



School of Education

EDST5133  
Creating Engaging Learning Environments

Semester 1, 2018

## Contents

<b>1. LOCATION</b> .....	2
<b>2. STAFF CONTACT DETAILS</b> .....	2
<b>3. COURSE DETAILS</b> .....	2
<i>Student Learning Outcomes</i> .....	3
<i>AITSL Professional Graduate Teaching Standards</i> .....	



### *Student Learning Outcomes*

Outcome	
1	By completing this course, it is intended that students will be able to: Demonstrate an ability to engage students effectively in the learning process.
2	Develop and maintain a positive learning environment in the classroom.
3	Plan, manage and deliver productive lessons.
4	Use both high-tech and low-tech evidence-based strategies and tools to address the diverse learning needs of students and maintain learning engagement.
5	Manage difficult behaviours and create a safe and productive learning environment.

### *AITSL Professional Graduate Teaching Standards*

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Effective classroom management involves developing productive learning environments that foster positive learning dispositions and responsibility for learning among students. This course is included to enable students to develop an understanding of the theory and practice of classroom management in productive learning from K-12.

By developing informed, reflective practitioners, classroom teachers will be equipped with the classroom design and management tools needed to be able to create and maintain safe, caring and challenging learning environments in K-12 settings

#### 5. TEACHING STRATEGIES

- o explicit teaching including lectures using a range of teaching strategies to foster interest and support learning;
- o structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- o extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve
- o use of Moodle and discussion tools to provide extra learning material and the capacity for online discussion

These activities will occur in a climate that is supportive and inclusive of all learners.



	Video: F. A. T City
8 25 ANZAC Day Wed 25 April	<p>Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions.</p> <p>Iris Peabody Online training</p> <p><a href="https://iris.peabody.vanderbilt.edu/module/bi1/">https://iris.peabody.vanderbilt.edu/module/bi1/</a></p> <p><a href="https://iris.peabody.vanderbilt.edu/module/bi2/">https://iris.peabody.vanderbilt.edu/module/bi2/</a></p> <p><b>This is an attendance requirement.</b> Submit the answers to the assessment questions from both modules</p> <p>See LMS for this week's reading</p>

9  
2 May

All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

#### *Assessment Details*

**Students are expected to read the assigned readings, attend lectures, and attend at least 80% of the tutorials.**

#### **Assessment 1 – Evidence based practice assessment (50%)**

Choose three evidence-based practices from the list provided on the matrix. Research to find a journal article to support the use of each one, ensuring that one of them involves the use of digital technology. These articles should be current (within the past ten years) and from a peer-reviewed journal. Use the information in the article to complete the matrix. The practices should be well-aligned with each other and a particular philosophy, and be appropriate for the stage of the population you will be teaching.

The evidence you provide should be from journal articles from the last ten years. These should be referenced using APA style. Articles must be sourced from high-quality peer-reviewed journals.

#### **Assessment 2 – Classroom Management Plan (50%)**

This will consist of three parts-Philosophy, Theory, and Practice. Within the Philosophy section, students will include their personal beliefs about the nature of student misbehaviour and their beliefs about the role of the teacher as manager in the classroom. In the theory section, students will include



**Module**

**Additional Reading/Viewing Required**

**\*Located mostly in Follow Up section**



***Submission of Assessment Tasks***

All tasks must be submitted in electronic form to Turnitin by 5:00 PM on the due date (Turnitin does not permit a midnight time stamp). Each task has a unique Turnitin spot in Moodle in the Learning Activities pane.

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FEEDBACK SHEET  
EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS



## 8. RESOURCES

### *Required Readings*

Brady, L. & Scully, A. (2005). *Engagement: Inclusive classroom*. Pearson Australia

### *Further Readings*

Readings posted on the Moodle course website.

McDonald, T. (2010). *Classroom management: Engaging students in learning*. South Melbourne, VIC: Oxford University Press.

Crone, D., Hawken, L., Horner, R. (2010). *Responding to Problem behavior in schools: The behavior education program* (2<sup>nd</sup> ed.). New York: Guilford Publications.