Unit Outline
EDUC6001 Science and Mathematics Education Classroom Climate
Semester 1, 2016

Unit study package code: EDUC6001
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Workshop: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Dr
Name: David Henderson
Phone: +618 9266 5895
Email: David.Henderson@curtin.edu.au
Location: Building: 501 - Room: Level 4

Teaching Staff:
Name: Dr David Henderson
Phone: +618 9266 5895
Email: David.Henderson@curtin.edu.au
Location: Building: 501 - Room: Level 4

Administrative contact:
Name: Kat Minutillo
Phone: +618 9266 2158
Email: Kathleen.Minutillo@curtin.edu.au
Location: Building: 501 - Room: Level

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus


Introduction

The overall aim of the unit is to engage you in a scholarly process of conducting a review of literature and designing a research study suitable for use in the field of learning environments. This advanced form of professional learning will enable you to develop your reflective, critical and creative thinking aimed at improving your professional practice. The purpose of this unit is to enable you to develop a research proposal.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe the history of learning environment research</td>
<td><img src="https://example.com/attrib.png" alt="Picture" /></td>
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<tr>
<td>2 Critically analyse reports on learning environment research</td>
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<tr>
<td>3 Review utilise and design instruments for use in learning environment research</td>
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<tr>
<td>4 Describe recent qualitative and quantitative methods used in research on learning environments</td>
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</tr>
<tr>
<td>5 Plan a research study involving perceptions of learning environment</td>
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</tbody>
</table>

Curtin’s Graduate Attributes

- **Apply discipline knowledge**
- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)
Learning Activities

The unit comprises 4 modules linked to specific unit learning outcomes and requires the submission of two written assignments.

Students studying via Open Universities Australia work independently and are expected to make use of the resources provided on Blackboard, including the supplementary readings, links to other web-sites and e-journals, and exemplars of past students’ work. Students are expected also to use Curtin’s e-library to search for relevant research literature. Completed assignments must be submitted electronically via Blackboard. Tutors provide diagnostic and summative assessment on assignments and are also contactable by email. The assignments are cumulative inasmuch as the final research report (assignment 2) should contain work from assignment 1. Thus it is important for students to respond constructively to their tutors’ assessments. If work is re-defined, re-worked and reformulated it will help to improve the focus of the unfolding study.

Learning Resources

Essential texts

The required textbook(s) for this unit are:

- 2012 Reader:
  SMEC 622  CLASSROOM ENVIRONMENT
  SMEC 702  LEARNING ENVIRONMENTS
  Collated at Science and Mathematics Education Centre, Curtin University

Other resources

The following text reports on a number of research studies that may help you when considering your own research proposal:


Academic references used in developing the unit.

In addition to the comprehensive reader provided, the following general references are highly relevant to this unit:


Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
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</thead>
<tbody>
<tr>
<td>Literature review 2500 words</td>
<td>40 percent</td>
<td>Week: Week 6 Day: Friday April 15th Time: 11.59pm</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Research Proposal 4 to 5000 words</td>
<td>60 percent</td>
<td>Week: 11 Day: Friday May 27th Time: 11.59pm</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Assignment 1: Literature Review
   This assignment involves preparing review of the literature related to the field of learning environments. The assignment should show evidence of: (i) an appropriate breadth of reading, thoroughness of search, and clarity of focus of selected readings; (ii) a critical approach to the literature, demonstrated through awareness of the assumptions and values of the authors reviewed; and (iii) writing that is coherent, concise and well-focused.

2. Assignment 2: Research Proposal
   This assignment involves preparing a research proposal. The assignment should provide evidence of: (i) an ability to complete a research proposal to an appropriate academic standard in accordance with APA formatting and referencing conventions; (ii) an ability to write in a disciplined way, showing coherence, conciseness and clarity; and (iii) an ability to reflect critically and creatively on the value of the study (including the study’s significance).

