EDSE12025 *Engaging Learners: Classroom Management and Neuroscience*

Term 1 - 2021

Profile information current as at 12/10/2024 07:19 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.

Corrections

Unit Profile Correction added on 04-02-21

Supplementary: **Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support (4th ed.). (2015)**
Authors: **Rogers, W.**

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 - 2021

- Online

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 by online and face-to-face.

Feedback

Keep up new look and ease of navigation of book and chapter style layout for the 4 modules.

Recommendation

Continue the attractive and logical layout for the topics and resources in Moodle.

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

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

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

Supplementary

Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support
Edition: 4th ed. (2015)
Authors: Rogers, W.
ASCD
ISBN: 9781446295335
Binding: Paperback

Additional Textbook Information
Recommended textbook on Assessment and Educational Neuroscience by world's leading Neuroeducator and a top Assessment expert.

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Ken Purnell Unit Coordinator
k.purnell@cqu.edu.au

Schedule

Module 1 – Student Engagement and Educational Neuroscience - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Student Engagement and Educational Neuroscience	Engage with our unit Moodle website resources - especially Module 1 and the free PD course *The Social Brain* *Optional* textbook by Dr Bill Rogers - Introduction and chapters 1 and 2	Engage with our unit's Moodle resources and work on AT1 response

Module 2 – Student Engagement through a Growth Mindset and addressing stress - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Student Engagement through a Growth Mindset and addressing stress	Engage with our unit Moodle website resources - especially Module 2 and the free PD course *The Social Brain* *Optional* textbook by Dr Bill Rogers - chapters 3 to 5	Engage with our unit's Moodle resources and work on AT1 response **AT1 Post due April 7** **Assessment Task 1 – Engaging learners** Due: Week 6 Wednesday (21 Apr 2021) 11:55 pm AEST

Module 3 - Classroom behaviour: Managing behaviours and building resilience - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Classroom behaviour: Managing challenging behaviours and building resilience	Engage with our unit Moodle website resources - especially Module 3 and the free PD course *The Social Brain* *Optional* textbook by Dr Bill Rogers - chapters 5 to 8	Engage with our unit's Moodle resources and work on AT2 response

Module 4 - Classroom behaviour: Managing tricky teens - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Classroom behaviour: Managing tricky teens	Engage with our unit Moodle website resources - especially Module 4 and the free PD course *The Social Brain* *Optional* textbook by Dr Bill Rogers - chapters 6 to 8	Engage with our unit's Moodle resources and work on AT2 response **AT2 Post due May 19** **Assessment Task 2 – Managing Challenging Behaviours** Due: Week 12 Wednesday (2 June 2021) 11:45 pm AEST

Assessment Tasks

1 Assessment Task 1 – Engaging learners

Assessment Type
Written Assessment

Task Description
Scenario
You are about to go on prac. in a high school with 6 other preservice teachers from a few other universities. The Deputy Principal (DP) has heard of your excellent knowledge and skills in ***engaging learners*** using **brain-friendly** approaches for students and teachers to improve ***achievements*** and ***wellness***.

The DP wants you to provide a **background paper** of between 2,000 and 2,300 words for reading prior to a discussion to be led by you at an upcoming meeting of all the preservice teachers at the school using the APA (2020) style - that includes effective structure and content of the paper, writing clearly and concisely, accurate content, use of headings, as well as correct acknowledgment of sources in text and in References. The DP wants you to include two open-ended discussion starters based on key aspects of your paper that will be used in the upcoming meeting.

In addition, you are to make a **Post** of **between 250 and 300 words** in our Moodle unit website with information that may contribute to your paper. You are to choose **one** question to respond from those in our Assessment Questions for Modules 1 and 2. That is to be posted in our unit's Moodle website Forum 'AT1 Post due April 7' by CoB **Wednesday Week 4.**

You have decided to use the following layout and headings (or similar):

Student Title Page

Ensure that you use APA (2020) - see https://apastyle.apa.org/style-grammar-guidelines/paper-format/title-page

IntroductionWhat focus of paper is and make clear who the audience is

Engaging Learners

Modules 1 and 2 of our unit

Brain-friendly Classrooms to Enhance Achievements and Wellness

Modules 1 and 2 of our unit

Using our Social Brain and Creating a Growth Mindset Class*The Social Brain* Professional Development short course at https://cpd.cqu.edu.au/enrol/index.php?id=2913and Modules 1 and 2 of our unit

Conclusion

A powerful and succinct summation of your key findings (ideas)

Two discussion starters

Related to two key ideas in your paper

References

Appendix A – Screenshot of my Post from the AT1 Forum

Appendix B – My Advice to Another Student on How to Improve Their Post

For **your post in Appendix A**, choose one question to respond to from 'Assessment post questions' in either Module 1 or 2. Make a post of no less than 250, and no more than 300 words (excluding any References) in our unit's Moodle Assessment section '***AT1 Post due April 7***. Have a short descriptive title for your post. Provide a screenshot of your post in Appendix A and refer to the Appendix in your paper.

Then from our AT1 Post forum select the post of another student and provide a screenshot of their post in **Appendix B** along with your written advice of between 250 and 300 words (excluding any References), ***addressed to that student*** on ***how to improve*** *the quality* of their post. Refer to the Appendix B in your paper.

