



Universidad
de Alcalá

GUÍA DOCENTE

**CLASSROOM
MANAGEMENT AND
MOTIVATION
(At Secondary School Level)**

**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 (At Secondary School Level)
Código:	200880
Titulación en 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:	Dr. Juan Manuel Camacho Ramos juan.camacho@uah.es
Horario de tutoría:	De lunes a jueves de 15:30 a 17:00
Idioma en el que se imparte:	Inglés

1. PRESENTATION

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. 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, audio-visual, 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

Knowledge Outcomes:

- Teach students to distinguish theory from practice.
- Application of knowledge to practice.
- Expand the students' knowledge regarding the physical, emotional, and mental changes that take place in developing from child to adolescent.

- Expand the students' knowledge regarding adolescent motivational processes.
- Teach students the basics of power relations in the secondary school classroom.

Competences Outcomes:

- Support pro-social behaviour in the Secondary School classroom.
- Critical and self-critical abilities.
- Problem-solving within the motivational sphere.
- Decision-making linked to classroom management.
- Ability to think critically and for oneself in the academic sphere.
- Ability to search for, obtain, process, and communicate information (oral, printed, audio-visual, digital, or multimedia), transform it into knowledge, and apply it in the teaching and learning of English as a foreign language in the classroom.
- Ability to properly deal with student (teenage) conflicts related to violence in school settings.

Skills Outcomes:

- Group work & collaborative learning skills.
- Organisation and planning skills.
- Adaptation to new situations skills.
- Project design and management skills.
- Help students learn to improve their classroom management skills at the Secondary level.

*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.

Learning objectives

- 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.
- 2 – Learn to design the curriculum to be implemented in educational institutions by, among others, participating in collaborative planning, and applying didactic methodologies for groups, and personalised ones adapted to student diversity.
- 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 initiative.
- 4 – Learn how to adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.
- 5 – Learn how students' social and cultural differences, and their motivations, affect teaching and learning processes in the English classroom.
- 6 – Learn to identify and plan how to address educational situations that affect students who possess diverse skills and learn at different paces.

3. MODULE CONTENTS

Units	Credits
1. Classroom management <ol style="list-style-type: none"> 1.1. Group dynamics and classroom interaction. 1.2. Classroom management skills and techniques. 1.3. Creating a positive and successful learning atmosphere. 1.4. Addressing classroom difficulties and modifying problematic behaviour. 	<ul style="list-style-type: none"> • 2 credits
2. Motivation <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • 2 credits

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours:	12
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Independent study:	40
Readings, activities, assignments (including presentations in class):	48

4.3. Methodologies, materials, and teaching resources

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.

Methodologies	Materials and teaching resources
Classroom presentations	Group classroom presentations are a part of the subject design. Specific instructions will be provided at the beginning of the semester by the professor.
Responses to questions and doubts	Apart from student-professor tutorials, students will have ample opportunity for Q&As in each face-to-face lecture and via email.
Problem-solving modelling	The professor will always be available to help solve any problem that may arise regarding the subject, whether at a group or an individual level.
Microteaching sessions	The final 15 minutes of each face-to-face session will be used to focus on specific details of the lecture
Viewing and commenting of video recordings	This subject includes a set of uploaded video recordings which will be analyzed in class according to pertinent & due instructions provided by the professor.
Individual tutorials	Students are encouraged to attend voluntary face-to-face tutorials throughout the semester.

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

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.

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:

All students will be graded following a process of continuous assessment. Different aspects of the course will be evaluated separately throughout the semester in order to obtain an overall continuous and formative final mark for the course mark. This means that all the students will have to participate actively and effectively in classes as well as in all the online and group activities. A minimum of 80% attendance is compulsory.

- **Tasks, Activities and Readings: 30%.**

Students are expected to attend a minimum of 80% of the face-to-face lectures. Preparation before lectures and active participation in class is required in order to properly carry out the tasks, activities and readings pertaining for this subject.

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

Compulsory course assignments:

- **Design of Materials: 30%.** 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 design and production of adequate complementary classroom materials based on course ideas and methodologies.

- **Final Task > 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 presentations for this final task will be assessed according to (a) quality of preparation (i.e. 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).

IMPORTANT:

- **Continuous assessment process.** Students will have to obtain a pass mark of 5 points over 10 in all these elements.

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 formalized 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. Exceptionally, those students who have been recognized as eligible for final evaluation in accordance with the terms in article 10 of the "NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES" (passed on 24-03-2011) may sit for a final exam which will include questions on all the areas covered in the class and translation activities.

Resit:

Those students who have not passed, either through continuous or final evaluation, will have the right to be assessed again in June by a similar exam to the final in January.

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

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

Mendler, Allen N. (2021) *Motivating Students Who Don't Care: Proven Strategies to Engage All Learners, Second Edition (Proven Strategies to Motivate Struggling Students and Spark an Enthusiasm for Learning)*. Solution Tree Press: New York.

Sprick, Randall (2021) *Discipline in the Secondary Classroom: Encouraging Responsible Behavior and Enhancing Motivation*. Jossey-Bass.

Urbanski, Cynthia (2015) *Using the Workshop Approach in the High School English Classroom: Modeling Effective Writing, Reading, and Thinking Strategies for Student Success*. Skyhorse Publishing.

Watson, Andrew C. (2019) *Learning Grows: The Science of Motivation for the Classroom Teacher (A Teacher's Guide to the Learning Brain)*. Rowman & Littlefield Publishers: Illinois.

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.

Rowell, Lonnie & Hong, Eunsook (2013) *Academic Motivation: Concepts Strategies, and Counselling Approaches*. Professional School Counselling, Vol. 16, No. 3, February 2013.