**AZERBAİJAN STATE UNİVERSİTY OF ECONOMİCS**

**International School of Economics**

**SUBJECT: High School Psychology**

1. What is High School Psychology?
2. Challlenges in Teaching
3. Student Development
4. Cognitive development: the theory of Jean Piaget
5. Moral development: forming a sense of rights and responsibilities
6. Multiple intelligences
7. Differences in cultural expectations and styles.
8. Responsibilities of teachers for students with disabilities
9. Categories of disabilities—and their ambiguities
10. Attention deficit hyperactivity disorder
11. Motives as behaviour
12. Motivation as self-efficacy
13. Preventing management problems by focusing students on learning
14. Responding to student misbehaviour
15. Communication in classrooms vs communication elsewhere
16. Using classroom talk to stimulate students’ thinking
17. Critical thinking
18. Problem-solving
19. Broad instructional strategies that stimulate complex thinking
20. Student-centered models of learning
21. Examples of cooperative and collaborative learning
22. Instructional strategies: an abundance of choices
23. Selecting general learning goals
24. Students as a source of instructional goals
25. Enhancing student learning through a variety of resources
26. Creating bridges among curriculum goals and students’ prior experiences
27. Absence of bias
28. Assessment that enhances motivation and student confidence
29. Teachers’ purposes and beliefs
30. Choosing assessments
31. Providing feedback
32. Self and peer assessment
33. Communication with parents and guardians
34. International comparisons
35. Understanding test results
36. Developmental Psychology
37. Educational Psychology: history and Aims
38. Discovery Learning
39. The joys of teaching
40. Major theories and models of learning
41. Teachers’ perspectives on learning
42. Social development: relationships,personal motives, and morality
43. Understanding “the typical student” versus understanding students
44. Gifted and talented students
45. Gender differences in the classroom
46. Individual styles of learning and thinking
47. Accommodating diversity in practice
48. Learning disabilities
49. Motives as interests
50. Effective nonverbal communication