NB. Submit in Moodle a Word document as your response to AT1 by **CoB Wednesday of Week 6** in our Moodle website in the *Assessment* section '***Submit AT1 April 21'***.

Assessment Due Date

Week 6 Wednesday (21 Apr 2021) 11:55 pm AEST

Return Date to Students

Week 9 Wednesday (12 May 2021)

Return of marked AT1 responses following moderation.

Weighting

50%

Assessment Criteria

Holistic Marking Guide for AT1 and AT2

In addition to a mark on a five-point scale (High Distinction to Not Yet Satisfactory) your feedback is a tailored **audio specific to the qualities of your assessment response**.

		AT1/2
High Distinction *CQU (2020) descriptor in italics*	*85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.* That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and highly insightful understanding and very high-quality application.	43 – 50
Distinction	*75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, 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. That is, the response to the assessment task is superior to a Credit standard and typically shows significant insights and high-quality application.	38 – 42
Credit	*65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, 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.* That is, the response to the assessment task is superior to a Pass and typically shows originality and insight.	33 - 37
Pass	*50 to 64% Demonstrates the learning outcomes of the unit, 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 unit.* That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelors level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes.	25 - 32
Fail	Requires further work to Pass and a resubmit is offered.	< 25

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit one Word document in Moodle

assessmentOutcome

- 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

assessmentGradAttribute

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

2 Assessment Task 2 – Managing Challenging Behaviours

Assessment Type
Written Assessment

Task Description

Scenario

Your Head of Department (HoD) at your prac. school has observed your excellent ability to handle challenging behaviours. Your HoD has asked you to provide the 3 beginning graduate teachers in the Department with a **background paper** of between 2000 and 2300 words on ***Managing Challenging Behaviours*** in advance of an upcoming meeting of the HoD with these 3 new teachers and you as a prac. teacher.

The HoD wants you to use the APA (2020) style - that includes effective structure and content of the paper, writing clearly and concisely, accurate content, use of headings, as well as correct acknowledgment of sources in text and in References. And, near the end of your paper to have two discussion starter questions that the HoD has asked you to lead the discussion on in that future meeting.

In addition, you are to make a **Post** of **between 250 and 300 words** in our Moodle unit website with information that may contribute to your paper. You are to choose **one** question to respond from those in our Assessment Questions for Modules 1 and 2. That is to be posted in our unit's Moodle website Forum 'AT2 Post due May 19' by CoB **Wednesday Week 10.**

You have decided to use the following layout and headings (or similar):

Student Title Page

(see https://apastyle.apa.org/style-grammar-guidelines/paper-format/title-page)

Introduction

Causes of Challenging Behaviours(modules 3 and 4 of our unit and Rogers textbook)

Overview of Key Theorists Ideas on Managing Challenging Behaviours(modules 3 and 4 of our unit and Rogers textbook)

Using Neuroscience to Address Challenging Behaviours

(modules 3 and 4 of our unit and Rogers textbook)

How I Bring this Altogether to Manage Challenging Behaviours(modules 1 to 4 and Rogers textbook)

Conclusion

A powerful and succinct summation of your key findings (ideas)

Two discussion starters

Related to two key ideas in your paper

References

Appendix A – Screenshot of my Post from the AT1 Forum

Appendix B – My Advice to Another Student on How to Improve Their Post

For **your post in Appendix A**, choose one question to respond to from 'Assessment post questions' in either module 3 or 4. Make a post of no less than 250, and no more than 300 words (excluding any References) in our unit's Moodle Assessment section '***AT2 Post due May 19'***. Have a short descriptive title for your post. Provide a screenshot of your post in Appendix A and refer to the Appendix in your paper.

Then from our AT2 Post forum select the post of another student and provide a screenshot of their post in **Appendix B** along with your written advice of between 250 and 300 words (excluding any References), ***addressed to that student*** on ***how to improve****the quality* of their post.

NB. Submit in Moodle a Word document as your response to AT2 by **CoB Wednesday Week 12** (2 June 2021) in our Moodle website in the *Assessment* section '***Submit AT2 June 2'***.

Assessment Due Date

Week 12 Wednesday (2 June 2021) 11:45 pm AEST

Return Date to Students

Exam Week Friday (18 June 2021)

Following moderation processes the marked AT2 responses will be returned.

Weighting

50%

Assessment Criteria

Holistic Marking Guide for AT1 and AT2

In addition to a mark on a five-point scale (High Distinction to Not Yet Satisfactory) your feedback is a tailored **audio specific to the qualities of your assessment response**.

		AT1/2
High Distinction *CQU (2020) descriptor in italics*	*85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.* That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and highly insightful understanding and very high-quality application.	43 – 50
Distinction	*75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, 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. That is, the response to the assessment task is superior to a Credit standard and typically shows significant insights and high-quality application.	38 – 42
Credit	*65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, 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.* That is, the response to the assessment task is superior to a Pass and typically shows originality and insight.	33 - 37
Pass	*50 to 64% Demonstrates the learning outcomes of the unit, 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 unit.* That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelors level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes.	25 - 32
Fail	Requires further work to Pass and a resubmit is offered.	< 25

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit one Word document in Moodle

assessmentOutcome

- 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

assessmentGradAttribute

- 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