



## UNSW Course Outline

# EDST5133 Creating Engaging Learning Environments - 2024

Published on the 28 Jan 2024

## General Course Information

**Course Code :** EDST5133

**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 :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course you will draw on a variety of theoretical and practical perspectives, principles and research to provide pre-service teachers with a depth and breadth of knowledge that will enable professional decision-making and practice in establishing classroom management and ensuring

student engagement in learning.

## Course Learning Outcomes

Course Learning Outcomes
CL01 : Engage students effectively in the learning process through activities incorporated into a classroom management plan.
CL02 : Develop and maintain a positive learning environment in the classroom.
CL03 : Plan, manage and deliver productive lessons.
CL04 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement.
CL05 : Manage difficult behaviours and create a safe and productive learning environment.

Course Learning Outcomes	Assessment Item
CL01 : Engage students effectively in the learning process through activities incorporated into a classroom management plan.	• Classroom management plan
CL02 : Develop and maintain a positive learning environment in the classroom.	• Evidence-based practice evaluation • Classroom management plan
CL03 : Plan, manage and deliver productive lessons.	• Classroom management plan
CL04 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement.	• Evidence-based practice evaluation • Classroom management plan
CL05 : Manage difficult behaviours and create a safe and productive learning environment.	• Evidence-based practice evaluation

## 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 learning among students. This course is included to enable students to develop an understanding of the theory and practice of classroom interaction and culture that will enhance teachers' effectiveness in engaging students in productive learning. By developing informed, reflective practitioners, classroom teachers 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 including lectures using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve;
- use of LMS and discussion tools to provide extra learning material and the capacity for online discussion.

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
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	2
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
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.	1, 2
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	2

## NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5-6	2
B	Classroom Management.	1-3, 5, 8-10	1, 2
C	Information and Communication Technologies.	1-3, 5, 8-10, 12, 14	2
D	Literacy and Numeracy.	2	1, 2
E	Students with Special Educational Needs.	2, 3, 5	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	3, 9-10	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Evidence-based practice evaluation Assessment Format: Individual	50%	Due Date: 04/03/2024 05:00 PM Post Date: 18/03/2024 05:00 PM
Classroom management plan Assessment Format: Individual	50%	Due Date: 29/04/2024 05:00 PM Post Date: 13/05/2024 05:00 PM

## Assessment Details

### Evidence-based practice evaluation

#### Assessment Overview

Task 1 - Evaluation of research evidence of management practices - 3000 words. Students will receive feedback within three weeks of submission.

#### Course Learning Outcomes

- CL02 : Develop and maintain a positive learning environment in the classroom.
- CL04 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement.
- CL05 : Manage difficult behaviours and create a safe and productive learning environment.

#### Detailed Assessment Description

\*Note: Do not make changes to the matrix

- Choose three evidence-based practice research articles from the list given.
- 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.

- Part 2 of this assessment should include a discussion that describes the importance of having a solid knowledge base of evidence-based classroom management strategies and interventions based on the literature.
- The paper, particularly the citations and reference list, should be formatted according to APA style (7th ed).
- You should include a minimum of three (3) citations, in addition to the 3 from the articles you chose.

#### **Assessment Length**

3000 words

#### **Submission notes**

Submit via Turnitin on the course's Moodle page. Submissions should be in PDF or Word format only (users of Apple Pages please convert before submission)

## Assessment information

### RUBRIC/FEEDBACK SHEET

EDST5133 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 <ul style="list-style-type: none"><li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• Clarity and accuracy in use of key terms and concepts in behaviour management</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Depth of understanding of key behaviour management principles, concepts and issues explicitly raised during the course and in your follow-up readings</li><li>• Clear, detailed description of each practice</li><li>• Depth of research support for each practice</li><li>• Strategies are age-appropriate for the given population</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Range of research and professional literature on behaviour/ classroom management</li><li>• Resources are current and relevant</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Appropriateness of overall structure of response</li><li>• Clarity and coherence of organisation, including use of numbering, referencing</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 7th ed.)</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
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.	

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **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 - Classroom management plan - 3000 words. Students will receive feedback within three weeks of submission. This is the final assessment.

### **Course Learning Outcomes**

- CL01 : Engage students effectively in the learning process through activities incorporated into a classroom management plan.
- CL02 : Develop and maintain a positive learning environment in the classroom.
- CL03 : Plan, manage and deliver productive lessons.
- CL04 : Use strategies and tools to address the diverse learning needs of students and maintain learning engagement.

