



EDSE12025 *Engaging Learners: Classroom Management and Neuroscience*

Term 1 - 2022

Profile information current as at 29/04/2024 05:46 am

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 the 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 - 2022

- 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. **Project (applied)**

Weighting: 40%

2. **Project (applied)**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 20%

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 student comment.

Feedback

Change 2 assessments to 3 to value The Social Brain PD independently in summative assessment.

Recommendation

Change 2 assessments to 3 to value The Social Brain PD independently in summative assessment.

Feedback from Staff comment.

Feedback

Refine learning outcomes to align even more closely with the relevant AITSL focus area statements of standards.

Recommendation

Refine learning outcomes to align even more closely with the relevant AITSL focus area statements of standards.

Unit Learning Outcomes

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

1. Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals.
2. Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.
3. Demonstrate knowledge and practical approaches to managing challenging behaviour derived from theory, policy and good practice using informed professionalism.

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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 20%	•	•	
2 - Project (applied) - 40%	•	•	
3 - Project (applied) - 40%		•	•

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			

Textbooks and Resources

Textbooks

EDSE12025

Prescribed

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

Edition: 4th (2015)

Authors: Dr Bill Rogers

Sage

ISBN: 9781446295335

Binding: Paperback

Additional Textbook Information

Preview pages may be viewed at

<https://www.amazon.com.au/Classroom-Behaviour-Practical-Effective-Management-ebook/dp/B00SV4DXUG?asin=B00SV4DXUG&revisionId=7bd6c32f&format=1&depth=1>

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 - Educational Neuroscience and engaging students - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Educational Neuroscience and engaging students	Engage with our unit Moodle website resources - especially Module 1 and the free PD course The Social Brain Read textbook by Dr Bill Rogers - Introduction and chapters 1 and 2	

Module 2 - Optimal learning environments - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Optimal learning environments	Engage with our unit Moodle website resources - especially Module 2 and the free PD short course, The Social Brain Read textbook by Dr Bill Rogers - chapters 3 & 4	AT1 - Teacher Resource on Engaging Learners Submit by CoB Wednesday, April 20 (40 marks) AT1 - Teacher Resource on Engaging Learners Due: Week 6 Wednesday (20 Apr 2022) 5:00 pm AEST

Module 3 - Managing challenging behaviours - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Managing challenging behaviours	Engage with our unit Moodle website resources - especially Module 3 and the free PD short course, The Social Brain Read textbook by Dr Bill Rogers - chapters 5 to 8	

Module 4 - Managing tricky teens - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Managing tricky teens	Engage with our unit Moodle website resources - especially Module 4 and the free PD short course, The Social Brain Read textbook by Dr Bill Rogers - chapters 5 to 8	AT2 - Teacher Resource on Managing Challenging Behaviours. Submit by CoB Wednesday, June 1 (40 marks) AT3 - The Social Brain Quiz with Digital Badge Submit by CoB Friday, June 10 (20 marks) AT2 - Teacher Resource on Managing Challenging Behaviours Due: Week 12 Wednesday (1 June 2022) 5:00 pm AEST

Assessment Tasks

1 AT1 - Teacher Resource on Engaging Learners

Assessment Type

Project (applied)

Task Description

Written Teacher Resource

Create a **Teacher Written Resource on Engaging Learners** of no less than 2,000 and no more than 2,400 words using the **APA (2020) writing style**. Include in your opening comments the URL link to your video teacher resource.

Base your Teacher Resource on **module 1** of our unit - *Educational Neuroscience and engaging students*; and **module 2** - *Optimal Learning Environments*.

Video Teacher Resource

Create a **Teacher Video Resource** on an aspect of interest to you from your studies in module 1 or 2. This is to be **no less than 6-minutes and no more than 10-minutes**.

Notes:

o You are required to **use the AT1 template** provided in our unit's Moodle website for your response as it faithfully uses the APA (2020) writing style.

o You may care to create your video using [Loom](#) software that is free for [teachers](#), or [YouTube](#).

o **Post the URL for your video** in our '**Upload video URL for AT1 April 20**' forum on or before Wednesday of Week 6. That is so other students may see a range of high-quality teacher resources.

o Submit in Moodle a **Word document** as your response to AT1 on or before CoB Wednesday of Week 6 in our Moodle website in the *Assessment* section '**Submit AT1 April 20**'.

On our Moodle website the *Assessment* area to submit your responses.

Assessment Due Date

Week 6 Wednesday (20 Apr 2022) 5:00 pm AEST

Return Date to Students

Week 8 Friday (6 May 2022)

Weighting

40%

Assessment Criteria

Holistic Marking Guide for AT1/AT2 and AT3

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail) your feedback is a tailored **video or audio specific to the qualities of your assessment response**.

