



## Certificate of Achievement

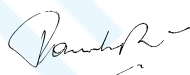
# Marina Nikolayevna

has completed the following course:

### SUPPORTING ADOLESCENT LEARNERS: SOCIAL AND EMOTIONAL WELLBEING GRIFFITH UNIVERSITY

This online course covered topics including understanding adolescents in the context of life-long learning; the domains of social, emotional, intellectual, and physical development; the applications of neuroscience in education; and strategies to optimise adolescent social and emotional wellbeing.

2 weeks, 3 hours per week



**Donna Pendergast**  
Head and Dean, School of Education and Professional  
Studies  
Griffith University



**Katherine Main**  
Senior Lecturer, School of Education and Professional  
Studies  
Griffith University



In association with



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

This learner has not verified their identity. The certificate and transcript do not imply the award of credit or the conferment of a qualification from Griffith University.

## Marina Nikolayevna

has completed the following course:

### **SUPPORTING ADOLESCENT LEARNERS: SOCIAL AND EMOTIONAL WELLBEING** **GRIFFITH UNIVERSITY**

**93%**  
AVERAGE TEST  
SCORE

This online course explored the skills needed to help adolescent learners develop the skills and mindsets that allow them to thrive. The course covered topics including understanding adolescents in the context of life-long learning and the domains of social, emotional, intellectual, and physical development; the applications of neuroscience in education; and strategies to optimise adolescent social and emotional wellbeing.

#### **STUDY REQUIREMENT**

2 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Investigate lifelong learning as a context for young adolescent learners
- Explain the social, emotional, intellectual, and physical development of young adolescents
- Explore applications of neuroscience with a particular focus on social and emotional impacts for cognitive engagement
- Evaluate strategies to optimise adolescent social and emotional wellbeing

#### **SYLLABUS**

- Lifelong learning as a context for understanding young adolescents with an imperative for developing a new learning mindset for 21st century learners
- Developing an understanding of Young Adolescent learners through the domains of social, emotional, intellectual, and physical development

- A focus on the second sensitive period of brain development and the impact of neuroscience for learning, with a particular focus on social and emotional implications and cognitive engagement
- Developing capabilities to enhance social and emotional wellbeing, highlighting elements such as empathy, resilience and self regulation