**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED 309** |
| Course Title | **Classroom Management** |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counselling Hours | Tuesday to Saturday 3 – 5 pm |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research-based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places learning as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach and how to teach it and to view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures, and community building. This course assumes that prospective teachers will develop their own plans for class-room management as a result of what they learn in this 16-week course. This course relies on peer discussions, independent reflections, and class lectures. It also assumes that Student Teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

**Course Learning Outcomes (CLOs):**

After the successful completion of the course, the graduates will be able to:

1. Explain classroom management as a means to maximizing student learning, and identify their own beliefs about behavior management . C2
2. Priortize key features of a well-managed classroom to develop his/her classroom milieu C3
3. Design and practice predictable classroom routines, Rules and strategies considering moral and ethical limits to minimize disruptions C6
4. Plan lessons, activities, and assignments to maximize student learning through classroom engagement. C6
5. Implement behavior modification plan according to student age, needs, interests, and level. C3

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Reading Assignments | 5% |
| Quizzes | 10% |
| Mid Term Exam | 25% |
| Attendance & Class Participation | 5% |
| Project + presentation | 15% |
| Final Exam | 40% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
|  | Introduction to the course  Importance and significance of Classroom management | AIOU 1  Walter & Shelly 1 | Reading assigned chapters, discussion | 1 |
|  | Components of classroom management | AIOU 2  Walter & Shelly 2 | Reading and discussion | 2 |
|  | Learning Environment and classroom | AIOU 3  Walter & Shelly 3 | Quiz,  Reading, lecture, discussion | 2 |
|  | Classroom Rules and Routines | AIOU 4  Walter & Shelly 4 | Developing CRM topic and questions by students for research | 3 |
|  | Effective Teaching Theory and Practice | AIOU 5 | Visit of schools | 2 |
|  | Models of Behavioural Management-I | AIOU 6  Walter & Shelly 5,6 | Sharing reports and suggestion for improvement | 3 |
|  | Models of Behavioural Management-II | AIOU 6  Walter & Shelly 5,6 | Sharing reports and suggestion for improvement | 3 |
|  | Classroom Strategies for Responding to Difficult Behaviour -1 | AIOU 7 | Developing CRM plan | 3 |
|  | Classroom Strategies for Responding to Difficult Behaviour -2 | AIOU 7 | Sharing CRM Plan in class | 3 |
|  | Classroom Management Tracking | AIOU 8 | Sharing CRM Plan in class | 3 |
|  | Managing behaviors and Problems in Classroom-I | AIOU 9  Walter & Shelly 8,9 | Sharing CRM Plan with school | 4 |
|  | Managing behaviors and Problems in Classroom II | AIOU 9  Walter & Shelly 8,9 | Sharing CRM Plan with school | 4 |
|  | Inclusive Classroom and its Management -I | Walter and Shelly 7 | Discussion | 5 |
|  | Inclusive Classroom and its Management -II | Walter and Shelly 7 | Discussion | 5 |
|  | Presentations |  |  | 5 |
|  | Presentations |  |  | 5 |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Project | Assignment | Presentation | Class Activities | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  | ✔ | ✔ |  |
| 2 |  | ✔ |  | ✔ |  |  |  | ✔ |
| 3 |  |  |  |  |  | ✔ | ✔ | ✔ |
| 4 |  | ✔ | ✔ |  |  |  |  | ✔ |
| 5 |  |  | ✔ | ✔ | ✔ |  |  |  |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLOs | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO5 |
| PLO 1: Subject matter knowledge | ✔ | ✔ |  |  |  |
| PLO 2: Human Growth and Development- |  |  |  | ✔ |  |
| PLO 3: Knowledge of Professional and Ethical Values |  |  |  |  | ✔ |
| PLO 4: Instructional Planning and Strategies |  | ✔ |  |  |  |
| PLO 5: Students’ Assessment |  |  |  |  |  |
| PLO 6: Learning Environment |  | ✔ |  |  |  |
| PLO 7: Effective Use of Information and Communication Technologies |  |  |  |  |  |
| PLO 8: Collaboration and Partnership |  |  | ✔ |  |  |
| PLO 9: Continuous Professional Development and Code of Conduct |  |  |  |  | ✔ |
| PLO 10: Teaching of English as FL/SL |  |  |  |  |  |

**Recommended Text Books:**

AIOU (2015). *Classroom Management.* Allama Iqbal Open University, Islamabad

Walter,J. & Feri,S. (2007). *Managing Classroom Behavior and Discipline.* Shell Education. USA

**Recommended Reference Books available at UMT library:**

There are more than 15 books available at UMT library.

https://lrc.umt.edu.pk/cgi-bin/koha/opac-search.pl?idx=kw&q=classroom%20management&offset=0&sort\_by=relevance\_dsc

**Internet Resources**

[**https://www.pdfdrive.com/search?q=Classroom+Management+&pagecount=&pubyear=&searchin=&em**](https://www.pdfdrive.com/search?q=Classroom+Management+&pagecount=&pubyear=&searchin=&em)**=**