GUÍA DOCENTE

CLASSROOM MANAGEMENT AND MOTIVATION (Primary)

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2020/21

1º Cuatrimestre
1. MODULE DESCRIPTION

This course combines practical strategies from the educational literature, lessons learned from my experience, and insights from students. More precisely, this course is designed to help students recognise differences in teaching and learning styles and how they influence classroom management to meet the needs of all learners. It also addresses the difference between rules and procedures, the roles of both students and teacher in academic accountability, and getting the school year off to a positive start. Students will explore a range of models and strategies that will serve as a foundation for developing a personal approach to classroom management in the Primary classroom. Given the exceptional situation which took place during 2019-2020, if the health authorities were to suspend the face-to-face sessions, this module would be adapted to an online modus.

2. AIMS

Generic competences:

- improve skills of critical analysis and problem-solving, including skills of observation, making differences, identification of relationships, and reflective expression.
- strengthen decision-making skills within the context of a complex situation where there may not be a match between theory and practice.
- apply relevant theory to source material.
- enhance professional practice by critically examining values, beliefs and classroom management strategies that facilitate the learning of all students.

Specific competences:

By the end of the course, participants are expected to:
• acquire a practical knowledge on the classroom and its management.
• know and apply interaction and communication processes in the classroom and have a good command of necessary social skills and abilities to promote a classroom environment boosting learning and cohabitation.
• understand the processes of interaction and communication in the classroom, master social skills and abilities necessary for stimulating learning and coexistence in the classroom, and address discipline problems and conflict resolution
• acquire strategies to encourage student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills to facilitate autonomy and instill confidence and personal initiative

### 3. MODULE CONTENTS

<table>
<thead>
<tr>
<th>Units</th>
<th>Credits</th>
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| 1. Meeting the needs of diverse learners in the classroom  
   1.1. Differentiating classroom instruction to cater learners of different learning styles  
   1.2. Adapting instruction to Multiple Intelligences | 1 credit |
| 2. Primary Classroom Environment: The power of a great teacher  
   2.1. Building an emotionally safe and engaging environment  
   2.2. The classroom as a multi-sensory environment  
   2.3. Seating arrangement and classroom monitors and jobs | 1 credit |
| 3. Primary classroom management strategies to motivate students  
   3.2. Helping students motivate themselves | 1 credit |
| 4. Successful classroom approaches to misbehaviour  
   4.1. Identifying challenging students  
   4.2. Dealing with mildly challenging behaviour  
   4.3. Working with chronic, highly disruptive behaviour | 1 credit |
4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

<table>
<thead>
<tr>
<th>Class contact hours</th>
<th>12</th>
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<tbody>
<tr>
<td>Independent study</td>
<td>35</td>
</tr>
<tr>
<td>Readings</td>
<td>10</td>
</tr>
<tr>
<td>Activities and assignments</td>
<td>43</td>
</tr>
</tbody>
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4.2. Learning activities

The pedagogical approach of this course will incorporate research, theory, current practice, skill building and exploration to better prepare teachers to fully understand the potential, the consequences, and the issues surrounding classroom management. The framework of this course supports this approach through sharing of information and resources, discussions and debate, reflective writing exercises, individual and small group presentations and project-based assignments.

As a result, the instructor will assume the role of facilitator for the majority of the time, and to a lesser extent, lecturer for sharing informational content or directives for group activities. Methods of scaffolding, constructivism, collaborative and cooperative learning, self-directed discovery learning, and facilitated instruction will be fully utilised and emphasised.

This is a student-centred course. Students are responsible for learning as deeply and quickly as possible, without assuming their path for learning is identical to any other students in the class. Success and learning is probable only with intensive work, effort, risk and personal motivation. The amount of knowledge, skills and abilities students develop as result of this course, will be directly proportional to their level of participation and contribution. It is important to remember that the most important value gained as a result of completing this course is what is learned rather than the final mark.

5. ASSESSMENT

Assessment criteria:

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily.

By means of completing assignments, compulsory readings as well as classroom tasks, students should demonstrate they have acquired the main contents and competences mentioned above. Thus, by the end of the course, students are expected to be able to:

- explore classroom management approaches based on behavioural, cognitive, affective and social theory and practice.
- define “classroom management” and its related terms.
• organize the classroom environment to maximise instruction and minimise disruption in the primary classroom.
• evaluate the role of extrinsic rewards on students' behavior and establish appropriate reward strategies for students and for classwide recognition
• identify kinds of problem behaviour and appropriate (minor, moderate, extensive) interventions
• explain concepts that bring about positive classroom motivation and discipline.
• specify classroom conditions that promote primary students’ on-task behaviour and facilitate effective instruction.
• establish classroom procedures and expectation (rules) to promote a positive effective and efficient learning environment.

Assessment and marking procedures

Course assignments will serve as formative assessment of the knowledge and insights students develop that are related to classroom management and motivation. They also provide a foundation for the development of a personal system of classroom management. Assessment is continuous and based on the following components:

Attendance and Participation: 10%. Students are expected to attend class (minimum 75% of the classes), be prepared for class by having read the assigned materials, to participate in class discussions, and to submit assignments on time. Late assignments will not be accepted, unless the instructor determines that a late submission is justified. An absence does not relieve students of the responsibility to turn in an assignment on time. Students are responsible for getting information and assignments presented during an absence.

Compulsory course tasks:

• Small group presentation: 30%. Students will participate in a group project by exploring a case study that is related to managing difficult situations in the primary English classroom. The purpose of the group project is not only to provide a forum for students to read and discuss case studies with classmates, but also to help students develop a personal understanding of classroom management systems. The instructor will provide case studies assigned to each group. The presentation will be evaluated on (a) quality of preparation (e.g. level of organization and thoughtfulness), (b) the content of the presentation, and (c) the extent to which students engage the class in a meaningful discussion of the topic. The last face-to-face session will be devoted to presentations (attendance is compulsory).

• Classroom management project: 30%. Each student will develop a classroom management plan that will outline the management practices s/he intends to use.

• Behaviour management project: 30%. Course readings and class activities are designed to assist students in developing a personal system of behaviour management.
IMPORTANT:

- **Continuous assessment process.** In order to pass the subject, students will have to obtain a pass mark (5 points over 10) in all these elements.
- **Final assessment.** Should a student, for some reason, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the programme of study. If permission is granted, the classroom management and behaviour management projects will carry 100% of the total subject marks.
- **Academic honesty.** Students are expected to practise academic honesty. Plagiarism will not be tolerated and will result in automatic failure of this course.

6. **BIBLIOGRAPHY**

**Compulsory readings**


The following readings will be provided by the instructor:


**Further readings**

The following general books are strongly recommended:


