

UNIT OUTLINE FOR EDM123.9 Evidence-based Practice and Principles for Enhancing Student Motivation and Learning in the Classroom

Name of Unit 1 (Unit Code 1)

Evidence-based Practice and Principles for Enhancing Student Motivation and Learning in the Classroom (EDM123.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Education	One semester	Advanced	Dr Francis Ben

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	96 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

NOTE: This unit is not a suitable elective for MEd students who are working outside of the schooling sector.

This unit is designed to develop contemporary thinking resulting from examination of recent research in the field of cognitive psychology and children's behaviour. It aims to disseminate skills and knowledge around areas of concern related to student behaviours that challenge teaching and learning within the school and classroom contexts. Contextualising theory and analysis of policy and process will incorporate fundamental aspects of resolution, positive relationship, community and cultural appreciation in the school and the community at large. Thus, this unit also encourages participants to reflect on, and implement, contemporary and evidence-based practices in behaviour support. Further, this unit provides an opportunity for school leaders and teachers to examine, critique, and modify or extend existing student behaviour related school and/or system policies.

Learning outcomes for the unit

1. Critically analyse research-based approaches for managing complex and diverse learners and their behaviours in the classroom;
2. Analyse existing dominant beliefs for, and practices to, address student behaviour, well-being and learning in the classroom;
3. Evaluate student wellbeing and behaviour management policies and safe working practices using current school and/or system, and compare them with curriculum and legislative requirements;
4. Design productive and inclusive policies and practices drawn from current research for effectively managing classrooms and learning, at whole school or system levels.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Reflective analysis (2000 words) This assessment requires reflective analysis of existing, dominant beliefs and practices about addressing student behaviour, well-being and learning within local teaching contexts.	1, 2	Week 7	20%
Annotated bibliography of research literature (3000 words) Annotated bibliography of research literature on contemporary and effective approaches to addressing behaviour, and student learning and well-being.	1, 2	Week 10	30%
Policy evaluation (5000 words) Evaluate an existing school- or system-based policy for effective classroom management and student engagement. Suggest modifications or extensions based on research-based practices.	3, 4	Week 14	50%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Recommended reading:

Bluestein, J. (Ed.). (2008). *The win-win classroom: A fresh and positive look at classroom management*. Corwin Press.

Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement (2nd Ed.)*. ASCD.

Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook (6th Ed.)*. Psychology Press.

Jensen, E. (Ed.). (2010). *Different brains, different learners: How to reach the hard to reach*. Corwin Press.

Lane, K. L., Menzies, H. M., Ennis, R. P. , & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. Guilford Publications.

Lyons, G., Ford, M., Arthur-Kelly, M. (2011). *Classroom management: Creating positive learning environments (3rd Ed.)*. Cengage Learning Australia.

Malchiodi, C. A. (2015). *Creative interventions with traumatized children*. Guilford Press.

Porter, L. (2020). *Student behaviour: Theory and practice for teachers*. Routledge.

Rogers, B. (2011). *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support (3rd Ed.)*. SAGE.

Smith, D., Fisher, D., & Frey, N. (2015). *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. ASCD.

Stokoe, R. (ed.). (2018). *Global perspectives in positive Education*. John Catt Educational Limited.

Whitton, D., Barker, K. L., Nosworthy, M., Humphries, J., & Sinclair, C. (2016). *Learning for teaching: Teaching for learning*. Cengage Learning Australia.