



# EDSE12025 *Engaging Learners: Classroom Management and Neuroscience*

## Term 1 - 2024

Profile information current as at 29/04/2024 10:30 pm

All details in this unit profile for EDSE12025 have been officially approved by CQU University 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

Understanding how students learn and crafting learning experiences that align with the brain's processes is crucial for engaging learners. In this unit, you will acquire a foundation in educational neuroscience, understanding how students learn and how to manage challenging behaviour effectively. You will also delve into cultivating a growth mindset focused on continuous improvement to enhance student engagement, classroom management, and safety. Leveraging the latest insights from evidence-based research; you will gain the expertise and tools necessary to establish and sustain a safe and supportive learning environment that caters for the learning and well-being needs of all students.

### 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 - 2024

- 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. **Online Quiz(zes)**

Weighting: 10%

#### 2. **Project (applied)**

Weighting: 40%

#### 3. **Project (applied)**

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**

Replace much content in the first two modules of the four modules in the unit with more short courses yielding micro-credentials.

**Recommendation**

Replace content in the first two modules of the four modules in the unit with relevant short courses yielding micro-credentials.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Project (applied) - 40%	•	•	
2 - Project (applied) - 50%	•		•
3 - Online Quiz(zes) - 10%		•	

### 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

### 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

**Mel Moor** Unit Coordinator

[m.a.moor@cqu.edu.au](mailto:m.a.moor@cqu.edu.au)

## Schedule

### **Module 1 - The Social Brain and Neuroplasticity - 04 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The Social Brain and Neuroplasticity	Engage with our unit Moodle website resources - especially Module 1 and the free PD course <a href="#">The Social Brain</a> Read the textbook by Dr Bill Rogers - Introduction and chapters 1 and 2	Complete Module 1

### **Module 2 - Cognitive Load and Neuromyths - 11 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Load and Neuromyths	Engage with our unit Moodle website resources - especially Module 2 and the free PD short course, <a href="#">The Social Brain</a> Read the textbook by Dr Bill Rogers - chapters 3 & 4	

**Module 3 - Managing Challenging Behaviours - 18 Mar 2024**

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, <a href="#">The Social Brain</a> Read the textbook by Dr Bill Rogers - chapters 5 to 8	Complete Module 3

**Module 4 - Managing Tricky Teens - 25 Mar 2024**

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, <a href="#">The Social Brain</a> Read the textbook by Dr Bill Rogers - chapters 5 to 8	

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>The Social Brain digital badge</b> Due: Week 5 Monday (1 Apr 2024) 11:45 pm AEST

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Engaging Learners in Brain-Friendly Ways</b> Due: Week 7 Wednesday (24 Apr 2024) 11:45 pm AEST

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Managing Challenging Behaviours</b> Due: Week 12 Wednesday (29 May 2024) 11:45 pm AEST

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 The Social Brain digital badge

#### Assessment Type

Online Quiz(zes)

#### Task Description

The Social Brain short course and quiz are available at <https://bedifferent.cqu.edu.au/course/view.php?id=2469>

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

Note: You should have received an email from Credly inviting you to claim your Digital Badge and Certificate. However, these are sometimes caught by CQU's TASAC systems and delayed. Please visit [https://www.credly.com/users/sign\\_in](https://www.credly.com/users/sign_in) and create an account using your email. Once you log in, your badge invitation should appear on the dashboard.

Download the CQU CPD instructions to access your certificate for The Social Brain.

#### Number of Quizzes

1

#### Frequency of Quizzes

#### Assessment Due Date

Week 5 Monday (1 Apr 2024) 11:45 pm AEST

#### Return Date to Students

#### Weighting

10%

#### Assessment Criteria

On successful completion of the micro-credential, you will receive a pdf digital badge which must be uploaded to the assessment portal in order to gain the 10 marks for this task. Non-submission will result in 0 marks being awarded.

