



# EDSE12025 *Engaging Learners: Classroom Management and Neuroscience*

## Term 1 - 2019

Profile information current as at 10/05/2024 03:17 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 - 2019

- Bundaberg
- Mackay
- Noosa
- Online
- 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 - emails, phone and Posts in our Unit Moodle website.

#### Feedback

Continue the use of interesting and contemporary resources from Neuroscience related to Education and in behaviour management.

#### Recommendation

Continue the use of interesting and contemporary resources from Neuroscience related to education and in behaviour management.

## 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. Communicate ideas about engaging learners and managing challenging behaviours using Educational Neuroscience

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 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



### 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 (4th ed.).**

Edition: 4 (2015)

Authors: Dr. Bill Rogers

Sage

London, England

ISBN: 9781446295335

Binding: Paperback

#### Additional Textbook Information

Please ensure that you have a copy of our Unit textbook by Dr. Bill Rogers or access to one for the Term.

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

[k.purnell@cqu.edu.au](mailto:k.purnell@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

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 our Unit Moodle website - especially Topic 1 and the free PD course <i>The Social Brain</i>	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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 our Unit Moodle website especially Topic 1 and the free PD course *The Social Brain*

### Week 3 - 25 Mar 2019

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 our Unit Moodle website especially Topic 2 and the free PD course <i>The Social Brain</i>	

### Week 4 - 01 Apr 2019

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 our Unit Moodle website especially Topic 2 and the free PD course <i>The Social Brain</i>	

### Week 5 - 08 Apr 2019

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 our Unit Moodle website especially Topic 3 and the free PD course <i>The Social Brain</i>	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 22 Apr 2019

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 our Unit Moodle website especially Topic 3 and the free PD course <i>The Social Brain</i>	<b>AT1 - Engaging learners</b> Due: Week 6 Thursday (25 Apr 2019) 11:45 pm AEST

### Week 7 - 29 Apr 2019

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 our Unit Moodle website especially Topic 4 and the free PD course <i>The Social Brain</i>	

### Week 8 - 06 May 2019

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 our Unit Moodle website especially Topic 4 and the free PD course <i>The Social Brain</i>	

### Week 9 - 13 May 2019

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 our Unit Moodle website especially Topic 5 and the free PD course *The Social Brain*

#### Week 10 - 20 May 2019

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 our Unit Moodle website especially Topic 5 and the free PD course <i>The Social Brain</i>	

#### Week 11 - 27 May 2019

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 our Unit Moodle website and especially Topic 6	

#### Week 12 - 03 Jun 2019

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 especially Topic 6	<b>AT2 - Managing challenging behaviour</b> Due: Week 12 Thursday (6 June 2019) 11:45 pm AEST

## Assessment Tasks

### 1 AT1 - Engaging learners

#### Assessment Type

Written Assessment

#### Task Description

There are two parts to this assessment task: Part A and Part B. **Your response to AT1 is to be submitted in Moodle as one document** with a copy of your two posts, a copy of the post of the other student that you choose to provide advice on, along with that advice for Part A, and your response to Part B.

#### Part A: Topics 1 to 3 Posts

- Create **two** posts for from the 'Links to assessment' activities on our Unit Moodle site from Topics 1 to 3 with no more than one Post from any Topic. Make your two posts on or before **Thursday of Week 5** in the *Two Posts for Topics 1 to 3 Forum* on our Unit Moodle website. Each Post is to be **between 250 and 300 words** (excluding any References).
- You are to select one post from another student from that Forum and provide **advice on how to improve the quality of that post**. That advice is to be **between 250 and 300 words** (excluding any References).

#### Part B: Extended response - Engaging learners

On prac. your Supervisor is very interested in your ideas about engagement using Educational Neuroscience and has arranged for you to address all teachers in the Department for ten-minutes on that in an upcoming staff meeting. To do this you have decided to provide a paper in advance using the APA style for the Department's teachers on the topic.

In your paper cover *at a minimum*:

- how students **learn** using **neural understandings of learning and memory including ideas from *The Social Brain* PD**;
- the importance of establishing with students **challenging stretch learning goals**; and
- how to **create and maintain 'approach-based' optimal learning experiences** and avoid

‘fear-based’ ones to **maximise student engagement and learning gains**.

