



# EDSE12025 Neuroeducation and Managing Challenging Behaviour

## Term 1 - 2025

Profile information current as at 26/03/2025 05:27 am

All details in this unit profile for EDSE12025 have been officially approved by CQUiversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Understanding how students learn and crafting learning experiences that align with the brain's processes is crucial for engaging learners. In this unit, you will acquire a foundation in educational neuroscience, understanding how students learn and how to manage challenging behaviour effectively. You will also delve into cultivating a growth mindset focused on continuous improvement to enhance student engagement, classroom management, and safety. Leveraging the latest insights from evidence-based research; you will gain the expertise and tools necessary to establish and sustain a safe and supportive learning environment that caters for the learning and well-being needs of all students.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite EDFE11038 Professional Practice 1 - Introduction to Teaching

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2025

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 10%

#### 2. **Project (applied)**

Weighting: 40%

#### 3. **Project (applied)**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Staff

**Feedback**

Make more concise the material in the first two modules that relate to the new Core Content for ITE courses

**Recommendation**

Rewrite modules 1 and 2 concisely.

#### Feedback from Staff

**Feedback**

Make assessment requirements succinct and specific to AITSL requirements.

**Recommendation**

Improve clarity and succinctness of assessment requirements.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals
2. Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness
3. Demonstrate knowledge and practical approaches to managing challenging behaviour derived from theory, policy and good practice using informed professionalism.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.2 Understand how students learn
- 3.1 Establish challenging learning goals
- 3.5 Use effective classroom communication
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety

Successful completion of this unit also provides opportunities for students to engage with the following Learning Outcomes from the AITSL Core Content 1 - The Brain and Learning:

- 1.1 Knowledge of what it means to be a 'novice' learner in comparison to an 'expert'. Knowledge of and skill in the related implications for practice.
- 1.2 Knowledge of the most efficient and effective process of knowledge acquisition in the brain, including the function of memory and the concept of cognitive overload.
- 1.3 Knowledge of the process that occurs in a novice brain during progression towards mastery. Knowledge of and skill in the need to adjust practice in response.
- 1.4 Knowledge and understanding of common neuromyths and the impact of their perpetuation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Project (applied) - 40%	•	•	
2 - Project (applied) - 50%	•		•
3 - Online Quiz(zes) - 10%		•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving		•	
3 - Critical Thinking	•		
4 - Information Literacy			
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### **Additional Textbook Information**

Our unit 'textbook' is from the Australian Government's Department of Education and is available online for free. Australian Education Research Organisation. (2023). *Classroom management resources: User guide*.

<https://www.edresearch.edu.au/sites/default/files/2023-12/classroom-management-resources-user-guide-aa.pdf>

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer - ability to access study materials, including instructional videos and scan and upload assessment.
- Word processing
- Computer - ability to access study materials, access Zoom application for meetings and view instructional videos.

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Ken Purnell** Unit Coordinator

[k.purnell@cqu.edu.au](mailto:k.purnell@cqu.edu.au)

**Katie Black** Unit Coordinator

## Schedule

### Module 1 - The Social Brain and Neuroplasticity - AITSL 1.2 & 1.5 - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
The Social Brain and Neuroplasticity	Module 1's PD course, <a href="#">The Social Brain</a> and Neuroplasticity lesson.	

### Module 2 - Cognitive Load and Neuromyths - AITSL 1.5 - 31 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Load and Neuromyths	Engage with Module 2 resources - <b>Cognitive Load lesson</b> and <b>Neuromyths lesson</b> .	<b>The Social Brain digital badge (AITSL 1.2 &amp; 1.5)</b> Due: Week 6 Wednesday (23 Apr 2025) 11:45 pm AEST

### Module 3 - Managing Challenging Behaviours - AITSL 4.3 - 28 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Managing Challenging Behaviours	Engage with Module 3 resources - The <b>'Managing Challenging Behaviour'</b> lesson, and the resources you select from our unit 'textbook', available online for free. Australian Education Research Organisation. (2023). <b>Classroom management resources: User guide.</b> <a href="https://www.edresearch.edu.au/sites/default/files/2023-12/classroom-management-resources-user-guide-aa.pdf">https://www.edresearch.edu.au/sites/default/files/2023-12/classroom-management-resources-user-guide-aa.pdf</a>	<b>The Brain and Learning (AITSL 1.5)</b> Due: Week 7 Wednesday (30 Apr 2025) 11:45 pm AEST

