UNSW Course Outline

EDST4084 Managing the Classroom Environment - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST4084
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

Classroom management and student engagement is the number one concern of all new teachers. This course provides students with both the theoretical and practical applications of classroom management principles necessary for new teachers to make professional decisions

with respect to classroom management concerns. The focus of this course is on creating an engaging classroom environment and on positive behaviour interventions and support, including the evidence-based practices crucial to effective classroom management.

Course Aims

This course aims to provide pre-service teachers with evidence-based practices and tools to manage secondary school classrooms.

This course aims to develop reflective classroom teachers who can create and maintain safe, caring and challenging learning environments through effective classroom management and learner engagement.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate an ability to engage students effectively in the learning process.
CLO2 : Develop and maintain a positive learning environment in the classroom
CLO3 : Plan, manage and deliver productive lessons
CLO4 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement
CLO5 : Manage difficult behaviours and create a safe and productive learning environment

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate an ability to engage students effectively in the learning process.	• Classroom Management Plan
CLO2 : Develop and maintain a positive learning environment in the classroom	• Evidence-based practice evaluation • Classroom Management Plan
CLO3 : Plan, manage and deliver productive lessons	• Classroom Management Plan
CLO4 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement	• Evidence-based practice evaluation • Classroom Management Plan
CLO5 : Manage difficult behaviours and create a safe and productive learning environment	• Evidence-based practice evaluation • Classroom Management Plan

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

- Effective classroom management involves developing productive learning environments that foster positive learning dispositions and responsibility for academic, social and emotional learning among students. This course is included to enable you to develop an understanding of evidence and research-based practices that promote positive classroom interaction and climate that will enhance your effectiveness in engaging students in productive learning.
- By developing informed, reflective practices, you will be equipped with the classroom design and management tools needed to be able to create and maintain safe, caring, and challenging learning environments.

Teaching Strategies

- Explicit teaching via lectures, including the use of multi-media to foster interest and support student knowledge, skills and understanding
- Structured occasions for critical reflection on learning from issues discussed, promoting connection of new learning to existing schema
- Opportunities to actively engage in learning through the use of interactive technology, small group collaborative and cooperative learning activities involving discussion, questioning and problem solving that will promote and develop students' communication and interpersonal skills
- Application of evidence and research-based knowledge, skills and understanding to real-life case materials to develop their propositional, procedural, and conditional knowledge of classroom management
- Use of the course's LMS to provide extra learning material and the capacity for online discussion
- Completion of online modules, lectures, and activities.

These activities will occur in a climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.3.1	Include a range of teaching strategies.	2
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	2
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1, 2
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum, and legislative requirements.	2
4.5.1	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4-6	2
B	Classroom Management.	1-6, 8-10	1, 2
C	Information and Communication Technologies.	14	2
D	Literacy and Numeracy.	2, 4, 9	1, 2
E	Students with Special Educational Needs.	2-5, 9	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	3-4, 8-10	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Evidence-based practice evaluation Assessment Format: Individual	50%	Due Date: 15/03/2024 05:00 PM
Classroom Management Plan Assessment Format: Individual	50%	Due Date: 26/04/2024 05:00 PM

Assessment Details
Evidence-based practice evaluation

Assessment Overview

Task 1. 2,000 words. Students will receive written feedback within 10 working days of submission.

Reflect on the classroom management of an inspirational teacher and discuss three evidence-based classroom management practices.

Course Learning Outcomes

- CLO2 : Develop and maintain a positive learning environment in the classroom
- CLO4 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement
- CLO5 : Manage difficult behaviours and create a safe and productive learning environment

Detailed Assessment Description

- Part 1: Reflecting on your school experience consider an inspirational teacher. Describe two classroom management strategies this teacher used to organise the classroom to promote engagement and appropriate behaviour. (500 words).

- Part 2: In this part you will be working with three evidence-based practices. For each evidence-based practice you will find a journal article which supports it. (1500 words).
  - Choose two evidence-based practises that closely represents the strategies the inspirational teacher used in your reflection.
  - Choose one more evidence-based practise that you think would have been useful for the inspirational teacher.
- Use the information in the article to complete the matrix (available on the course's LMS site), that will be the body of the guide.
- The paper, particularly the citations and reference list, should be formatted according to APA style (7th ed).
- Note: Do not make changes to the matrix

<u>Assessment Length</u>

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST4084 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Evidence-based Practice Evaluation

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in behaviour management	
Depth of analysis and critique in response to the task • Depth of understanding of key behaviour management principles, concepts and issues explicitly raised during the course and in your follow-up readings • Clear, detailed description of each practice • Depth of research support for each practice • Strategies are age appropriate for the given population	
Familiarity with and relevance of professional and/or research literature used to support response • Range of research and professional literature on behaviour/ classroom management • Resources are current and relevant	
Structure and organisation of response • Appropriate of overall structure of responses • Clarity and coherence of organisation, including use of numbering, referencing	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA 7th ed.) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Classroom Management Plan

Assessment Overview

Task 2. 2,000 words. Students will receive written feedback within 10 working days of submission.

