

Cultures)		A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	4	A
Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	4	A
Master of Science in Teaching in Social Sciences(main subject Political Science)	4	A
Master of Science in Teaching in Economics(main subject Public Administration and Management)	4	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	4	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	4	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	4	A
Master of Science in Teaching in Physical Education	4	A
Master of Science in Electromechanical Engineering(main subject Control Engineering and Automation)	4	A
Master of Science in Electromechanical Engineering(main subject Electrical Power Engineering)	4	A
Master of Science in Electromechanical Engineering(main subject Maritime Engineering)	4	A
Master of Science in Electromechanical Engineering(main subject Mechanical Construction)	4	A
Master of Science in Electromechanical Engineering(main subject Mechanical Energy Engineering)	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	4	A, K
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	4	A, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	4	A, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)	4	A, K
Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)	4	A, K
Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)	4	A, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)	4	A, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)	4	A, K
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	4	A, K
Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	4	A, K
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geology)	4	A, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)	4	A, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Laws)	4	A, K

Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Mathematics)	4	A, K
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)	4	A, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	4	A, K
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	4	A, K
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)	4	A, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Physics and Astronomy)	4	A, K
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Master of Science in Teaching in Arts and Humanities (abridged programme)	4	A, K
Master of Science in Teaching in Languages (abridged programme)	4	A, K
Master of Science in Teaching in Behavioural Sciences (abridged programme)	4	A, K
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Master of Science in Teaching in Health Sciences (abridged programme)	4	A, K
Master of Science in Teaching in Physical Education (abridged programme)	4	A, K
Master of Science in Teaching in Science and Technology (abridged programme)	4	A, K
Master of Science in Teaching in Social Sciences (abridged programme)	4	A, K

Teaching languages

Dutch

Keywords

Psychology, adolescence, development, school

Position of the course

This course adds to the realization of the basic competencies for teachers as described in the program of teacher education and on <https://www.ugent.be/nl/opleidingen/educatievemaster>.

Contents

After first defining adolescence as a period of life, the psychological consequences of the major changes in the biological, social and cognitive realms that take place during adolescence (12-22 years) are described. As a result of these changes, young people discover new possibilities in several important domains of development. The main trends in development are described in detail for three of these domains (sexuality, identity and moral development).

In separate chapters the psychosocial development of adolescents will be examined, including changing relationships with parents and peers.

Next, problems that teachers might be confronted with are discussed, including both internalizing problems and externalizing problems (drug use and delinquency).

Finally, themes that relate to various aspects of adolescents' life world and youth cultures are discussed.

Initial competences

The general academic starting competencies that can be expected from an academic bachelor and master

Final competences

- 1 To be able to define adolescence as a specific life stage at the biological, cognitive and social level
- 2 To have insight in the most important developments regarding biological development, sexuality, cognition, identity, autonomy, and emotional and moral development during adolescence.
- 3 To develop a positive vision on adolescents and be able to defend it.
- 4 To have insight in changes in the relationships with parents and peers during adolescence, and the interaction between these two contexts.
- 5 To have insight in problem behavior during adolescence, to the extent a teacher is confronted with
- 6 To have knowledge about 1st line counseling and help for young people.
- 7 To understand the consequences of these developmental changes for young people's behavior and functioning at school.
- 8 As a teacher to stand in class with enough knowledge about young people, in order to become an intentional teacher, taking into account their developmental level and needs.

Conditions for credit contract

This course unit cannot be taken via a credit contract

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, Independent work

Extra information on the teaching methods

Students in the normal learning-trajectory follow this course in lectures (50% of subject matter) and through independent work through slides & class recordings on Ufora (50% of subject matter).

For one topic, identity development, no lecture is provided. Instead, students will be offered an online learning path followed by an on campus workshop.

Recordings of the plenary lectures will be made, barring any technical issues, and will remain online until after the second exam period. No recording will be made of the workshop.

LIO students can, with the approval of the internship coordinator, follow an alternative path under certain conditions. Specific information will be included in the LIO manual.

This course is open for **incoming Erasmus students**. They study the course topics by means of self-tuition and three individual or small-group seminars, based on a selection of chapters from Feldman R. S. (2008). *Adolescence*. Upper Saddle River, NJ: Pearson Education. Exam takes place at the end of each semester, and consists of 40 multiple choice questions.

Study material

Type: Handbook

Name: Slot, N. W., & van Aken, M. (2019). *Psychologie van de adolescentie: Basisboek* (26ste geheel herziene druk).

Utrecht: Thieme Meulenhoff.

Indicative price: € 40

Optional: no

Language : Dutch

Author : Wim Slot & Marcel van Aken (editors)

ISBN : 978-9-00681-597-9

Online Available : No

Available in the Library : Yes

Available through Student Association : No

Usability and Lifetime within the Course Unit : regularly

Usability and Lifetime within the Study Programme : regularly

Usability and Lifetime after the Study Programme : regularly

Additional information: Is for sale before the first classes in the foyer of Auditorium 2 FPPW

Type: Slides

Name: Sldides PsyAdo

Indicative price: € 10

Optional: no

Language : Dutch

Available on Ufora : Yes

Available in the Library : No

Available through Student Association : No

References

- Slot, N. W., van Aken, M., & Crone, E. (2025). *Psychologie van de adolescentie: Basisboek* (27ste geheel herziene druk). Thieme Meulenhoff. (ISBN 9789006815979).
- Bradt, L., Pleysier, S., Put, J., Siongers, J., & Spruyt, B. (2019). *Jongeren in cijfers en letters 4: Bevindingen uit de JOP-Monitor 4, de JOP-Kindmonitor en de JOP-Schoolmonitor 2*. Leuven/Den Haag: Acco.
- Feldman R. S. (2008). *Adolescence*. Upper Saddle River, NJ: Pearson Education.

Course content-related study coaching

- A number of collective and individual guidance sessions for LIO-students.
- Interactive support using Ufora.
- Training for MC-exams during courses.
- Feedback available shortly after exam period.

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment with multiple-choice questions

Examination methods in case of periodic assessment during the second examination period

Written assessment with multiple-choice questions

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Only end-of-term evaluation (exam with MC questions) for students in the normal learning-trajectory. Students get clear exam instructions and tips during the lectures. On Ufora a list of sample questions is available as a self-test, with feedback on the answers.

The **student-teachers** (teachers in training) in a LIO-trajectory are evaluated on a permanent basis. These student-teachers (teachers in training) in a LIO-trajectory are evaluated on the basis of their assignments.

Calculation of the examination mark

MC-questions are scored using standard setting.

Facilities for Working Students

Participation in extra exams