### Module 4 - Tricky Teens - AITSL 4.3 - 19 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Tricky Teens	The 'Tricky Teens' lesson, and the resources you select from our unit 'textbook', available online for free. Australian Education Research Organisation. (2023). Classroom management resources: User guide. <a href="https://www.edresearch.edu.au/sites/default/files/2023-12/classroom-management-resources-user-guide-aa.pdf">https://www.edresearch.edu.au/sites/default/files/2023-12/classroom-management-resources-user-guide-aa.pdf</a>	

## Assessment Tasks

### 1 The Social Brain digital badge (AITSL 1.2 & 1.5)

#### Assessment Type

Online Quiz(zes)

#### Task Description

Complete "The Social Brain" micro-credential and quiz, achieving 16 or more correct answers out of 20 to earn the CQU Digital Badge for 20 hours.

The Social Brain short course and quiz are available at

<https://bedifferent.cqu.edu.au/course/view.php?id=2469>

The quiz has 20 items from a bank of items, and you are allowed multiple attempts to do the quiz. Once you achieve 16 items correct or more out of 20, you are eligible for the CQU Professional Development Certificate of 20 hours produced electronically in The Social Brain short course.

Note: You should have received an email from Credly inviting you to claim your Digital Badge and Certificate. However, these are sometimes caught by CQU's TASAC systems and delayed. Please visit [https://www.credly.com/users/sign\\_in](https://www.credly.com/users/sign_in) and create an account using your email. Once you log in, your badge invitation should appear on the dashboard.

Download the CQU CPD instructions to access your certificate for The Social Brain.

#### Number of Quizzes

1

#### Frequency of Quizzes

#### Assessment Due Date

Week 6 Wednesday (23 Apr 2025) 11:45 pm AEST

#### Return Date to Students

Week 7 Friday (2 May 2025)

#### Weighting

10%

#### Assessment Criteria

On completing the micro-credential with a score of 16 or higher out of 20 items with multiple attempts permitted, you

will receive a PDF digital badge, which must be uploaded to the assessment portal to gain 10 marks for this task. Non-submission will result in 0 marks being awarded.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

No submission method provided.

### Submission Instructions

Submit your Digital Badge PDF for AT1 in Moodle in the Assessment section 'Submit AT1'.

### Learning Outcomes Assessed

- Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.

## 2 The Brain and Learning (AITSL 1.5)

### Assessment Type

Project (applied)

### Task Description

Create a written resource for teachers of about 2,200 words on the brain and learning. Chiefly use our resources from Modules 1 and 2. You are to use the AT2 template on our Moodle website. Your resource is to have these headings:

1. Novice vs. Expert Learners - Neuroplasticity
2. How the Brain Learns, Retains, and Masters Information
3. Neuromyths
4. Conclusion
5. References
6. Acknowledgment - if needed, place on your Title Page using words such as: While this work is chiefly my own, I wish to acknowledge the use of AI - specifically \_\_\_\_\_ - in generating some ideas and editing content for clarity and conciseness.

You must adhere to APA (2020) writing standards when responding to the assessment task. This includes addressing all task requirements and ensuring effective written, video or other media. Accurately acknowledge sources both in the text and in the References. Use scholarly writing emphasising clear communication with continuity, flow, conciseness, and clarity. Ensure precise word choice and well-structured sentences. The key is logically organising thoughts while maintaining audience interest through concise, purposeful expression (APA, 2020, p. 212).

### Assessment Due Date

Week 7 Wednesday (30 Apr 2025) 11:45 pm AEST

Submit via Moodle as a single Word document

### Return Date to Students

Week 9 Friday (16 May 2025)

Following Moderation

### Weighting

40%

### Assessment Criteria

#### Criteria and Standards Descriptors for AT2

Criteria and Standards Descriptors for AT2

**Pass** (50 to 64%) Mark:20-25

*Task Completion* - The main requirements of the task are addressed, demonstrating a basic understanding of the subject matter.

*Communication of Ideas* - The response evidences a basic understanding of the topic, with ideas communicated clearly but needing more depth and complexity. Some attempt is made to structure the response, though it may need to be more consistent. Errors in grammar and syntax are present but do not significantly impede understanding.

*Continuity and Flow* - The response is generally organised but may have occasional lapses in flow and continuity.