		AT1/2	AT3
High Distinction <i>CQU (2020) descriptor in italics</i>	85 to 100% <i>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.</i> 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. The content and use of the APA writing style is outstanding and almost flawless. In AT2, the use of CQU marker feedback from AT1 is clearly evidenced.	34-40	20 for your CQU Digital Badge
Distinction	75 to 84% <i>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,</i> 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. The content and use of the APA writing style is excellent and has very few flaws. In AT2, the use of CQU marker feedback from AT1 is clearly evidenced.	30-33	-
Credit	65 to 74% <i>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.</i> That is, the response to the assessment task is superior to a Pass and typically shows originality and insight. The content and use of the APA writing style is very good and has a few minor flaws. In AT2, the use of CQU marker feedback is evidenced.	26-29	-

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 Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes. The content and use of the APA writing style is reasonable and has several flaws. In AT2, the use of CQU marker feedback from AT1 may be ignored or patchy.	20-25	-
Fail	Requires further work to Pass and one resubmit <i>may</i> be offered if assessment responses overall are close to a Pass standard. If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-19	0 Your CQU Digital Badge is not provided

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit in Moodle a Word document as your response to AT1 on or before CoB Wednesday of Week 6 in our Moodle website in the Assessment section 'Submit AT1 April 20'.

Learning Outcomes Assessed

- Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.
- Demonstrate knowledge and practical approaches to managing challenging behaviour derived from theory, policy and good practice using informed professionalism.

2 AT2 – Teacher Resource on Managing Challenging Behaviours

Assessment Type

Project (applied)

Task Description

Written Teacher Resource

Create a **Teacher Written Resource on Managing Challenging Behaviours** of no less than 2,000 and no more than 2,400 words using the **APA (2020) writing style**. Include in your opening comments the URL link to your video teacher resource.

Base your Teacher Resource mainly on **module 3** of our unit - *Managing behaviours*, and **module 4** - *Managing tricky teens*.

Video Teacher Resource

Create an **8-minute Video resource for your teacher audience on *an aspect of interest to you*** from your studies in module 3 or 4. This is to be no less than 6 -minutes and no more than 10-minutes.

Notes:

- o You are required to **use the AT2 template** provided in our unit's Moodle website for your response.
- o You may care to create your video using [Loom](#) software that is free for [teachers](#), or [YouTube](#).
- o **Post the URL for your video** in our '**Upload video URL for AT2 June 1**' forum on or before Wednesday of Week 6. That is so other students may see a range of high-quality teacher resources.
- o Submit in Moodle a **Word document** as your response to AT2 on or before CoB Wednesday of Week 12 in our Moodle website in the *Assessment* section '**Submit AT2 June 1**'.

Assessment Due Date

Week 12 Wednesday (1 June 2022) 5:00 pm AEST

Submit in Moodle a Word document as your response to AT2 on or before CoB Wednesday of Week 12 in our Moodle website in the Assessment section 'Submit AT2 June 1'.

Return Date to Students

Following moderation


Weighting

40%

Assessment Criteria

Holistic Marking Guide for AT1/AT2 and AT3

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail) your feedback is a tailored **video or audio specific to the qualities of your assessment response.**

		AT1/2	AT3
High Distinction <i>CQU (2020) descriptor in italics</i>	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. The content and use of the APA writing style is outstanding and virtually flawless with any errors being trivial. In AT2, the use of CQU marker feedback from AT1 is clearly evidenced.	34-40	20  CQU Digital Badge
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. The content and use of the APA writing style is excellent and has almost no or very few errors. In AT2, the use of CQU marker feedback from AT1 is clearly evidenced.	30-33	-
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. The content and use of the APA writing style is very good and may have some minor errors. In AT2, the use of CQU marker feedback from AT1 is adequate.	26-29	-
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 Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes. The content and use of the APA writing style is reasonable but may have several errors. In AT2, the use of CQU marker feedback from AT1 may be patchy or many errors noted in AT1 re-appear.	20-25	-
Fail	Requires further work to Pass and one resubmit may be offered if assessment responses overall are close to a Pass standard. If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-19	0 No Digital Badge

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals.
- Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.

3 AT3 - The Social Brain Quiz with Digital Badge

Assessment Type

Online Quiz(zes)

Task Description

The quiz has 20 items from a bank of items, and *you are allowed multiple attempts to do the quiz*. Once you achieve 16 or more out of 20 then you are eligible for the CQU Professional Development Certificate of 20-hours that is produced electronically for you in *The Social Brain* short course.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date

Review/Exam Week Wednesday (8 June 2022) 5:00 pm AEST
Submit in Moodle for AT3 your Digital Badge

Return Date to Students

Following moderation

Weighting

20%

Assessment Criteria

Digital Badge provided for AT3 results in a mark of 20 out of 20.
No Digital Badge results in 0 out of 20.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals.
- Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.

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