



# EDUC267

## Classroom Management and Assessment

S2 Day 2017

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff John De Nobile <a href="mailto:john.denobile@mq.edu.au">john.denobile@mq.edu.au</a>
Credit points 3
Prerequisites ((24cp at 100 level or above) including (EDUC105 or 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:

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online Quiz</a>	10%	No	25/8/16
<a href="#">Classroom Management Plan</a>	40%	No	16/09/16
<a href="#">Online Quiz 2</a>	10%	No	27/10/16
<a href="#">Examination</a>	40%	No	Exams

### Online Quiz

Due: **25/8/16**

Weighting: **10%**

Online quiz

On successful completion you will be able to:

- Describe key components of classroom management for effective teaching

### Classroom Management Plan

Due: **16/09/16**

Weighting: **40%**

Classroom management plan

On successful completion you will be able to:

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

### Online Quiz 2

Due: **27/10/16**

Weighting: **10%**

Online quiz 2

On successful completion you will be able to:

- Describe and explain key concepts of educational assessment
- Apply understandings of educational assessment in a variety of ways that inform and

enhance curriculum and pedagogy

## Examination

Due: **Exams**

Weighting: **40%**

Formal examination

On successful completion you will be able to:

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

## Delivery and Resources

This unit is delivered via lectures and tutorials and has an external offering.

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 outcomes

- Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches
- Apply understandings of educational assessment in a variety of ways that inform and

enhance curriculum and pedagogy

## **Assessment tasks**

- Classroom Management Plan
- Examination

## **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**

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

## **Assessment tasks**

- Online Quiz
- Classroom Management Plan
- Online Quiz 2
- Examination

## **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:

## **Learning outcomes**

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

## **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:

### **Assessment task**

- Classroom Management Plan