



EDSE12025 *Engaging Learners: Classroom Management and Neuroscience*

Term 1 - 2017

Profile information current as at 11/05/2024 11:52 pm

All details in this unit profile for EDSE12025 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Optimising learning for all students requires expert knowledge, practice and dispositions to manage classrooms efficiently and effectively. Developing informed professionalism using theory, policy and good practice to maximise learning of all students is the focus of this unit. Utilising contemporary understandings from neuroscience, dispositions are developed to manage classrooms. The unit focuses firstly on engaging all learners to achieve learning gains, and secondly on the effective management of classrooms and student behaviour.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite EDFE11038 Professional Practice 1 - Introduction to Teaching

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students and staff

Feedback

The topic format is regarded highly by students and staff.

Recommendation

Continue to have high quality, logical topic layout that is intuitively navigated accessed.

Action

The quality layout of topics and intuitive navigation was continued in the Moodle website.

Feedback from Students and staff

Feedback

Feedback is regarded of high quality and useful for students to assist in self-monitoring the quality of their work and responses to assessment during their production.

Recommendation

Continue expeditious and timely feedback of quality that supports student learning.

Action

Expeditious and timely feedback of quality that supports student learning was continued.

Feedback from Students and staff

Feedback

The resources have been identified as highly relevant for study by students and staff.

Recommendation

Continue to have high quality videos that support student learning in each topic.

Action

Videos to support student learning in each topic are provided.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Evaluate how to engage learners effectively.
2. Examine how teaching and learning can be done in brain friendly ways to engage learners and maximise learning gains.
3. Create a classroom management plan derived from theory, policy and good practice using informed professionalism.

Australian Professional Standards for Teachers (Graduate Level) demonstrated:

- 1.2 Understand how students learn*
- 3.1 Establish challenging learning goals*
- 3.5 Use effective classroom communication*
- 4.1 Support student participation*
- 4.2 Manage classroom activities*
- 4.3 Manage challenging behaviour*
- 4.4 Maintain student safety*

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	
2 - Written Assessment - 50%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•			•	•		
2 - Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

EDSE12025

Prescribed

Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support.

Edition: 4th (2015)

Authors: Bill Rogers

Sage

London, England

ISBN: 9781446295335

Binding: Hardcover

Additional Textbook Information

It will be useful to have access to a copy of this book - either hard or electronic.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ken Purnell Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - My professional dispositions and student learning gains (AITSL 1.2 & 3.5)	Bill Rogers - Introduction and chapters 1 & 2 Study online resources including course Moodle website	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - My professional dispositions and student learning gains (AITSL 1.2 & 3.5)	Bill Rogers - Introduction and chapters 1 & 2 Study online resources including course Moodle website	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 2 - The neuroscience of learning and behaviour, and why challenging goals matter (AITSL 3.1, 3.5 & 4.1)	Bill Rogers chapter 3 & 4 Study online resources including course Moodle website
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Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 - The neuroscience of learning and behaviour, and why challenging goals matter (AITSL 3.1, 3.5 & 4.1)	Bill Rogers chapters 3 & 4 Study online resources including course Moodle website	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 - What the theorists say about learning and supporting positive student behaviours (AITSL 4.1, 4.2 & 4.3)	Bill Rogers chapter 5 Study online resources including course Moodle website	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 - What the theorists say about learning and supporting positive student behaviours (AITSL 4.1, 4.2 & 4.3)	Bill Rogers chapter 5 Study online resources including course Moodle website	AT1 - Engaging learners Due: Week 6 Thursday (20 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - Responsibility Theory: Who's got the power? (AITSL 4.1, 4.2, 4.3 & 4.4)	Bill Rogers chapter 6 Study online resources including course Moodle website	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - Responsibility Theory: Who's got the power? (AITSL 4.1, 4.2, 4.3 & 4.4)	Bill Rogers chapter 6 Study online resources including course Moodle website	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Managing tricky teens (AITSL 3.5, 4.1, 4.3 & 4.4)	Bill Rogers chapters 7 & 8 Study online resources including course Moodle website	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Managing tricky teens (AITSL 3.5, 4.1, 4.3 & 4.4)	Bill Rogers chapters 7 & 8 Study online resources including course Moodle website	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Bringing it all together: Effective and efficient classroom management to maximise student learning gains (AITSL 1.2, 3.1, 3.5, 4.1, 4.2, 4.3 & 4.4)	Bill Rogers - review chapters of your choosing Study online resources including course Moodle website	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 6 - Bringing it all together:
Effective and efficient classroom
management to maximise student
learning gains (AITSL 1.2, 3.1, 3.5, 4.1,
4.2, 4.3 & 4.4)

