

Classroom Management and Reflection (H001918)

Course size (nominal values; actual values may depend on programme)
 Credits 6.0 Study time 180 h Contact hrs 40.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	seminar	15.0 h
		lecture	7.5 h
		self-reliant study activities	10.0 h
		lecture: plenary exercises	7.5 h

Lecturers in academic year 2018-2019

Valcke, Martin PP06 lecturer-in-charge

Offered in the following programmes in 2018-2019	crdts	offering
Bachelor of Science in Criminological Sciences	6	A
Bachelor of Science in Business Administration	6	A
Bachelor of Science in Economics	6	A
Bachelor of Science in Business Economics	6	A
Bridging Programme Master of Science in Fire Safety Engineering	6	A
Master of Science in Business Economics (main subject Accountancy)	6	A
Master of Science in Speech Language and Hearing Sciences (main subject Audiology)	6	A
Master of Science in Business Administration (main subject Commercial Management)	6	A
Master of Science in Electrical Engineering (main subject Communication and Information Technology)	6	A
Master of Science in Electromechanical Engineering (main subject Control Engineering and Automation)	6	A
Master of Science in Business Economics (main subject Corporate Finance)	6	A
Master of Science in Business Engineering (main subject Data Analytics)	6	A
Master of Science in Electromechanical Engineering (main subject Electrical Power Engineering)	6	A
Master of Science in Electrical Engineering (main subject Electronic Circuits and Systems)	6	A
Master of Science in Business Engineering (main subject Finance)	6	A
Master of Science in Business Administration (main subject Finance and Risk Management)	6	A
Master of Science in Business Administration (main subject HRM and Organizational Management)	6	A
Master of Science in Speech Language and Hearing Sciences (main subject Logopaedics)	6	A
Master of Science in Business Administration (main subject Management and IT)	6	A
Master of Science in Electromechanical Engineering (main subject Maritime Engineering)	6	A
Master of Science in Business Economics (main subject Marketing)	6	A
Master of Science in Electromechanical Engineering (main subject Mechanical Construction)	6	A
Master of Science in Electromechanical Engineering (main subject Mechanical Energy Engineering)	6	A
Master of Science in Business Engineering (main subject Operations	6	A

Management)		A
Master of Science in Physical Education and Movement Sciences (main subject Physical Activity, Fitness and Health)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Physical Education Teacher Education)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Sports Training and Coaching)	6	A
Master of Science in Business Administration (main subject Taxation)	6	A
Master of Science in Rehabilitation Sciences and Physiotherapy (main subject Teacher Training in Rehabilitation Sciences and Physiotherapy)	6	A
Master of Science in Criminological Sciences	5	A
Master of Science in Biochemistry and Biotechnology	6	A
Master of Science in Biochemistry and Biotechnology	6	A
Master of Science in Biology	6	A
Master of Science in Biology	6	A
Master of Science in Chemistry	6	A
Master of Science in Physics and Astronomy	6	A
Master of Science in Geography	6	A
Master of Science in Geology	6	A
Master of Science in Geomatics and Surveying	6	A
Master of Science in Computer Science	6	A
Master of Science in Mathematics	6	A
Master of Science in Biomedical Sciences	6	A
Master of Science in Nursing and Midwifery	6	A
Master of Science in Civil Engineering	6	A
Master of Science in Chemical Engineering	6	A
Master of Science in Civil Engineering	6	A
Master of Science in Computer Science Engineering	6	A
Master of Science in Computer Science Engineering	6	A
Master of Science in Fire Safety Engineering	6	A
Master of Science in Sustainable Materials Engineering	6	A
Master of Science in Engineering Physics	6	A
Master of Science in Chemical Engineering	6	A
Master of Science in Engineering Physics	6	A
Master of Science in Economics	6	A
Academic Teacher Education in Biology	6	A
Academic Teacher Education in Bioscience Engineering	6	A
Academic Teacher Education in Criminological Sciences	6	A
Academic Teacher Education in Economics and Business Administration	6	A
Academic Teacher Education in Physics	6	A
Academic Teacher Education in Geography	6	A
Academic Teacher Education in Health Science	6	A
Academic Teacher Education in Computer Science	6	A
Academic Teacher Education in Art History, Musicology and Theatre Studies and Archaeology	6	A
Academic Teacher Education in Physical Education and Movement Sciences	6	A
Academic Teacher Education in Educational Sciences	6	A
Academic Teacher Education in Political and Social Sciences	6	A
Academic Teacher Education in Psychology	6	A
Academic Teacher Education in Laws	6	A
Academic Teacher Education in Chemistry	6	A
Academic Teacher Education in History	6	A
Academic Teacher Education in Languages and Cultures	6	A

Academic Teacher Education in Linguistics and Literature	6	A
Academic Teacher Education in Philosophy and Moral Sciences	6	A
Academic Teacher Education in Mathematics	6	A

