GUÍA DOCENTE

CLASSROOM MANAGEMENT AND MOTIVATION
(At Secondary School Level)

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera
Universidad de Alcalá
Curso Académico 2018/2019
1º Cuatrimestre
1. MODULE DESCRIPTION

This course presents different practical models for approaching classroom management in the Secondary School English Classroom. A general revision of research in the specific areas of ‘Classroom Management’ and ‘Motivation’ will be pertinently carried out which will lead to an interactive discussion of practical issues related to the classroom. Within the current scenario of large classes and student diversity, secondary teachers need creative and cooperative classroom management skills. This course provides an insight into behavioural and humanistic approaches to classroom management, as well as ideas to address the importance of student motivation in a Secondary School teaching context.

2. AIMS

The purpose of this course is primarily threefold:

- To help students improve their classroom management skills at Secondary level
- To expand the students’ knowledge regarding adolescent motivational processes
- To support pro-social behaviour in the Secondary School classroom

Generic competences:

Instrumental competences:

- Organisation and planning skills
- Problem solving within the motivational sphere
• Decision-making linked to classroom management

**Interpersonal competences:**
- Critical and self-critical abilities
- Group work & collaborative learning skills

**Systemic competences:**
- Application of knowledge to practice
- Adaptation to new situations
- Project design and management

**Specific competences:**

By the end of the course, students will be able to:

- Demonstrate a general understanding of the different aspects related to classroom management and class dynamics at a Secondary School level.
- Adapt their teaching style to their teaching context in Secondary Education.
- Plan and organise a classroom to enhance learning and organise students, taking into account their individual needs.
- Identify key issues to consider when organising a course and establishing classroom rules in a secondary classroom.
- Design instructions and procedures that address different student needs and learning styles.
- Analyse their own teaching practice and identify areas for change and improvement.
- Anticipate difficulties and deal with problems in a proactive way.
- Identify factors that influence student motivation, learning, and pro-social behaviour at a Secondary School level.

### 3. MODULE CONTENTS

<table>
<thead>
<tr>
<th>Units</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. <strong>Classroom management</strong></td>
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<tr>
<td>1.1. Group dynamics and classroom interaction.</td>
<td>2 credits</td>
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<td>1.2. Classroom management skills and techniques.</td>
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<td>1.3. Creating a positive and successful learning atmosphere.</td>
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<td>1.4. Addressing classroom difficulties and modifying problematic behaviour.</td>
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2. Motivation

1.1. What is motivation and why is it so important?
1.2. Differences in theory & practice.
1.3. The nature of underachievers.
1.4. Planning, assessment, and motivation.
1.5. Teacher motivation: struggling to be the best you can be.

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>15</td>
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<tr>
<td>Readings:</td>
<td>25</td>
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<tr>
<td>Activities and assignments</td>
<td>48</td>
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4.2. Learning activities

The course incorporates research in the area of classroom management and dynamics and aims at making secondary EFL teachers fully aware of the importance of decision-making and organisation in classroom management, as well as the role of motivation in student success.

Course content will be presented through a wide range of instructional methodologies, which will include revision of literature, group discussions, collaborative and reflective learning, as well as the use of information and communication technologies. Students will assess their own learning needs and identify the resources necessary to meet them.

5. ASSESSMENT

Assessment criteria:

A C1 English level is required to follow the course contents and complete the course assignments satisfactorily.

Completion of assignments, compulsory readings, as well as classroom tasks, will serve to establish that students have understood the main contents of this subject and acquired the aforementioned competences.

On successful completion of this course, students should:
- Develop a conceptual framework in order to more effectively observe and evaluate the dynamics of teacher-student interactions and instructional organisation and strategies.
- Examine strategies aiming at enhancing classroom and personal organization skills that will prompt student learning.
- Evaluate techniques of classroom management and organization that will enable the classroom teacher to implement developmentally appropriate practices and create a positive classroom climate.
- Demonstrate an understanding of a variety of classroom management skills and techniques.
- Formulate techniques and strategies to modify student activities based on student behaviour and skill level.
- Properly understand the mechanisms that determine and shape adolescent motivation in a secondary classroom.

Assessment and marking procedures

Assignments will serve as a means of formative assessment throughout the course. An on-going assessment of the course will include participation and contribution toward a collaborative working environment.

*Course assessment is continuous and based on the following components:

**Attendance and Participation: 20%.
Students are expected to attend a minimum of 75% of the classes. Preparation before lectures and active participation in class is required.

Late submissions will not be accepted (except for justified reasons).

Compulsory course assignments:

- **Small group presentation: 40%**. Students will participate in a group project by exploring a case study related to a specific area of classroom management in the secondary English classroom. The purpose of the group project is not only to provide a forum for students to read and discuss case studies with peers, but to also help students develop a personal understanding of classroom management systems. The lecturer will provide the case studies assigned to each group. The presentation will be assessed according to (a) quality of preparation (e.g. level of organization and thoughtfulness), (b) content of the presentation, and (c) 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).

- **Portfolio project: 40%**. Course readings and class activities are designed to help students develop a personal approach to classroom management, and a solid and coherent understanding of what motivation is. This will allow them to put what they have learned in the course into practice, the outcome of which, for assessment purposes, will be the production of an EFL classroom portfolio with course ideas and strategies.
IMPORTANT:

- **Continuous assessment process.** Students will have to obtain a pass mark of 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 portfolio project will be 100% of the final grade.
- **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**

- Excerpts from the following texts will be provided and commented in class:


Further readings


Rogers, Richard (2015) *The Quick Guide to Classroom Management: 45 Secrets That All High School Teachers Need to Know (Rogers Pedagogical Book 1)*. Amazon Digital Services LLC.