Bill Rogers - review chapters of your
choosing
Study online resources including
course Moodle website

**AT2 - Supporting positive
classroom behaviours** Due: Week
12 Thursday (1 June 2017) 11:45 pm
AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 AT1 - Engaging learners

Assessment Type

Written Assessment

Task Description

Part A: Topics 1 to 3 Discussion Forum Posts

- (i) Select two activities from Topics 1 to 3 on our course Moodle website (no more than one from any topic). Make two Posts of no more than 300 words each (excluding any references) in the *Discussion Forum Topics 1-3* on our course Moodle website on or before Thursday of Week 5.
- (ii) You are to choose one Post from another student in our *Discussion Forum Topics 1-3* and provide advice on how to improve the quality of that Post. That advice should be no more than 250 words.

In your AT1 response submitted in Moodle as one document, you are required to provide a copy of your two Posts, a copy of the Post of another student that you selected with your advice on how to improve that Post, and your response to Part B.

Part B: Extended response

Your school principal on prac. has asked you to explain in writing how you use understandings in your teaching to engage learners and how your practice demonstrates impact on student learning and achievement.

Your extended response may refer to concepts that you addressed in Part A and is to be no more than 2200 words (excluding References).

Assessment Due Date

Week 6 Thursday (20 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 9 Friday (12 May 2017)

Weighting

50%

Minimum mark or grade

Pass

Assessment Criteria

Criteria and standards sheet

A holistic judgment is made on the standards evidenced in the specific properties of your response to the assessment

Criteria: Knowledge, Skills, Application of knowledge and skills (AQF, 2013, p. 47).

The characteristics of student work in the response to the assessment task are typically, on balance:

A **High Distinction** response to the assessment task “*demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the course; work is interesting or surprisingly exciting, challenging, well read or scholarly*” (CQU, 2015, p. 3).

The response evidences very high levels of expertise with in depth understandings to address all the assessment requirements. The content is of exceptional quality and the response is succinct, highly relevant, valid, coherent, flows

logically throughout, draws upon a range of relevant research, and exhibits critical and original thinking. The APA Style (2010) is used expertly: including to acknowledge sources, convey meaning powerfully, and provide a consistently very high quality scholarly response. (Very high quality)

A **Distinction** response to the assessment task *"demonstrates awareness and understanding of deeper and less obvious aspects of the course, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas."* (CQU, 2015, p. 3.)

The response evidences high levels of expertise with in depth understandings to address all the assessment requirements. The content is of very high quality and the response is succinct, highly relevant, valid, coherent, flows logically throughout, draws upon a range of relevant research, and exhibits critical thinking. The APA Style (2010) is used very effectively: including to acknowledge sources, convey meaning effectively, and provide a consistently high quality scholarly response. (High quality)

A **Credit** response to the assessment *"demonstrates ability to use and apply fundamental concepts and skills of the course, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight."* (CQU, 2015, p. 3.)

The response evidences some expertise and relevant understandings to address the assessment requirements. The content is succinct, relevant, valid, coherent, flows logically, draws from relevant research, and exhibits critical thinking. The APA Style (2010) is used effectively: including to acknowledge sources, convey meaning, and provide a quality scholarly response. (Quality)

A **Pass** response to the assessment task *"demonstrates the learning outcomes of the course, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the course."* (CQU, 2015, p. 3.)

The response evidences understandings to address the assessment requirements. The content is generally succinct, relevant, valid, coherent, flows logically, draws from research, and exhibits some critical thinking. The APA Style (2010) is used reasonably: including to acknowledge sources, convey meaning and provide an acceptable scholarly response. (Acceptable quality)

A **Fail** response to the assessment task does not meet the standards of a Pass or higher grade. (Unacceptable quality)

References

APA. (2010). *APA Style*. Retrieved from <http://www.apastyle.org>

AQF. (2013). *Australian Qualifications Framework* (2nd ed.). Retrieved from <http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf>

CQU. (2015). *Procedure: Grades and results*. Retrieved from http://policy.cqu.edu.au/Policy/policy_file.do?policyid=437

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit response as a single document (Word or PDF) in Moodle

Learning Outcomes Assessed

- Evaluate how to engage learners effectively.
- Examine how teaching and learning can be done in brain friendly ways to engage learners and maximise learning gains.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 AT2 – Supporting positive classroom behaviours

Assessment Type

Written Assessment

Task Description

Part A: Topics 4 & 5 Discussion Forum Post

(i) Select one activity from Topics 4 and 5 and make a Post of no more than 300 words (excluding any references) in the *Discussion Forum Topics 4 & 5* on our course Moodle website on or before

Thursday of Week 10.