Teaching languages

Dutch

Keywords

Classroom management, teacher professionalism, ethics of teaching, reflection

Position of the course

This course contributes to the realization of the foundation of professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on www.lerarenopleiding.ugent.be

Contents

The content of this course is ordered according to six themes:

- 1 Analysis of all teacher decisions concerning teaching and learning that affect classroom management
- 2 Classroom management and student motivation
- 3 Classroom management and the relation between teacher-student
- 4 Classroom management and externalizing problematic behavior
- 5 Classroom management and the learning environment
- 6 Classroom management and parents

Initial competences

Final competences

- 1 Analysing and optimizing pedagogical situations and cases, as well as formulating suggestions on the base of knowledge of classroom management.
- 2 Translating theoretical conceptions about motivation into concrete classroom management actions.
- 3 Choosing an optimal teacher student relationship to foster an optimal classroom management.
- 4 Making successful choices to guarantee classroom management becoming more optimal (objectives, learning content, didactical strategies, media and evaluation).
- 5 Being able to identify and manage externalizing problematic student behavior.
- 6 Developing a sound decision base to deal with parents in view of optimal classroom management

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, seminar, self-reliant study activities, lecture: plenary exercises

Extra information on the teaching methods

For the introduction to the basis learning content, students participate in six general lectures/working lectures. Guest speakers are invited to introduce the themes.

In view of exercises, students are split up into groups according to field of study. In addition a feedback session is set up via the forum in Minerva.

Practical interventions are being trained through - among others - theater sessions or online clinical simulations. These sessions are compulsory. This is reflected in the evaluation as 3 points are accredited to these exercises.

The student-teachers - teachers in training - in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory.

The assignments are elaborated in a manual. There are a number of contact-moments, intervention and coaching.

A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with a teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) can not be admitted to the portfolio-trajectory. Such student must follow the regular learning-trajectory.

Learning materials and price

Handbook written by the teachers of this course: Valcke M. & De Craene B. - Klasmanagement en Reflectie. Lannoo: Academia press (edition 2016; costs approximately 35 euro). This is an eBook.
All additional materials is made available through the online course environment.

References

- Aelterman, A., Verhoeven, J., Rots, I. & Buvens, I. (2007) De maatschappelijke waardering van leraren in Vlaanderen en de opvattingen van de publieke opinie over hun opdracht. *Pedagogische Studiën*, 1, 3-19
- Lagerwerf B. & Korthagen F. (2006) Een leraar van klasse. Een goede leraar worden en blijven. Soest: Uitgeverij Nelissen
- Korthagen F. & Lagerwerf, B. (2011) *Leren van binnenuit*. Soest: Uitgeverij Nelissen
- Vansteenkiste, M.(2010). Hoe we kinderen en jongeren kunnen motiveren? Toepassingen van de zelf-determinatie theorie. *Caleidoscoop*, 22, 6-15.

Course content-related study coaching

- by appointment: a teaching assistant is available for help with the exercises, the preparatory assignments and for feedback
- interactive assistance through Minerva
- contact Inge Peirsman at the Secretary Department of Educational Studies, Dunantlaan 2, 9000 Gent, tel. 09/ 264 62 51, e-mail: Inge.Peirsman@UGent.be
- teaching assistant: Sylvie Vandaele (sylvie.vandaele@UGent.be)

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with multiple choice questions, open book examination

Examination methods in case of periodic evaluation during the second examination period

Written examination with multiple choice questions, open book examination

Examination methods in case of permanent evaluation

Participation, skills test, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Permanent evaluation: evaluation of practise-based tasks. For these tasks, a format and concrete description is made available via the electronic learning environment. These assignments are kept in a portfolio.

Periodic examination:written exam (multiple choice items) based on cases and statements. Items build on each individual theme, discussed during the course.

Feedback related to the permanent evaluation: an intermediate feedback session is organized on the base of student input. Task elaborations are uploaded via Minerva.

Periodical evaluation: multiple choice with open book exam. This implies that students can bring all their notes, handbook and documentation to tackle the multiple choice questions.

Students have to participate in both the periodic and permanent evaluation in order to obtain a valid final score.

The student who does not pass the periodic evaluation as well as the non-periodic evaluation are given a non-deliberative final quotation.

The student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based on their assignments in their portfolio.

Calculation of the examination mark

A combination of periodic evaluation (50%) and permanent evaluation (50% = 10 points). The partial score for permanent evaluation consists of the score for participation (5 points) and a score for the practice-based exercises (5 points).
Ramifications for unfounded absence or non-participation in (part of) the permanent evaluation:

Students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation (7/20 at the most).

The student-teachers (teachers in training) in a LIO-trajectory must succeed in both parts.

Facilities for Working Students

Working students can consult the plenary lectures online. And summary's are available online at the online learning environment.

All course material is available in a edited handbook. Exercises are mandatory (see above), but these students can make individual appointments to enrol in the best suited

session according to the set timeframe.