Transitional phrases are limited, resulting in a somewhat disjointed reading experience.

*Audience Engagement* - Basic understanding of audience needs. Simple engagement techniques used with some effectiveness.

*Writing Style* - The response demonstrates a basic understanding of the style with the correct use of in-text citations and references. However, there may be several errors in the use of the style.

**Credit (65 to 74%) Mark: 26-29**

*Task Completion* - The task's requirements are addressed with adequate detail and accuracy. The subject matter is well understood, and most concepts are explained correctly.

*Communication of Ideas* - The response evidences a good understanding of the topic, with ideas communicated clearly and logically and significant evidence of critical thinking. The structure of the response is generally coherent and organised. There are few errors in grammar and syntax, but they do not impede understanding.

*Continuity and Flow* - The response maintains a logical structure with clear transitions between sections. Transitional phrases are used effectively to connect ideas, though some areas may still feel slightly abrupt.

*Audience Engagement* - Good understanding of audience needs with examples. Several engagement techniques used effectively.

*Writing Style* - The response shows a good grasp of the style with mostly accurate in-text citations and references. There may be occasional minor errors in the use of the style.

**Distinction (75 to 84%) Mark: 30-34**

*Task Completion* - All aspects of the task are thoroughly addressed with detailed and accurate information, showing a strong understanding of the subject, providing clear and insightful explanations.

*Communication of Ideas* - The response demonstrates a thorough understanding of the topic, with ideas communicated clearly, logically, and in-depth. The response is well-structured and organised, with a clear progression of ideas. There are minimal errors in grammar and syntax.

*Continuity and Flow* - The response is well-structured, with smooth transitions that guide the reader through the content. Each section flows logically into the next, creating a cohesive narrative.

*Audience Engagement* - Thorough understanding of audience needs with detailed examples. Highly effective engagement techniques.

*Writing Style* - The response displays a strong understanding of style with accurate and consistent use of in-text citations and references. Very clear attention to detail and adherence to the style's guidelines.

**High Distinction (85 to 100%) Mark: 35-40**

*Task Completion* - All aspects of the task are thoroughly addressed with advanced, comprehensive, and detailed information. The work exhibits excellent understanding with deep insights and sophisticated analysis.

*Communication of Ideas* - The response shows an exceptional understanding of the topic, with ideas communicated with outstanding clarity, depth, and insight. The response is expertly structured and organised, with a seamless progression of ideas. There are no errors in grammar and syntax.

*Continuity and Flow* - The response exhibits a high level of coherence with seamless transitions between sections. The flow is natural and intuitive, enhancing the reader's understanding and engagement.

*Audience Engagement* - Exceptional understanding with insightful examples. Innovative and highly effective engagement techniques.

*Writing Style* - The response exhibits an excellent command of APA style with flawless in-text citations and references.



Formatting is precise and consistent throughout, demonstrating a thorough understanding and meticulous application of the style's guidelines.

Note: The "Fail" grade is below 50%. Mark <20

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals.
- Identify strategies to support student engagement in their learning using effective communication to maximise learning and wellness.

## 3 Practical approaches to manage challenging behaviour

### Assessment Type

Project (applied)

### Task Description

Create a written resource for use by beginning teachers on Practical Approaches to Managing Student Behaviour of about 2,500 words. Chiefly use our resources from Modules 3 and 4 and our 'textbook', Classroom management resources. You are to use the AT3 template on our Moodle website. Your resource is to have these headings:

1. Evidence-Based Approaches
2. Prevention and Proactive Management Strategies
3. De-escalation Techniques and Intervention Methods
4. Building Positive Relationships and Support Networks
5. Conclusion
6. References
7. Acknowledgment - if needed, place on your Title Page using words such as: While this work is chiefly my own, I wish to acknowledge the use of AI - specifically \_\_\_\_\_ - in generating some ideas and editing content for clarity and conciseness.

You must adhere to APA (2020) writing standards when responding to the assessment task. This includes addressing all task requirements and ensuring effective written, video or other media. A Pecha Kucha transcript is required for Turnitin (see submission instructions). Accurately acknowledge sources both in the text and in the References. Use scholarly writing emphasising clear communication with continuity, flow, conciseness, and clarity. Ensure precise word choice and well-structured sentences. The key is logically organising thoughts while maintaining audience interest through concise, purposeful expression (APA, 2020, p. 212).