(ii) You are to choose one Post from another student from *Discussion Forum Topics 4 & 5* and provide advice on how to improve the quality of that Post. That advice should be no more than 250 words.

In your AT2 response submitted in Moodle as one document, you are required to provide a copy of your Post, a copy of the Post of another student that you selected with your advice on how to improve that Post, and your response to Part B.

Part B: Supporting positive classroom behaviours

The school principal where you are doing prac. is impressed with your ability to support positive classroom behaviours. The principal has asked you to write up a plan that gives insights into what you do and why showing how your plan is derived from theory, policy and good practice. Also, how your practice in this area impacts upon student learning and achievement. Your response should be no more than 2500 words (excluding References).

Assessment Due Date

Week 12 Thursday (1 June 2017) 11:45 pm AEST

Return Date to Students

Following moderation processes as required in University policy.

Weighting

50%

Minimum mark or grade

Pass

Assessment Criteria

Criteria and standards sheet

A holistic judgment is made on the standards evidenced in the specific properties of your response to the assessment

Criteria: Knowledge, Skills, Application of knowledge and skills (AQF, 2013, p. 47).

The characteristics of student work in the response to the assessment task are typically, on balance:

A **High Distinction** response to the assessment task *"demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the course; work is interesting or surprisingly exciting, challenging, well read or scholarly"* (CQU, 2015, p. 3).

The response evidences very high levels of expertise with in depth understandings to address all the assessment requirements. The content is of exceptional quality and the response is succinct, highly relevant, valid, coherent, flows logically throughout, draws upon a range of relevant research, and exhibits critical and original thinking. The APA Style (2010) is used expertly: including to acknowledge sources, convey meaning powerfully, and provide a consistently very high quality scholarly response. (Very high quality)

A **Distinction** response to the assessment task *"demonstrates awareness and understanding of deeper and less obvious aspects of the course, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas."* (CQU, 2015, p. 3.)

The response evidences high levels of expertise with in depth understandings to address all the assessment requirements. The content is of very high quality and the response is succinct, highly relevant, valid, coherent, flows logically throughout, draws upon a range of relevant research, and exhibits critical thinking. The APA Style (2010) is used very effectively: including to acknowledge sources, convey meaning effectively, and provide a consistently high quality scholarly response. (High quality)

A **Credit** response to the assessment *"demonstrates ability to use and apply fundamental concepts and skills of the course, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight."* (CQU, 2015, p. 3.)

The response evidences some expertise and relevant understandings to address the assessment requirements. The content is succinct, relevant, valid, coherent, flows logically, draws from relevant research, and exhibits critical thinking. The APA Style (2010) is used effectively: including to acknowledge sources, convey meaning, and provide a quality scholarly response. (Quality)

A **Pass** response to the assessment task *"demonstrates the learning outcomes of the course, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the course."* (CQU, 2015, p. 3.)

The response evidences understandings to address the assessment requirements. The content is generally succinct, relevant, valid, coherent, flows logically, draws from research, and exhibits some critical thinking. The APA Style (2010)

is used reasonably: including to acknowledge sources, convey meaning and provide an acceptable scholarly response. (Acceptable quality)

A **Fail** response to the assessment task does not meet the standards of a Pass or higher grade. (Unacceptable quality)

References

APA. (2010). *APA Style*. Retrieved from <http://www.apastyle.org>

AQF. (2013). *Australian Qualifications Framework* (2nd ed.). Retrieved from <http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf>

CQU. (2015). *Procedure: Grades and results*. Retrieved from http://policy.cqu.edu.au/Policy/policy_file.do?policyid=437

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit response as a single document (Word or PDF) in Moodle

Learning Outcomes Assessed

- Examine how teaching and learning can be done in brain friendly ways to engage learners and maximise learning gains.
- Create a classroom management plan derived from theory, policy and good practice using informed professionalism.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem