



School of Education

EDST5133 Creating Engaging Learning  
Environments

Term 1, 2020



## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5133 Creating Engaging Learning Environments (6 units of credit)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Terry Cumming  
Office Location: G29 Morven Brown Building  
Email: [t.cumming@unsw.edu.au](mailto:t.cumming@unsw.edu.au)  
Phone: 9385 1944  
Availability: Tuesday 10-12 and by appointment

## 3. COURSE DETAILS

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<b>Course Name</b>	EDST5133 Creating Engaging Learning Environments
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	

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6 3/25	<p>Trauma informed practice. The neurosequential model. Case study of a local school.</p> <p>Reading: Perry (2006) chapter on the LMS</p>	<p>Social and pedagogical implications of ICT on personalised and group learning. Ethical use of and access to reputable material, and curation. Staying safe online, cyberbullying, plagiarism, privacy.</p>
7 1/4	<p>Supporting students with autism, intellectual disability and emotional and behavioural disabilities in the inclusive K-12 classroom settings.</p> <p>Video: F.A.T. City Workshop</p> <p>Reading: See readings on LMS system</p>	<p>Accommodations for diverse populations</p>
8 8/4	<p>Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions. Iris Peabody Online</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>Reading: Preventing Meltdowns article on Moodle</p> <p>***This is an attendance requirement. Submit the answers to the assessment questions from both modules (a total of 11 questions) to the online assessment box.</p>	

## **7. RESOURCES**

### **Required Readings**

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). Positive learning environments: Creating and maintaining productive classrooms. Melbourne: Cengage Learning.



## **Assessment Details**

### **Assessment 1 Evidence based practice guide (50%)**

Create a behaviour management guide for beginning teachers at either the primary or high school level. Choosee FT/F1 11.ne (50%)



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS

Student Name:  
 Assessment task: Classroom Management Plan

Student No.:

<b>SPECIFIC CRITERIA</b>	(-) ➤ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> understanding of the task and its relationship to relevant areas of theory, research and practice clarity and accuracy in use of key terms and concepts in Classroom Management					
<b>Depth of analysis and/or critique in response to the task</b> depth of understanding of key behaviour and management principles, concepts and theories explicitly raised during the course and in your follow up readings. depth of analysis of personal management philosophy depth of analysis of theories/systems that underpin this philosophy clarity and depth of actual classroom management plan					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> range of research and theories on classroom management to support response					

## PROFORMA FOR THE CLASSROOM MANAGEMENT PLAN

### **PART 1: Philosophy**

My beliefs and assumptions on:

the nature of children

how children learn

causes of behaviour

outcome and intention of discipline interventions

degree of control or coercion that is desirable

potential for students to be self-managing

role of the teacher

place of instruction.

### **PART 2: Theory**

In relation to your philosophy:

## **STUDENT ROUTINES/PROCEDURES**

- Entering class
- Requesting assistance
- Passing out/in papers
- Marking papers
- Working with peers
- Transitions
- Class dismissal

## **TEACHER ROUTINES/PROCEDURES**

- Greeting students
- Beginning instruction
- Signaling for attention
- Giving directions
- Providing feedback
- Marking

## **MANAGEMENT OF DIGITAL LEARNING AND EQUIPMENT**

- How will technology be incorporated into your teaching?
- How will technology be incorporated into student learning BYOD?
- How will devices be managed?
  - o Include how you will manage student use of personal devices such as mobile phones

## **INSTRUCTIONAL PLANNING**

- What lesson plan format will you use?
- What instructional techniques will you employ?
- Describe parent communication that you plan to use
- How will you work with students with diverse abilities?
- How will you work with students from diverse backgrounds (Indigenous, ELL,