**-. Pedagogy of Adolescence**

Prof. Daniele Bruzzone

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course focuses on the discussion of the main pedagogical issues relating to the education of pre-adolescents and adolescents, with some references to youthful age. The historical and social transformations of recent decades have profoundly affected the experience of adolescence and its relationship with the adult world, also affected by significant changes. Particular attention will therefore be paid to the emotional experiences of adolescents, to their reasons for uncertainty and fragility, but also to their desires, their latent resources, and the search for meaning as a driver of growth.

The aim is to identify pedagogical criteria for the educational accompaniment and orientation of boys and girls, with a phenomenological-existential approach.

At the end of the course, students will be able to:

- interpret the adolescent condition in light of recent years research;

- critically understand the current generation of pre-adolescents and adolescents, capturing the salient aspects of their life experience;

- recognise the intentional dynamics of desire and the search for meaning as an educational resource specific to adolescence;

- identify useful principles for the educational planning of interventions and services to support the growth paths of pre-adolescents and adolescents.

***COURSE CONTENT***

The main themes addressed in the lessons will be the following:

- Adolescence as a “transition” age: beyond stereotypes and clichés

- The adolescent brain: constraints and resources for development and education

- Going through the crisis in the era of the crisis: being a pre-adolescent today

- Adolescence as a transition phase and the evanescence of the rites of passage

- Adult adolescents and adolescent adults: a double fragility

- “Difficult” adolescents and the phenomenological approach

- Pre-adolescents and adolescents in search of meaning: educational accompaniment

***READING LIST [[1]](#footnote-1)***

1) D. Bruzzone, “Essere adolescenti: l’inquietudine necessaria”, in S. Kanizsa - A.M. Mariani (edited by), *Introduzione alla pedagogia generale. Formare e aggiornare gli insegnanti delle secondarie*, Pearson, Milan, 2020, pp. 165-181;

2) P. Bertolini - L. Caronia, *Ragazzi difficili. Pedagogia interpretativa e linee di intervento*, FrancoAngeli, Milan, 2015.

3) A textbook chosen from the following:

- A. Arioli, *Questa adolescenza ti sarà utile. La ricerca di senso come risorsa per la vita*, FrancoAngeli, Milan, 2013;

- A. Augelli, *Preadolescenza*, Scholé, Brescia (currently being published).

***TEACHING METHOD***

Interactive classroom lessons. The lessons include the active involvement of students through sharing and discussion (e.g. film analysis, meeting with experts) and possible group work.

The materials used during the lessons will be made available to students via the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The course includes a final exam in the form of an interview. The final mark, on an out of thirty scale, will be the result of the assessment of the interview and any group work.

The following aspects will be assessed during the exam: ability to argue on the topics addressed during lectures and knowledge of the textbooks indicated in the reading list; ability to critically reflect on the issues addressed.

***NOTES AND PREREQUISITES***

Prerequisites of the course is knowledge of the fundamentals of general pedagogy, which are in any case required for admission to the master's degree course.

Information on office hours available on the teacher's personal page at <http://docenti.unicatt.it/>.

1. The textbooks indicated in the rading list can be purchased from University bookstores; they can also be purchased at other retailers. [↑](#footnote-ref-1)