



Universidad
de Alcalá

GUÍA DOCENTE

**CLASSROOM
MANAGEMENT AND
MOTIVATION
(Primary)**

**Máster Universitario en Enseñanza del Inglés
como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2024/25

1º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Classroom Management and Motivation (Primary)
Código:	200880
Titulación en la que se imparte::	Máster Universitario en Enseñanza del inglés como lengua extranjera
Departamento y Área de Conocimiento:	Filología Moderna, Filología Inglesa
Carácter:	Obligatoria/optativa
Créditos ECTS:	4
Curso y Cuatrimestre:	Primer curso, primer cuatrimestre
Profesorado:	Antonio García Gómez antonio.garciag@uah.es
Horario de tutoría:	Todos los días lectivos, previo acuerdo de la hora
Idioma en el que se imparte:	Inglés

1. PRESENTATION

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.

2. COMPETENCES AND LEARNING OUTCOMES

Generic competences:

CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

CG3 – Can integrate knowledge and handle the complexity of making judgments based on information that, while incomplete or limited, includes a series of reflections

on the social and ethical responsibilities connected to applying knowledge and judgments.

Specific competences:

CE1.1 – Learn the interaction and communication process in the classroom, master the social skills needed to foster learning and coexistence in the classroom, address disciplinary problems, and practice conflict resolution.

CE2.2 – Design the curriculum to be implemented in educational institutions, participate in collaborative planning, and apply didactic methodologies for groups and personalised ones adapted to students' diversity.

CE2.3 – Learn strategies to stimulate students' effort, promote their ability to learn for themselves, and develop thinking and decision skills that enable autonomy, confidence, and personal initiatives.

CE2.4 – Design and conduct formal and non-formal activities that make the educational institution a space for participation and culture in its setting; participate in the assessment, research, and innovation of teaching and learning processes.

CE3.1 – Design and develop learning spaces with attention to equity, emotional education, values education, equal rights and opportunities for men and women, citizen training, and respect for human rights that improve life in society, decision-making, and a sustainable future.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

CE3.3 – Explain how students' social and cultural differences, and their motivations, affect teaching and learning processes in the English classroom.

CE3.4 – Identify and plan how to address educational situations that affect students who possess diverse skills and learn at different paces.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

Learning outcomes:

By means of completing assignments, compulsory readings as well as classroom tasks, successful students will be able to:

Knowledge.

- have complete understanding of classroom management approaches based on behavioural, cognitive, affective and social theory and practice.
- compare and contrast classroom conditions that promote primary students' on-task behaviour.
- explain classroom management concepts that bring about positive classroom motivation and discipline.

Skills.

- 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

Competences.

- establish classroom procedures and expectations to promote a positive effective and efficient learning environment.
- motivate learners and get them to reflect on their behaviour;
- deal with difficult behaviours by working on collaborative solutions;

3. MODULE CONTENTS

Units	Credits
1. Primary Classroom Environment: The power of a great teacher 1.1. Building an emotionally safe and engaging environment 1.2. The classroom as a multi-sensory environment	<ul style="list-style-type: none"> • 1 credit
2. Primary classroom management strategies to motivate students 2.1. Developing a Personal Classroom Management Plan: the dynamics of classroom behaviour 2.2. Helping students motivate themselves	<ul style="list-style-type: none"> • 1 credit
3. Meeting the needs of diverse learners in the classroom 3.1. The inner journey: Knowing ourselves as teachers 3.2. Artificial Intelligence and gamification: exploring ways to create interactive learning while generating motivation	<ul style="list-style-type: none"> • 1 credit

4. Successful classroom approaches to misbehaviour

- 4.1. Identifying challenging students
- 4.2. Working with mildly and highly disruptive behaviour

- 1 credit

This subject is working towards:



4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours:	12
Independent study:	51
Activities, tasks and readings:	25
Preparation of presentations in class:	12

4.2. Methodologies, materials and teaching resources

The pedagogical approach of this course will incorporate research, theory, current practice, skill building, micro-teaching 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 information and resources, modelling problem-solving skills through analysing videos on classroom management and motivation, taking an active role in class discussions and in-class small group presentations, doing reflective writing exercises, and learning through 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 are probable only with intensive work, effort, risk, and personal motivation. The amount of knowledge, skills and abilities students develop as a 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.

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.