Directly drawn from your paper, you have **two significant open-ended questions to lead the discussion with your audience** that you present at the end of your paper immediately after the **Conclusion** and before References.

undefined

Your written response to Part B is to be between 2000 and 2200 words (excluding References). Ensure that in your response to AT1 you use the APA (2010, 2012) style throughout: that includes effective **structure** and **content** of the paper, **writing clearly** and **concisely** - including the use of **headings**, as well as correct acknowledgment of **sources** in text and in **References**. Do ensure that you evidence effective use of **our Unit Moodle website including from The Social Brain PD**.

#### Assessment Due Date

Week 6 Thursday (25 Apr 2019) 11:45 pm AEST

#### Return Date to Students

Week 9 Thursday (16 May 2019)

#### Weighting

50%

#### Assessment Criteria

**See our Unit Moodle website for the full Task-Specific Marking Guide (TSMG) for AT1**

#### Summary of TSMG:

The following table summarises the mark allocation for the Unit learning outcome assessed

Criterion	Learning outcomes	Part A marks	Part B marks	Total marks(Part A + B)
Evaluate	1	3	12	15
Examine	2	3	12	15
Communicate	3	4	16	20
<b>Total</b>		<b>10</b>	<b>40</b>	<b>50</b>

#### 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 – Managing challenging behaviour

#### Assessment Type

Written Assessment

#### Task Description

There are two parts to this assessment task: Part A and Part B. **Your response to AT2 submitted in Moodle is to be one document** that has a copy of your post, a copy of the post of the other student that



you choose to provide advice on, along with that advice for Part A, and your response to Part B.

#### Part A: Topic 4 or 5 Discussion Forum Post

- (i) Select one activity from Topics 4 or 5 and make **one** Post of **between 250 and 300 words**(excluding any references) in the *One Post on Topic 4 or 5 Forum* on our Unit Moodle website on or before **Thursday of Week 10**.
- (i) You are to select one Post from another student from that Forum and provide **advice on how to improve the quality of that Post**. That advice is to be **between 250 and 300 words** (excluding any References).

#### Part B: Managing challenging behaviour

Managing challenging behaviour can be tough for teachers – especially in their first couple of years of teaching. On prac. the Deputy-Principal (DP) has told you how impressed she is with your practices that are obviously informed by good theory. The DP has asked you to write an interesting **paper** for the **first and second year teachers at the school** outlining **what** you do and **why** to manage challenging behaviour. At the end of your paper have two key open-ended questions that the *early career* teachers can engage with individually and as a group discussion.

To do this you have decided to focus on:

- **practical approaches to manage challenging behaviour;**
- the importance of having the **capacity to organise classroom activities effectively and efficiently** and **provide clear teacher directions** to students; and
- how to **support positive behaviours, student well-being** and **safety** in the classroom **including ideas from *The Social Brain* PD.**

Directly drawn from your paper, you have **two significant open-ended questions to lead the discussion with your audience** that you present at the end of your paper immediately after the **Conclusion** and before References.

Your written response to Part B is to be between 2100 and 2300 words (excluding References). Ensure that in your response to AT1 you use the APA (2010, 2012) style throughout: that includes effective **structure** and **content** of the paper, **writing clearly** and **concisely** - including the use of **headings**, as well as correct acknowledgment of **sources** in text and in **References**. Do ensure that you evidence effective use of **our Unit Moodle website including from *The Social Brain* PD.**

#### Assessment Due Date

Week 12 Thursday (6 June 2019) 11:45 pm AEST

#### Return Date to Students

Following moderation processes as required in University policy.

#### Weighting

50%

#### Assessment Criteria

**See our Unit Moodle website for the full Task-Specific Marking Guide (TSMG) for AT2**

#### Summary of TSMG:

The following table summarises the mark allocation for the Unit learning outcome assessed

Criterion	Learning outcomes	Part A marks	Part B marks	Total marks(Part A + B)
Evaluate	1	3	12	15
Examine	2	3	12	15
Communicate	3	4	16	20
<b>Total</b>		<b>10</b>	<b>40</b>	<b>50</b>

#### 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
- Communicate ideas about engaging learners and managing challenging behaviours using Educational Neuroscience

### 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