### **Detailed Assessment Description**

This will consist of two parts: Your Management Philosophy and Practice.

- In the Philosophy section, students will include their personal beliefs about the nature of student misbehaviour and their beliefs about the role of the teacher as manager in the classroom.
- In the Practice section, students will include: rules, codes of conduct, class motto, curriculum and pedagogy, lesson planning, procedures and routines, technology use and management, and emergency plans for inclusive classroom management. These practices should be supported by citations to current literature in the field (minimum 5).
- Please refer to the proforma on the course's Moodle site for more information.

### **Assessment Length**

3000 words

### **Submission notes**

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only (users of Apple Pages please convert before submission)



## Assessment information

### RUBRIC/FEEDBACK SHEET

EDST5133 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 <ul style="list-style-type: none"><li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• Clarity and accuracy in use of key terms and concepts in Classroom Management</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Depth of understanding of key behaviour and management principles, concepts and theories explicitly raised during the course and in your follow up readings</li><li>• Depth of analysis of personal management philosophy</li><li>• Depth of analysis of theories/systems that underpin this philosophy</li><li>• Clarity and depth of actual classroom management plan</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Range of research and theories on classroom management to support response</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Appropriateness of overall structure of response</li><li>• Clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 7th ed.)</li><li>• Clarity and consistency in presenting tables and diagrams</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
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.	

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## **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 \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Positive Behaviour Support (PBS/PBIS) A broad overview of PBS and the broad educational theories and philosophies that underpin PBS. The importance of using evidence-based practices.
Week 2 : 19 February - 25 February	Lecture	• Tier 1 Ethos Culturally responsive classroom management. How to include students who identify as ethnically diverse, migrant, refugee, indigenous, LGBTI, as well as those involved in the out of home care and juvenile justice systems. Involving CALD parents and families.
Week 3 : 26 February - 3 March	Lecture	• Tier 1 Ethos Quality of teacher-student relationships and school-home communication. Underpinning values - ethics of care (care for learners/care about learning). Establishing a positive classroom climate/ethos. Role of teacher communication/discourse in expressing/constituting cooperative student relations. Building positive relationships - understanding childhood and adolescence, knowing your students. Preventing bullying.
Week 4 : 4 March - 10 March	Lecture	• Tier 1 Structures and procedures Understanding the place and significance of classroom organisation in the development of best practice classroom management plans. Recognising and appreciating a diversity of classroom organisation strategies. Managing ICT in the classroom.
Week 5 : 11 March - 17 March	Lecture	• Tier 1 Interventions Description of a variety of universal interventions that can be used to support students in their use of appropriate behaviour.
Week 6 : 18 March - 24 March	Online Activity	• Tier 2 Ethos Trauma informed practice. The neurosequential model. Case study of a local school.
Week 7 : 25 March - 31 March	Lecture	• Tier 2 Interventions Check in Check out. Mentoring. Good Behaviour Game. Social Skills Instruction.
Week 8 : 1 April - 7 April	Lecture	• Tier 2 and Tier 3 Interventions Academic interventions. Functional Behavioural Assessment. Behaviour Intervention Plans. Emergency plans. Wraparound.
Week 9 : 8 April - 14 April	Lecture	• Tier 3 Ethos and Interventions Supporting students with autism, intellectual disability, and emotional and behavioural disabilities in inclusive K-12 classroom settings. Contracting, reinforcement systems, self-monitoring, social stories, individual/visual schedules, sensory tools, self-regulation instruction.
Week 10 : 15 April - 21 April	Blended	• Wrap-Up Professional Reflexivity. Components of Classroom Management Plans. Unanswered questions. Online office hour.

## 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., NESAs), 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

- Readings posted on the course's LMS.

### Recommended Resources

#### Recommended

- De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). *Positive learning environments: Creating and maintaining productive classrooms*. Melbourne: Cengage Learning.
  - Print: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780170439138>
  - Digital: <https://unswbookshop.vitalsource.com/products/-v9780170289184>
- Murdoch SimLab Escalation Cycle and Parent Conference simulations - access info to be provided via the LMS.

#### Further Readings

- Readings posted on the course's LMS.

## Course Evaluation and Development

- Student feedback will help to shape future iterations of the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Terry Cumming		Ground Floor Morven Brown Building, Room G19	9385 1944	Email for a virtual or in person 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 Plagiarism

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](mailto: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 \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### 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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>