Continuous assessment

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

Assessment is continuous and based on the following components:

Tasks, activities, and readings: 30%

- Completion of a group project by exploring a case study that is related to managing difficult situations in the Primary English classroom: 10%
- In-class presentation of group project: 20%.

Classroom Management Project (35%). This project involves doing obligatory course readings, designing classroom management resources/materials and developing a classroom management plan.

Behaviour Management Project (35%): This project involves doing obligatory course readings, designing motivation and behaviour management resources/materials and 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.
- **Small group presentation.** The last face-to-face session will be devoted to presentations; therefore, attendance is compulsory.

Final assessment

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

If permission is granted, the classroom management and behaviour management projects will carry 100% of the total subject marks.

Resit

There will be a resit opportunity at the end of the second semester. This will take the form of learning portfolio comprising both the classroom management project and behaviour management project. These two 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.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

Compulsory readings

The following readings will be provided by the instructor:

- “Multiple Intelligences and Learning Styles, p.38-58. In Pritchard, A. (2018) *Ways of Learning. Learning Theories for the Classroom*. London: Routledge.
- “Managing Inclusive Learning-Friendly classrooms”, pp.: 1-39. In *Creating Inclusive Learning-Friendly Classrooms*. Booklet 5. Unesco 2004.
- “Thinking about your learners”, pp. 5-24. In Farr, F. (2015) *Practice in TESOL*. Oxford: University Press.
- “Motivation, Creativity and Classroom organisation”, pp.: 357-418. In Starko, A. J. (2005) *Creativity in the Classroom*.
- “Professional social skills. Controlling social communication” pp. 74-97. In Chaplain, R. (2016) *Teaching without Disruption in the Primary School*”
- “What are mindsets, and how do they affect the classroom?” pp. 1-18. In Ricci, M. C. (2017) *Mindsets in the Classroom. Building a Growth Mindset Learning Community*.
- Chandler, C. (2004) *Four weeks to a better behaved Child. Breakthrough Discipline Techniques that Really Work*, Chapters 3, 4, and 5, pp. 21-80.

Further readings

The following general books are strongly recommended:

- Abu-Rmaileh, S., Elsheikh, A., and Al Alami, S. (Eds.). (2017) *Motivation and Classroom Management: Theory, Practice, and Implications*. Dubai: TESOL Arabia Publications.
- Arnold, P.L., and J.A. Nunnery (2012) *Classroom Management and Motivation*. In: Seel N.M. (Eds.) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA.
- Benech, Sarah (2017) *Emotions and English Language Teaching*. London: Routledge.
- Cangelosi, J.S. (2004) *Classroom Management Strategies: Gaining and Maintaining Student’s Cooperation* Hoboken, NJ: Wiley/Jossey-Bass Education.
- García Gómez, A., and S. Bautista Martín (Eds.) (2017) “Motivation in EFL Teaching: Innovative Approaches for the Primary Classroom”, *Revista: Educación y Futuro. Revista de Investigación Aplicada y Experiencias Educativas*, n. 37.
- Knoster, Timothy (2014) *The Teacher’s Pocket Guide for Effective Classroom Management* (2nd Edition). Baltimore MD: Paul H. Brookes Publishing Company.
- Lindberg, J. A. and A. M. Swick (2006) *Common-Sense Classroom Management for Elementary School Teachers*. Sage: Corwin Press.
- Linsin, M. (2006) *Dream Class How to Transform any Group of Students into the Class You’ve Always Wanted*. Wales: Crown House Publishing.
- Mah R. (2007) *Difficult Behaviour in Early Childhood. Positive Discipline for PreK-3 Classrooms and Beyond*. Sage: Corwin Press.
- McEwan E. K. (2006) *How to Survive and Thrive in the First Three Weeks of School*. Sage: Corwin Press.
- Mortiboys, A. (2021) *Teaching with Emotional Intelligence*. London: Routledge.
- Satterfield, J.M. (2017) *Boasting your Emotional Intelligence*. US: The teaching company.
- Siegel, D., and Bryson, T.P. (2017) *No-drama discipline*. New York: Bantam Books.
- Singh, N. C., and Duraiappah, A. (2020) *Rethinking Learning. A Review of Social and Emotional Learning for Education Systems*. London: MGIEP.
- Tate, M. L. (2007) *Shouting Won’t Grow Dendrites. 20 Techniques for Managing a Brain-compatible Classroom*. Sage: Corwin Press.