



EDUC267

Classroom Management and Assessment

S2 Day 2014

Education

Contents

| | |
|--------------------------------|---|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 2 |
| <u>Assessment Tasks</u> | 2 |
| <u>Delivery and Resources</u> | 4 |
| <u>Policies and Procedures</u> | 6 |
| <u>Graduate Capabilities</u> | 7 |

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

| |
|---|
| Unit convenor and teaching staff John De Nobile john.denobile@mq.edu.au |
| Credit points 3 |
| Prerequisites EDUC107 or (EDUC105 and EDUC106) or (admission to BEd(Prim) or BEd(Sec)) |
| Corequisites |
| Co-badged status |
| Unit description This unit provides a broad overview of classroom management theories and approaches, as well as an introduction to key concepts in educational assessment in preparation for the curriculum methodology and professional-experience-oriented units that follow. |

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

- UO1 Describe key components of classroom management for effective teaching
- UO2 Explain theoretical approaches to classroom management
- UO3 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches
- UO4 Describe and explain key concepts of educational assessment
- UO5 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Assessment Tasks

| Name | Weighting | Due |
|----------------------|-----------|--------|
| Quiz | 10% | Week 3 |

| Name | Weighting | Due |
|---|-----------|------------|
| Classroom Management Plan | 40% | 26/09/2014 |
| Quiz | 10% | Week 10 |
| Assessment Program | 40% | 14/11/2014 |

Quiz

Due: **Week 3**

Weighting: **10%**

A 20 item quiz completed in tutorial (internal), or during on campus day 1 (external).

On successful completion you will be able to:

- UO1 Describe key components of classroom management for effective teaching

Classroom Management Plan

Due: **26/09/2014**

Weighting: **40%**

Design a classroom management plan for a case study classroom.

On successful completion you will be able to:

- UO1 Describe key components of classroom management for effective teaching
- UO2 Explain theoretical approaches to classroom management
- UO3 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

Quiz

Due: **Week 10**

Weighting: **10%**

A 20 item online quiz.

On successful completion you will be able to:

- UO4 Describe and explain key concepts of educational assessment
- UO5 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Assessment Program

Due: **14/11/2014**

Weighting: **40%**

Design an assessment program for a subject area over a period of time.

On successful completion you will be able to:

- UO5 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Delivery and Resources

Delivery mode

EDUC267 will be delivered as an internal / external unit. It will be supported by an online resource through Blackboard.

INTERNAL MODE

Lecture times and locations

| | | | |
|---------------|-----|---------|-----------|
| Lecture 1 | Mon | 10-11am | E7B T4 |
| Lecture 1 Rpt | Wed | 2-3pm | W5A Price |
| Lecture 2 | Wed | 10-11am | E7B T5 |
| Lecture 2 Rpt | Fri | 2-3pm | W5A Price |

Lectures 1 & 2 are also offered in iLec mode

Tutorial times and locations

| | | |
|-----|---------|--------|
| Wed | 12-1pm | X5B039 |
| Wed | 12-1pm | C5A201 |
| Wed | 3-4pm | C5C238 |
| Wed | 3-4pm | C5C240 |
| Wed | 4-5pm | C5C238 |
| Wed | 4-5pm | C5C240 |
| Fri | 9-10am | W6B315 |
| Fri | 10-11am | W6B338 |
| Fri | 11-12am | W6B338 |

| | | |
|------------|----------------|---------------|
| Fri | 11-12am | C5A404 |
| Fri | 12-1pm | C5A404 |
| Fri | 1-2pm | X5B039 |
| Fri | 1-2pm | X5B134 |
| Fri | 3-4pm | X5B039 |
| Fri | 4-5pm | X5B039 |

EXTERNAL MODE

On Campus Day 1 (OCD1): Sat 30 August from 9:00 am to 4:00 pm.

On Campus Day 2 (OCD2): Sat 25 October from 9:00 am to 4:00 pm.

Room allocations for the OCDs will be announced through Blackboard during the first 2 weeks of classes.

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

Prescribed texts

The prescribed texts for this unit are:

Lyons, G., Ford, M. & Slee, J. (2014). *Classroom Management: Creating Positive Learning Environments (4E)*. South Melbourne: Cengage Learning.

Killen, R. (2005). *Programming and Assessment for Quality Teaching and Learning*. Southbank: Thomson.

These are available from the Coop Bookshop here at Macquarie University as a reduced price double pack, but can also be purchased individually if you happen to already have one of them.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- UO2 Explain theoretical approaches to classroom management

Assessment task

- Classroom Management Plan

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO1 Describe key components of classroom management for effective teaching
- UO2 Explain theoretical approaches to classroom management
- UO3 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

- UO4 Describe and explain key concepts of educational assessment
- UO5 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Assessment tasks

- Quiz
- Classroom Management Plan
- Quiz
- Assessment Program

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Assessment task

- Assessment Program

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- UO2 Explain theoretical approaches to classroom management

Assessment tasks

- Classroom Management Plan
- Assessment Program