EDST5133

Creating Engaging Learning Environments

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

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

1. Engage students effectively in the learning process through activities incorporated into a classroom management plan.
2. Develop and maintain a positive learning environment in the classroom.
3. Plan, manage and deliver productive lessons.
4. Use strategies and tools to address the diverse learning needs of students and maintain learning engagement.
5. Manage difficult behaviours and create a safe and productive learning environment.

Australian Professional Standards for Teachers

Standard		Assessment/s
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	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	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1, 2
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements.	1, 2
4.5	Use ICT safely, responsibly, and ethically.	2
7.3	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

Teaching Strategies

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.

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Evidence-based practice evaluation	50%	07/03/2022 05:00 PM	2, 4, 5
2. Classroom management plan	50%	26/04/2022 05:00 PM	1, 2, 3, 4

Assessment 1: Evidence-based practice evaluation

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)
Due date: 07/03/2022 05:00 PM

Task 1 - Evaluation of research evidence of management practices - 3000 words

Students will receive feedback within three weeks of submission.

Additional details

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). AYou should include a minimum of three (3) citations, in addtion to the 3 from the articles you chose.

*Do not make changes to the matrix

Assessment 2: Classroom management plan

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)
Due date: 26/04/2022 05:00 PM

Task 2 - Classroom management plan - 3000 words

Students will receive feedback within three weeks of submission.

This is the final assessment.

Additional details

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

RUBRIC/FEEDBACK SHEET
EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Evidence-based practice evaluation

Specific Criteria	(-)————————>(+)				
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 • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of numbering, referencing					

Specific Criteria	(-)—————————>(+)				
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 (use of APA 7th ed.) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **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.

RUBRIC/FEEDBACK SHEET
EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Classroom management plan

Specific Criteria	(-)——————————>(+)				
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 Classroom 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					

Specific Criteria	(-)—————————————>(+)				
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 (use of 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:					

Recommended: /20 (FL PS CR DN HD)   **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. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 13 January		
Week 1: 14 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: 21 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: 28 February - 4 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: 7 March - 11 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: 14 March - 18 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: 21 March - 25 March	Online Activity	**Tier 2 Ethos** **Online** Trauma informed practice. The neurosequential model. Case study of a local school.
Week 7: 28 March - 1 April	Lecture	**Tier 2 Interventions** Check in Check out, Mentoring, Good Behaviour Game, Social Skills Instruction
Week 8: 4 April - 8 April	Lecture	**Tier 2 and Tier 3 Interventions** Academic interventions, Functional Behavioural Assessment, Behaviour Intervention Plans, emergency plans, wraparound.
Week 9: 11 April - 15 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: 18 April - 22 April	Blended	**Wrap-Up** Professional Reflexivity Components of Classroom Management Plans Unanswered questions ONLINE OFFICE HOUR

Resources

Prescribed 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

Further Readings

Readings posted on the course's LMS.

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, it will be stated on your course's Moodle site with alternative submission details.

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

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.

Correct referencing practices

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

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.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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