#### Referencing Style

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

#### Submission

No submission method provided.

#### Submission Instructions

Submit your Digital Badge PDF for AT1 in Moodle in the Assessment section 'Submit AT1'.

#### Learning Outcomes Assessed

- Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.

### 2 Engaging Learners in Brain-Friendly Ways

#### Assessment Type

Project (applied)

#### Task Description

As a pre-service teacher, chiefly using the resources from this unit, including The Social Brain and the textbook by Rogers (2015), write an essay (2200 words) for beginning teachers which educates them regarding how to engage learners in brain-friendly ways. Draw upon your classroom experience by substantiating your research and learning with practical examples from the classroom.

Use the following headings (percentage contribution to the overall word count shown in brackets - guide only)

- |  |       |
|--|-------|
| • Introduction                                       | (5%)  |
| • Research into the social brain and neuroplasticity | (30%) |
| • Research into cognitive load and neuromyths        | (30%) |

- Implications for teaching – including practical examples (30%)
- Conclusion (5%)
- References

n.b You must utilise the APA 7th writing and referencing style.

### Assessment Due Date

Week 7 Wednesday (24 Apr 2024) 11:45 pm AEST

Submit via Moodle as a single word document

### Return Date to Students

Following Moderation

### Weighting

40%

### Assessment Criteria

- proficiency in all the learning outcomes of the unit
- 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
- ability to use and apply fundamental concepts and skills of the unit, application of content knowledge or skill to show understanding of key ideas, awareness of their relevance, use of analytical skills, and originality or insight
- knowledge of fundamental concepts and performance of basic skills

### 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 Managing Challenging Behaviours

### Assessment Type

Project (applied)

### Task Description

As a pre-service teacher, create and deliver a presentation to the leadership team of your school. The purpose of your presentation is to convince them of the impact understanding Educational Neuroscience, and Bill Rogers' Classroom Behaviour, as a whole-school approach will have in improving student engagement and outcomes. Your understanding must be substantiated chiefly using the resources from this unit, including The Social Brain and the textbook by Rogers (2015), and must include practical examples of effective implementation of these strategies.

You are to record your presentation, using the *Pecha Kucha* template provided, and submit it either as a URL on the title page of your transcript, or directly into Moodle.

*Pecha Kucha ("chit chat" in Japanese) – a 20x20 presentation format showing 20 chosen images, each for 20 seconds. In other words, you've got 400 seconds to tell your story, with voice supported by visuals to guide the way.*

Use the following headings (percentage contribution to the overall word count shown in brackets – guide only)

- Introduction (5%)
- Overview of research into educational neuroscience (20%)
- Managing challenging behaviours (40%)
- Implications for teaching – including practical examples (30%)
- Conclusion (5%)
- References

n.b You must utilise the APA 7th writing and referencing style, acknowledging references in both the transcript and presentation.

The *Pecha Kucha* format is important. It is there to ensure that you demonstrate:

- the ability to deliver concise and relevant information as evidence of learning;



- an academically rigorous discourse targeted to your audience;
- presentation of a coherent case. You must adhere to the provided template format.

**Assessment Due Date**

Week 12 Wednesday (29 May 2024) 11:45 pm AEST

**Return Date to Students**

Following Moderation and prior to certification of grades

**Weighting**

50%

**Assessment Criteria**

- addressing all aspects of the task
- capacity for audience engagement
- presentation quality – concise and conveying of essential points
- application of APA 7th referencing
- continuity and flow

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

COVER SHEET Assignment details and presentation link (where applicable). | TRANSCRIPTS (text only) | A Pecha Kucha transcript, with referencing, must be uploaded onto Moodle for a TurnItIn check. | PECHA KUCHA PPT – must be under 100MB

**Learning Outcomes Assessed**

- Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals.
- Demonstrate knowledge and practical approaches to managing challenging behaviour derived from theory, policy and good practice using informed professionalism.

## 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