social Psychology of Education, 20, 299-328.
Hill, C. E., & O'Brien, K. M. (1999). Helping skills: Facilitating exploration, insight, and Action. Washington: American Psychological Association.
Keating, D. P. (1990). Adolescent thinking. In S. S. Feldman and G. R. Elliott (Eds.), At the threshold: The developing adolescent (pp. 54-89). Cambridge, MA: Harvard University Press.
Marcia, J. E. (1980). Identity in Adolescence. In J. Adelson (Ed.), Handbook of adolescent psychology (pp. 159-187). Ney York: Wiley.
Sanders, C., Diego, M., Field, T., & Kaplan, M. (2000). The relationship of internet use to depression and social isolation among adolescents. Adolescence, 38, 35-42.
Siegler, R., Deloache, J., & Eisenberg, N. (2003). How children develop. New York: Worth Publisher.
Wolak. J., Mitchell, K., & Finkelhor, D. (2003). Escaping or connecting? Characteristics of youth who form close online relationships. Journal of Adolescence, 26, 105-119.
Slone, M., & Roziner, I. (2013). Does self-complexity moderate the effects of exposure to political violence for adolescents? Anxiety, Stress & Coping, 26, .659-673
Steinberg, L.D. (2017). Adolescence. 11th edition. New York: McGraw-Hill.

 <u>Additional Reading Material:</u>
  None

 <u>Course/Module evaluation:</u>
 End of year written/oral examination 0 %
 Presentation 0 %
 Participation in Tutorials 0 %
 Project work 100 %
 Assignments 0 %
 Reports 0 %

Research project 0 %
Quizzes 0 %
Other 0 %

<u>*Additional information:*</u>
  -Participants should submit three short Assignments (no grade).

-It is possible to make a class presentation, based on the reading material, and gain a bonus of five points.