### Assessment Due Date

Review/Exam Week Monday (9 June 2025) 11:45 pm AEST

### Return Date to Students

Following Moderation and prior to certification of grades

### Weighting

50%

### Assessment Criteria

#### Criteria and Standards Descriptors for AT3

**Pass** (50 to 64%) Mark: 25 - 32

Task Completion - The main requirements of the task are addressed, demonstrating a basic understanding of the subject matter.

Communication of Ideas - The response evidences a basic understanding of the topic, with ideas communicated clearly but needing more depth and complexity. Some attempt is made to structure the response, though it may need to be more consistent. Errors in grammar and syntax are present but do not significantly impede understanding.

Continuity and Flow - The response is generally organised but may have occasional lapses in flow and continuity.

Transitional phrases are limited, resulting in a somewhat disjointed reading experience.

Audience Engagement - Basic understanding of audience needs. Simple engagement techniques used with some effectiveness.

Writing Style - The response demonstrates a basic understanding of the style with the correct use of in-text citations and references. However, there may be several errors in the use of the style.

**Credit (65 to 74%) Mark: 33-37**

Task Completion - The task's requirements are addressed with adequate detail and accuracy. The subject matter is well understood, and most concepts are explained correctly.

Communication of Ideas - The response evidences a good understanding of the topic, with ideas communicated clearly and logically and significant evidence of critical thinking. The structure of the response is generally coherent and organised. There are few errors in grammar and syntax, but they do not impede understanding.

Continuity and Flow - The response maintains a logical structure with clear transitions between sections. Transitional phrases are used effectively to connect ideas, though some areas may still feel slightly abrupt.

Audience Engagement - Good understanding of audience needs with examples. Several engagement techniques used effectively.

Writing Style - The response shows a good grasp of the style with mostly accurate in-text citations and references. There may be occasional minor errors in the use of the style.

Use of AT2 Feedback in AT3 - Reasonable use of marker feedback on how to improve.

**Distinction (75 to 84%) Mark: 38-42**

Task Completion - All aspects of the task are thoroughly addressed with detailed and accurate information, showing a strong understanding of the subject, providing clear and insightful explanations.

Communication of Ideas- The response demonstrates a thorough understanding of the topic, with ideas communicated clearly, logically, and in depth. The response is well-structured and organised, with a clear progression of ideas. There are minimal errors in grammar and syntax.

Continuity and Flow - The response is well-structured, with smooth transitions that guide the reader through the content. Each section flows logically into the next, creating a cohesive narrative.

Audience Engagement - Thorough understanding of audience needs with detailed examples. Highly effective engagement techniques.

Writing Style - The response displays a strong understanding of style with accurate and consistent use of in-text citations and references. Very clear attention to detail and adherence to the style's guidelines.

Use of AT2 Feedback in AT3 - Precise use of marker feedback, as relevant.

**High Distinction (85 to 100%) Mark: 43-50**

Task Completion- All aspects of the task are thoroughly addressed with advanced, comprehensive, and detailed information. The work exhibits excellent understanding with deep insights and sophisticated analysis.

Communication of Ideas - The response shows an exceptional understanding of the topic, with ideas communicated with outstanding clarity, depth, and insight. The response is expertly structured and organised, with a seamless progression of ideas. There are no errors in grammar and syntax.

Continuity and Flow - The response exhibits a high level of coherence with seamless transitions between sections. The flow is natural and intuitive, enhancing the reader's understanding and engagement.

Audience Engagement -Exceptional understanding with insightful examples. Innovative and highly effective engagement techniques.

Writing Style -The response exhibits an excellent command of APA style with flawless in-text citations and references. Formatting is precise and consistent throughout, demonstrating a thorough understanding and meticulous application of the style's guidelines.

Use of AT2 Feedback in AT3 - Explicit use of marker feedback, as relevant, with no errors.

Note: The "Fail" grade is below 50%. Mark <25

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

COVER SHEET Assignment details and presentation link (where applicable). | TRANSCRIPTS (text only) | A Pecha Kucha transcript, with referencing, must be uploaded onto Moodle for a TurnItIn check. | PECHA KUCHA PPT - must be under 100MB

### **Learning Outcomes Assessed**

- Utilise research into how students learn using the brain's plasticity through engagement in their learning and appropriately challenging stretch goals.
- Demonstrate knowledge and practical approaches to managing challenging behaviour derived from theory, policy and good practice using informed professionalism.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem