



EDSE12025 *Engaging Learners: Classroom Management and Neuroscience*

Term 1 - 2020

Profile information current as at 13/05/2024 06:08 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 - 2020

- 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 Staff and students

Feedback

Courseware

Recommendation

Continue maintenance of contemporary courseware in this developing field.

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

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: 4th (2015)

Authors: Rogers, W.

Sage

London , England

ISBN: 9781446295335

Binding: Paperback

Additional Textbook Information

Students should have their own copy of our Unit textbook or ongoing access to one throughout the Term. Copies can be purchased from 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

Schedule

Module 1 - Student learning: The Social Brain and brain plasticity - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Student learning: The Social Brain and brain plasticity	Dr Bill Rogers - Introduction and chapters 1 and 2 Engage with our unit Moodle website resources - especially Module 1 and the free PD course The Social Brain	

Module 2 - Student learning: Growth mindset and student engagement - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Student learning: Growth mindset and student engagement	Dr Bill Rogers - chapters 3 to 5 Engage with our unit Moodle website resources - especially Module 2 and the free PD course The Social Brain	Make your AT1(a) Post on our unit Moodle website by CoB Tuesday of Week 5. Give your post a short title. Assessment Task 1 - Engaging learners Due: Week 6 Tuesday (21 Apr 2020) 11:45 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3 - Classroom behaviour: Managing challenging behaviours and building resilience - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Classroom behaviour: Managing challenging behaviours and building resilience	Dr Bill Rogers - chapters 5 to 8 Engage with our unit Moodle website resources - especially Module 3 and the free PD course The Social Brain	

Module 4 - Classroom behaviour: Managing tricky teens - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Classroom behaviour: Managing tricky teens	Dr Bill Rogers - chapters 6 to 8 Engage with our unit Moodle website resources - especially Module 4 and the free PD course The Social Brain	Make your AT2(a) Post on our unit Moodle website by CoB Tuesday of Week 10. Give your post a short title. Assessment Task 2 - Managing challenging Due: Week 12 Tuesday (2 June 2020) 11:45 pm AEST

Assessment Tasks

1 Assessment Task 1 - Engaging learners

Assessment Type

Written Assessment

Task Description

There are two parts to this assessment task, A and B. Your response is to be submitted in our unit Moodle website by CoB Tuesday of Week 6 as one document. That will have:

- a screenshot of your post;
- a screenshot of another student's post;
- your advice on how to improve the post of another student; and
- your extended response.

Part A: Post for Module 1 or 2

(i) Choose and respond to one question from 'Assessment post questions' in module 1 or 2. Make a post of no less than 250, and no more than 300 words (excluding any References) in our *AT1 Post* on our unit Moodle website by CoB Tuesday of Week 5. Give your post a short title.

(ii) From our *AT1 Post* forum select the post of another student. Provide written advice of between 250 and 300 words (excluding any References), addressed to that student on how to improve the quality of their post.

Part B: How to maximise student engagement and learning

Dr Judy Willis (ca 2018) is a neurologist who later became a classroom teacher observes:

As educators, we are "brain changers" because we provide learning experiences that activate students' neural networks as their brains construct (consolidate and recall) memories and knowledge. . . Memory is held not in individual neurons, but rather in multiple neurons in communication with one another. . . a neural network. . . Stress is the enemy of learning.

Imagine that you are on prac. and you have a reputation for engaging learners using brain-friendly practices. You are asked by your supervising teacher to lead a ten-minute discussion in the next Departmental Staff Meeting. In advance of that meeting, you are to distribute a 2000 to 2200-word paper that you create and is audience focused. Your supervising teacher has asked that examine 'How to maximise student engagement and learning'. For Part B you are to provide that paper and, at a minimum, address:

- **Brain-friendly engagement practices** including ideas from our unit Moodle website resources and *The Social Brain* PD – see <https://cpd.cqu.edu.au/enrol/index.php?id=2913>;
- **Stretch goals** to engage learners; and
- **Optimal learning experiences** using an 'approach-base' involving curiosity, fun, novelty and emotional learning, and managing student 'windows of stress' to minimise any 'fear-based' learning.

Following your Conclusion are to have a heading: **Discussion starters** and under that, **two open-ended questions** related to your paper to stimulate discussion at the forthcoming staff meeting.

Ensure that your paper uses the APA style (2020, 7th edition). 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. See <https://apastyle.apa.org/index>

Assessment Due Date

Week 6 Tuesday (21 Apr 2020) 11:45 pm AEST

Return Date to Students

Week 9 Tuesday (12 May 2020)

Return of marked AT1 responses following moderation.

Weighting

50%

Assessment Criteria

Summary of the Task Specific Marking Guide (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
Total		10	40	50

See our unit Moodle website for the Task Specific Marking Guide (TSMG).

Referencing Style

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

Submission

Online

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 Assessment Task 2 – Managing challenging

Assessment Type

Written Assessment

Task Description

There are two parts to this assessment task, A and B. Your response is to be submitted in our Unit Moodle website by CoB Tuesday of Week 12 as one document. That will have:

- a screenshot of your post;
- a screenshot of another student's post;
- your advice on how to improve the post of another student; and
- your extended response.

Part A: Post for Post for Module 3 or 4

- Choose and respond to one question from 'Assessment post questions' in module 3 or 4. Make a post of no less than 250, and no more than 300 words (excluding any References) in our *AT2 Post* on our unit Moodle website by CoB Tuesday of Week 10. Give your post a short title.
- From our *AT2 Post* forum select the post of another student. Provide written advice of between 250 and 300 words (excluding any References), addressed to that student on how to improve the quality of their post.

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 practical approaches that are obviously informed by good theory. The DP has asked you to write an interesting paper of between 2100 and 2300 words (excluding References) for early career teachers at the school outlining how you manage challenging behaviour. At the end of your paper have two key open-ended questions your audience may engage with individually or in a group discussion.

To do this you have decided to focus on:

- **Practical approaches to managing challenging behaviour** of students underpinned with quality theory;
- **Organising classroom activities** with high-quality communication (both verbal and nonverbal) and clear directions; and
- **Support student well-being and safety** in the classroom.

Following your Conclusion are to have a heading: **Discussion starters** and under that, **two open-ended questions** related to your paper to stimulate engagement/discussion.

Ensure that your paper uses the APA style (2020, 7th edition). 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. See <https://apastyle.apa.org/index>
Your paper is to be audience focussed and include ideas from our unit textbook and Moodle website.

Assessment Due Date

Week 12 Tuesday (2 June 2020) 11:45 pm AEST

Return Date to Students

Following moderation processes the marked AT2 responses will be returned.

Weighting

50%

Assessment Criteria**Summary of the Task Specific Marking Guide (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
Total		10	40	50

See our unit Moodle website for the Task Specific Marking Guide (TSMG).

Referencing Style

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

Submission

Online

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