Discuss your classroom management plan that consists of your personal philosophy, management style, and practice.

Course Learning Outcomes

- CLO1 : Demonstrate an ability to engage students effectively in the learning process.
- CLO2 : Develop and maintain a positive learning environment in the classroom
- CLO3 : Plan, manage and deliver productive lessons
- CLO4 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement
- CLO5 : Manage difficult behaviours and create a safe and productive learning environment

Detailed Assessment Description

- You will create a CMP that has 3 parts - Philosophy, Management Style, and Practice.
    - Part 1: You will state your personal beliefs (classroom management philosophy) about the nature of student misbehaviour and your personal beliefs about what your role of the teacher as classroom manager should be.
    - Part 2: You will briefly discuss your classroom management style that underpins your classroom management philosophy and guides your management practices.
    - Part 3: This is the practice section, where you are to detail how you will organise your classroom to promote engagement and appropriate behaviour, your rules, routines, procedures, consequences, approaches to learner diversity, and responses to more challenging behaviours. The practices should be supported by citations to current literature in the field (minimum 5).
- You are to use the template provided in the course Moodle site.

Assessment Length

2000 words

RUBRIC/FEEDBACK SHEET

EDST4084 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Classroom Management Plan

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in behaviour management	
Depth of analysis and critique in response to the task • Depth of understanding of key behaviour and management principles, concepts and theories explicitly raised during the course and in your follow up readings. • Depth of analysis of personal management philosophy • Depth of analysis of theories/ systems that underpin this philosophy • Clarity and depth of actual classroom management plan	
Familiarity with and relevance of professional and/or research literature used to support response • Range of research and theories on classroom management to support response	
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA 7th ed.) • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• What is classroom management? Apprenticeship of observation • What do effective managers do? • Styles of management
Week 2 : 19 February - 25 February	Lecture	• Kounin's revelations about teacher-student interactions • Proactive classroom management – antecedent strategies • Safe and effective use and management of ICT in the classroom
Week 3 : 26 February - 3 March	Lecture	• Instructional classroom management – the nexus between learning and behaviour • Blooms Taxonomy – why good questions and activities matter • Cooperative learning
Week 4 : 4 March - 10 March	Lecture	• Introduction to positive behaviour supports: a whole-school approach • Universal intervention strategies • Expectations, rules, routines, procedures
Week 5 : 11 March - 17 March	Lecture	• Developing positive classroom climate, culture and school connectedness • Social emotional skill development • School connectedness and bullying prevention
Week 6 : 18 March - 24 March	Homework	• Flexibility Week
Week 7 : 25 March - 31 March	Lecture	• Consequences - encouraging positive behaviour
Week 8 : 1 April - 7 April	Lecture	• Please complete the Moodle Book activities • Consequences – responding to low level disruptive behaviours of all students in inclusive classrooms • Least to moderately intrusive strategies • Culturally responsive redirection and management considerations
Week 9 : 8 April - 14 April	Lecture	• Flipped classroom activities on the Acting-Out Cycle • Most intrusive strategies • Respectful exits: The Acting-Out Cycle. Complete this module before attending the lecture: https://iris.peabody.vanderbilt.edu/module/bi1/#content
Week 10 : 15 April - 21 April	Lecture	• Supporting students with special needs in the inclusive classroom • Whole school, trauma-informed approaches to managing challenging behaviours

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in

Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

- See Moodle for additional resources to extend your knowledge and understanding, as well as resources for use in your classroom.
- Weekly readings are located by clicking on the leganto link in Moodle.
- The prescribed text for this course is: Emmer, E. T., & Evertson, C. M. (2017). *Classroom management for middle and high school teachers* (10th ed.). Upper Saddle River, NJ: Pearson. Note: To purchase the ebook (~ $55), please click on the link here
- Useful website: https://www.weareteachers.com/50-tips-and-tricks-high-school/

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Ellen Lee		Ground Floor, Morven Brown Building		Email to make an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other

assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated

on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education