Shortwood Teachers' College
Bachelor of Education

Department: Education
Course: Classroom Management
Time Period: 2018 – 2019 | Semester 1

Assignment #3 - GROUP
Due: Monday November 12, 2018

You have been hired to assist Miss Brown in the creation of Classroom Management solutions for her secondary class. Below is a case indicating the challenges faced by her.

Miss Brown is a teacher at a secondary school. For this new school year, she has been assigned to work with students in the upper secondary grades. She has been facilitating them for the past three weeks. In an effort to monitor her class, she keeps a daily journal in which she records her observations of learners. She has noted that a group of five (5) students from her grade 10 Class are consistently late for her 8 a.m. class. These same students are late for the class she has with them after their 11 a.m. break period. She has told them that they need to be at class early, however their behaviour has not improved.

During the class, students form groups and engage in chatter. Based on the teacher's observation, the chatter is unrelated to the lesson and when questions are asked, these students were unable to respond correctly. When students were asked to stop talking, they did, but only for a short period of time.

Miss Brown consistently gives students paper and pencil tests. She now realises that the data from her grade book shows that 80% percent of her students are receiving grades below the 50% pass mark as indicated by the school. She however, is not very concerned about this as the school always receives students with low GSAT passes and the CXC passes at the school have historically been low.

There is one student in the class in particular who is frequently absent and whenever he is present he is frequently in fights with his classmates. These fights usually begin after students are settled and left to complete independent work. Ms Brown breathes a sigh of relief whenever he is absent and feels anxious whenever he is in class. Ms Brown is very frustrated; she speaks to the students constantly about their performance and conduct. She sometimes raises her voice at them and resorts to embarrassing them, but even this does not work. She is often frustrated and depressed after classes have ended.

In your group, analyze the case of Ms Brown and use your assigned theory to respond to the tasks below:

    a. Provide an overview of the assigned theory.   **(4 marks)**

    b. Explain how three tenets of the assigned theory can be applied to an issue/s in Miss Brown's class.   **(9 marks)**

    c. Evaluate one implication of the theory for Miss Brown's role as a classroom manager.   **(3 marks)**

Language and Organization **2 marks**

References **2 marks**

**Presentations are to be between 30-40 minutes. All members of the group should actively participate.

Theories
Behaviorism
- ▪ Ivan Pavlov (Classical Conditioning)
- ▪ Albert Bandura

Humanistic
- ▪ Abraham Maslow

Instructional Planning
- ▪ Jerome Bruner
- ▪ David Ausubel

Constructivism
- ▪ John Dewey
- ▪ Jean Piaget
- ▪ Lev Vygotsky

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Rubric			
Overview of the Assigned theory	**4 marks**	**3 marks**	**2 marks**	**1 mark**
	The main tenets of the theory are clearly explained. The overview maintains the attention of the audience	*The main tenets of the theory are sometimes clearly explained. The overview maintains the attention of the audience*	*Some tenets of the theory are clearly explained while others have not been explored. The overview maintains the attention of the audience*	*Theory is incorrect. The overview does not interest the audience and contains three or more inaccuracies.*
Arguments	**7 – 9 marks**	**5 – 6 marks**	**3 – 4 marks**	**0 – 2 marks**
	Clear explanation of how three tenets of the assigned theory can be applied to a named issue/s in the case.	*Clear explanation of how two tenets of the assigned theory can be applied to a named issue/s in the case.* ***Or*** *Explanation of how three tenets of the assigned theory can be applied to a named issue/s in the case. However there are issues in relation to depth and clarity*	*Clear explanation of how one tenets of the assigned theory can be applied to a named issue/s in the case.* ***Or*** *Explanation of how one to two tenets of the assigned theory can be applied to a named issue/s in the case. However there are issues in relation to depth and clarity*	*Presenters do not have a grasp of the theory and are not able to present arguments that state why this is the most effective for managing the classroom.*
Application of the theory	**3 marks**	**2 marks**	**1 mark**	**0 mark**
	One implication of the theory for the teacher's role as a classroom manager is clearly discussed.	*One implication of the theory for Miss Brown's role as a classroom manager is discussed however greater depth and clarity is needed.*	*An implication is suggested but is neither clearly stated nor clearly discussed.*	*No demonstration of the theory to address the issue*

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Language and Organization	2 marks	1.5 marks	1 mark	0.5 mark
	Language errors are negligible and do not detract from the overall quality of the work. Work is well organized.	*Presentation has no more than eight (8) language errors. There is evidence of proper organization of ideas.*	*Presentation has more than nine (9) but less than fifteen (15) language errors. Work is satisfactorily organized.*	*Presentation has more than fifteen (15) language errors detracting from the overall quality. Work needed better organization of ideas.*
References	2 marks	1.5 marks	1 mark	0 – 0.5 mark
	At least four accurate in-text citations are articulated An accurate reference page is provided using the APA Style.	*Two or three accurate in-text citations are provided. An accurate reference page is provided using the APA Style.*	*One accurate in-text citations are provided. An accurate reference page is provided using the APA Style.*	*There is very limited evidence of research.* **OR** *In-text citations are evident but no reference page is provided.*

For the theory assigned, ensure that the overview addresses the following areas:

Ivan Pavlov (Classical Conditioning)
- General overview of Classical Conditioning
- Contiguity
- Neutral stimulus
- Unconditioned stimulus
- Unconditioned response
- Conditioned stimulus
- Conditioned response

Albert Bandura (Social Learning Theory)
- General overview of the social learning theory
- Observational learning
- Vicarious learning
- Attention
- Retention
- Production
- Motivation
- Factors affecting observational learning

Abraham Maslow (Humanistic Theory)
- General overview of the humanistic theory
- Self- actualization
- Self-esteem needs
- Belonging needs
- Safety needs
- Survival needs

Jerome Bruner (Spiral Learning Theory)
- General overview of Jerome Bruner's spiral learning
- Enactive Stage
- Iconic Stage
- Symbolic Stage
- Social learning
- Cultural learning
- Structure in learning
- Readiness for learning
- Spiral curriculum
- Intuitive and analytical thinking

David Ausubel (Subsumption Theory)
- General overview of Ausubel's subsumption theory
- Four processes of meaningful learning:
  - Derivative subsumption
  - correlative subsumption
  - Superordinate learning
  - Combinatorial learning
- Advanced organizers
- Expository teaching
- Comparative teaching

John Dewey (Constructivist)
- General Overview of the theory
- Continuity
- Interaction
- Democracy
- Experiences
- Value of the outdoors
- The teacher as a facilitator

Jean Piaget (Cognitive Constructivist Theory)
- General overview of the cognitive constructivist theory
- Schemas
- Organization
- Adaptation
- Assimilation
- Accommodation
- Disequilibrium
- Equilibration
- Stages of development: sensorimotor, pre-operational, concrete operational and formal operational

Lev Vygotsky (Socio-Cultural Theory)
- General overview of the socio-cultural theory
- Social interactions
- Cultural tools (real and symbolic)
- Self-regulation
- Zone of Proximal Development

- More knowledgeable others
- Scaffolding
- Assisted learning
- Magic Middle