If you would like your research proposal to focus on a particular outcome please refer to pages 1217-1231 in Fraser, 2012 (the second-named in our General References list) for a discussion of some of the ways by which learning environment instruments have been used in past research.

Pass requirements

In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible mark for an assessment that was handed in on time, will be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. The resubmitted work must be received by the due date.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

   1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence, if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g., allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm
Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Curtin School of Education Assessment Extension

The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Injury, illness or medical condition
- Family issues
- Commitments to participate in elite sport
- Commitments to assist with emergency service activities
- Unavoidable and unexpected work commitments

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students must apply for an Assessment Extension using the Assessment Extension form located at: http://students.curtin.edu.au/administration/forms.cfm. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment date/time or due/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application.

For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay.

If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Assessment Appeals

Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- Step 1 – Initial Request for Review by marker or unit co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

Corrupted or Unreadable Files
Assessments are not considered as submitted if the electronic file is not readable. It is a student's responsibility to ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer encounters a problem with a submitted file the student will be notified and must provide a readable file within 48 hours of this notification, after which it is considered as a late submission.

Students should check their Curtin student email daily during the assessment marking period.

**Student Support**

**Learning Centre**

- Comprehensive support for many aspects of students' learning is offered through face to face and online resources via the Learning Centre [http://unilife.curtin.edu.au/learning_support/learning_centre.htm](http://unilife.curtin.edu.au/learning_support/learning_centre.htm)

**Uni English**

- This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests.


**Counselling**

- All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). [http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm](http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm)

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

- Updating of some reading materials.
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<thead>
<tr>
<th>Week</th>
<th>Commencing</th>
<th>Relevant Readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Monday 29th February (Week 1)</td>
<td>Course introduction, introduction to the field of learning environments</td>
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<tr>
<td>MODULE 1 - Past learning environments research</td>
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<tr>
<td>Monday 7th March (Week 2)</td>
<td>Historical beginnings to learning environment research</td>
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<td>Monday 14th March (Week 3)</td>
<td>Past learning environments research Range (types) of research covered– associations; differences between teacher and student perceptions; actual preferred fit; evaluation of educational innovations; attempts to improve; combining qualitative and quantitative methods; cross national studies</td>
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<td>1, 2, 3</td>
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<td>MODULE 2 - Instruments for assessing classroom climates</td>
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<tr>
<td>Monday 21st March (Week 4)</td>
<td>Historically important questionnaires used to assessing classroom climates</td>
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<tr>
<td>Monday 28th March (Week 5)</td>
<td>Selecting appropriate instruments – considerations include reliability (face, content, discriminant, convergent, predictive and concurrent validity), suitability to context and need for translation.</td>
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<tr>
<td>Monday 4th April (Week 6)</td>
<td>Research design: Developing or contextualising a survey tool as means of collecting data, selecting a suitable sample.</td>
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<td>2, 3, 5-10</td>
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<td>MODULE 3 - Recent directions in learning environments research</td>
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<td>Monday 11th April (Week 7)</td>
<td>Qualitative approaches to the study of classroom climate</td>
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<td>Monday 18th April (Week 8)</td>
<td>Mixed-methods and qualitative approaches to the study of classroom climate</td>
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<td>Monday 25th April (Week 9)</td>
<td>Using student feedback as a tool for reflection in the action research process</td>
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<td>4, 8, 9, 1, 8-13</td>
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<td>MODULE 4 - Developing a Research Proposal</td>
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<tr>
<td>Monday 2nd May (Week 10)</td>
<td>Developing a Research Proposal – Part 1</td>
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<tr>
<td>Monday 9th May (Week 11)</td>
<td>Developing a Research Proposal – Part 2</td>
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<tr>
<td>Monday 16th May (Week 12)</td>
<td>Presentation of research outline (not required for external students)</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Monday 23rd May (Week 13)</td>
<td>Presentation of research outline (not required for external students)</td>
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<tr>
<td>Monday 30th May (Week 14)</td>
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