EDUC267

Classroom Management and Assessment

S2 Day 2018

Department of Educational Studies

Contents

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

Lecturer
Rod Lane
rod.lane@mq.edu.au

Lecturer
Mridul Sood
des.research@mq.edu.au

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:

> 01 Describe key components of classroom management for effective teaching

> 02 Explain theoretical approaches to classroom management

> 03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

> 04 Describe and explain key concepts of educational assessment

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

General Assessment Information

Submission requirements

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the Unit.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Confidentiality

Students must respect the need for sensitivity and confidentially and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Extensions and Late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Disruption to Studies

The following link takes you to the **Disruption to Studies** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Appeals regarding assignment results

If you wish to make a formal appeal about your grade for an assignment or wish it to be re-assessed you must have acceptable grounds. If you have evidence that your task has been

incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark, you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a remark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Assessment Tasks

Name	Weighting	Hurdle	Due
ASSET SURVEY	5%	No	Various
Classroom Management Plan	50%	No	21/09/2018
Examination	45%	No	Exam Period

ASSET SURVEY

Due: **Various**
Weighting: **5%**

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part. An automated emailed confirmation of completion will be sent to the email address you nominate. Please make sure you ensure this is received and retained as it is the only evidence of completion that will be accepted in case of dispute. If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at des.research@mq.edu.au.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part are provided below and links to the surveys will be available on the iLearn sites:

Part 1:   1 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_d5qX9S1egyDecEl

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_86a7m7fEtCmfKLP

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_72RaWQ5kzZeaFTf

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_dbrGl5svQ8yFOrb

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_9GqW4aW3fn60JWR

On successful completion you will be able to:
- 05 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Classroom Management Plan

Due: **21/09/2018**
Weighting: **50%**

Design and explain a classroom management plan for the class described in a given case study. The plan **must be based on psychoeducational approaches**, and their practical implications, in the context of the case study. The plan must reflect the ecological perspective and ideas and strategies must be justified using relevant literature. Further information about classroom management plans will be provided in lectures. In general, the plan should comprise the following, which are the bases of the assessment criteria:

1 Philosophy of teaching

2 Preventative strategies

3 Intervention strategies

Coherency of information and quality of written expression, as well as referencing will influence the final grade for this work.

More information about this task is provided in iLearn.

On successful completion you will be able to:
- 01 Describe key components of classroom management for effective teaching
- 02 Explain theoretical approaches to classroom management
- 03 Plan for classroom management taking into account the theoretical bases of

behaviour and knowledge of approaches

Examination

Due: **Exam Period**
Weighting: **45%**

The purpose of the exam is to provide an opportunity to show what you have learned about assessment theory and practice, how assessment theory can be used to enhance classroom management and how duty of care and legal responsibility impacts on classroom management.

This exam will consist questions requiring short answer and extended answers. You will be required to demonstrate what you know about theory of assessment, and legal aspects of classroom management and apply that knowledge in practical ways, and respond to short case studies using the knowledge and skill you have gained in the unit.

Specific information about the exam, including sample questions, will be provided in the final lecture.

On successful completion you will be able to:

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

Delivery and Resources

The unit will involve 2 x 1hr lectures and 1 x 1hr tutorial each week.

Unit Schedule

Week	Lecture Topic (Lecturer)	Tutorial Topic / Activity	Required Readings
	MODULE 1 **CLASSROOM MANAGEMENT**		
1	No Lecture	No	Stephenson, Linfoot & Martin (2000) or
	No Lecture	Tutorials	Little (2005)
2	No Lecture	In Weeks 1 and 2	NSWDEC (2011). Bullying: Preventing and Responding to Student Bullying in Schools Policy.
	No Lecture	BUT do your readings! >>>	

3	CM, Definitions and a model (John De Nobile)	T1 Ecology & behaviour	DeNobile et al. (2017) Ch1
	Developmental, Psychological and environmental bases of behavior (John De Nobile)		DeNobile et al. (2017) Ch2
4	Prevention: Classroom Climate and Culture (John De Nobile)	T2 Communication and relationships	DeNobile et al. (2017) Ch3
	Prevention: Instructional practice and physical environment (John De Nobile)		DeNobile et al. (2017) Ch4
5	Preventative vs interventionist classroom management / Corporal punishment (John De Nobile)	T3 Organisation for effective teaching	DeNobile et al. (2017) Ch5
	Planning for classroom management (John De Nobile)		DeNobile et al. (2017) Ch10
6	Psychoeducational approaches approaches to classroom management (John De Nobile)	T4 Applying theory to classroom management practice	DeNobile et al. (2017) Ch6
	Behavioural approaches to classroom management (John De Nobile)		DeNobile et al. (2017) Ch8
7	Cognitive-Behavioural approaches to classroom management (John De Nobile)	T5 Responding to behaviour problems	DeNobile et al. (2017) Ch7
	Social justice approaches to classroom management (John De Nobile)		DeNobile et al. (2017) Ch9
	MODULE 2 **CLASSROOM ASSESSMENT**		

8	The roles of assessment 1 (Rod Lane)	T6 Evidence-based assessmnent [online]	Bruniges (2005)
	The roles of assessment 2 (Rod Lane)		Brady & Kennedy (2012) Ch1
9	Designing assessment tasks 1 (Rod Lane)	T7 Quality teaching and assessment	Brady & Kennedy (2012) Ch2
	Designing assessment tasks 2 (Rod Lane)		Brady & Kennedy (2012) Ch3
10	Marking and grades (Rod Lane)	T8 The role of assessment and feedback	DET (2000) Developing Marking Guidelines...
	What is effective feedback? (Rod Lane)		NESA (2017) Effective Feedback...
11	Aligning curriculum, pedagogy and assessment 1 (Rod Lane)	T9 Evaluating an assessment task	Mc Tighe & Wiggins (1998)
	Aligning curriculum, pedagogy and assessment 2 (Rod Lane)		Brady & Kennedy (2012) Ch4
12	Reporting (Rod Lane)	T10 Designing assessment tasks	Brady & Kennedy (2012) Ch7
	Pulling the assessment strings together (Rod Lane)		Brady & Kennedy (2012) Ch10
	MODULE 3 **ASSESSMENT & BEHAVIOUR**		
13	Assessment and behaviour: Bringing the two together (John De Nobile)	No Tutorials	Sugai et al (2000)
	Legal aspects of classroom management (John De Nobile)		Newnham (2000)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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://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

- 03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches
- 05 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

- 01 Describe key components of classroom management for effective teaching
- 02 Explain theoretical approaches to classroom management
- 04 Describe and explain key concepts of educational assessment

Assessment tasks

- Classroom Management Plan
- 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 outcome

- 03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

Assessment task

- Classroom Management Plan

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

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

Assessment tasks

- ASSET SURVEY
- Examination