

Identification	Subject	EDU496, Classroom management, 6 ECTS
	Department	Education
	Program (Undergraduate, Graduate)	Bachelors
	Term	Fall 2026
	Instructor	Oluwaseyi Sodiya
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	Classroom/hours	14:10 and 15:50
Prerequisites	Primary School Teacher Education	
Language	English	
Compulsory/ Elective	Compulsory	
Textbooks and course materials	This course utilizes core evidence-based texts and international guidelines to bridge theoretical behavior models with actual primary school teaching practices: 1. Evertson, C. M., Emmer, E. T., & Poole, I. R. (2022). <i>Classroom management for elementary teachers</i> (11th ed.). Pearson. 2. Walters, J., & Frei, S. (2007). <i>Managing classroom behavior and discipline</i>. Shell Education. 3. Roth, J. T. (2014). <i>Classroom management for successful instruction</i>. Shell Education. 4. Peace Corps. (2007). <i>Classroom management idea book</i> (Information Collection and Exchange Publication No. M0088). Peace Corps, Office of Overseas Programming and Training Support.	
Course description	This course is designed to equip undergraduate teacher candidates with research-backed frameworks and practical competencies necessary to establish orderly, supportive, and engaging learning environments in elementary classrooms. Building on foundational research, the course addresses critical classroom dimensions such as proactive organization of space and materials, cooperative learning design, and cultural sensitivity in behavior management. Future primary teachers are systematically guided to transition from the role of a student to a reflective professional who approaches classroom management as a structured, deliberate project. Classroom organization is demonstrated to predict student achievement directly, establishing that instruction and management must exist in a mutually reinforcing system.	
Course objectives	This course is design to assist pre-service teacher in primary teacher education program to achieve the following objectives: • Evaluate the structural factors that make primary school classrooms highly complex, multi-layered social environments. • Construct and evaluate physical classroom layouts that maximize instructional space, reduce traffic distractions, and maintain full visibility. • Formulate clear, enforceable classroom rules and behavioral routines in collaboration with primary students to encourage voluntary cooperation. • Differentiate and implement positive instructional delivery techniques (e.g., bell work, paced transitions, and multi-modal strategies) to keep students actively engaged on task.	

	• Integrate natural and logical consequences, targeted behavior contracts, and positive incentive structures to manage disruptive actions. • Assess and implement Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI), and positive intervention tools for students with diverse behavioral and academic special needs. • Develop a comprehensive, culturally sensitive personal Classroom Management Action Plan based on host-school and community norms.	
Learning Outcomes	After completing this classroom management course, students will demonstrate professional competence across the following primary learning outcomes: • CLO 1: Analytical Diagnosis: Students diagnose classroom dynamics using structured observation techniques, identifying the root causes of off-task behaviors and instructional friction. • CLO 2: Spatial & Material Architecture: Students construct functional floor plans and materials storage protocols tailored to diverse elementary classrooms, accommodating English language learners and physical special needs. • CLO 3: Rule Installation and Routine Mastery: Students design step-by-step procedures for classroom transitions (lining up, small group entry, materials distribution) and outline lesson plans to explicitly teach these to children. • CLO 4: Behavioral Interventions and Crisis Skills: Students formulate positive behavior support contracts and multi-tiered intervention chains (MTSS/RTI), balancing firm teacher authority with student dignity and restorative justice. • CLO 5: Professional Partnership and Action Planning: Students compile a parent-teacher partnership framework and synthesize a personal Classroom Management Action Plan aligning with evidence-based theories (Glasser, Canter, and Jones models).	
Teaching methods	Case analysis	Analytical review of classroom and critique real-world teacher decisions
	Group discussion	Drafting classroom floor plans, plotting behavior tracking charts, designing rules posters, and formulating behavioral contracts.
	Lecture	Lecture and discussion interactive slide presentations presenting core classroom management frameworks, followed by whole-class debriefs based on child

			psychology and research	
		Simulation	Micro-teaching scenarios where students practice non-verbal signals, conduct simulated parent conferences, and implement logical consequence interventions in real time.	
Evaluation Criteria		Methods	Date/deadlines	Percentage (%)
		Midterm Exam	TBA	CLO 1, 2, 3 (30%)
		Quizzes		CLO 1, 3 (10%)
		Practical Assignments	Classroom Management Action Plan (With Rubrics)	All CLOs (5 %)
		Activity	Weekly interactive simulations, activities	CLO 3, 4 (5%)
		Capstone	Writing Capstone - Group Project (With Rubrics) Presentation	All CLOs 10 %
		Attendance		All CLOs (5%)
		Final Exam	TBA	All CLOs (35%)
		Total		100
Class Policy				
Tentative Schedule				
Week	Date/Day (tentative)	Topics	Textbook/ Assignments	
1		Classroom Complexity & Foundational Principles <i>Understanding primary classrooms as complex, multidimensional places.</i> <i>Contrast Ms. Johnson (disorganized) and Ms. Carter (structured) vignettes.</i> .	Evertson Ch 1 Peace Corps Intro	
2		Relationship Building in Primary Environments <i>Fostering bi-directional respect, healthy student-teacher rapport, and pupil adjustment.</i> <i>Incorporating positive expectation cues.</i> <i>Restorative morning meetings and student motivation parameters.</i>	Evertson Ch 2 Peace Corps Strategy 3	
3		Providing a Positive Learning Environment . <i>The Emotional and Physical Environments</i> <i>Connecting the Constructed Environment to Instructional Lessons</i>	Walters & Frei Ch 2	
4		Spatial Layout and Classroom Architecture	Evertson Ch 3	

		<i>5 keys for effective primary room arrangements.</i> <i>Designing dedicated areas (independent work, centers, high-traffic zones).</i> <i>Layout considerations for English Language Learners and special physical needs</i>	Walters & Frei Ch 3 Peace Corps Strategy 1
5		Distinguishing preventative management from reactive behavior discipline <i>Classroom Management vs. Classroom Discipline.</i> <i>Examine Your Current Practices</i> <i>Rate Your Role in the Classroom Environment</i> <i>Taking the Time to Reflect</i>	Walters & Frei Ch 1
6		Formulating Rules and Procedures <i>Defining rules vs. step-by-step procedures.</i> <i>Co-creating democratic rules with young children.</i> <i>Installing procedures for transitions, talk, movement, and material distribution.</i>	Evertson Ch 4 Walters & Frei Ch 3 Peace Corps Strategy 2
7		Managing Student Work and Constructive Feedback <i>Systems for tracking assignments, homework folders, and formative assessment data.</i> <i>Best practices for delivering constructive verbal, written, and digital feedback.</i> <i>Establishing student responsibility.</i>	Evertson Ch 5 Walters & Frei Ch 4
8		The First Days of School: Establishing the Environment <i>Structuring the critical first week: teaching routines, signals, and rules.</i> <i>Developing predictable student 'bell work' systems.</i> <i>Strategies for welcoming late-arriving students.</i>	Evertson Ch 6 Walters & Frei Ch 3 Peace Corps Strategy 5
		Midterm exam	
9		Instructional Management and Pacing <i>Maximizing academic learning time to systematically prevent off-task behavior.</i> <i>Effective lesson pacing and limiting direct instruction to 15-minute intervals.</i> <i>Managing materials.</i>	Evertson Ch 7 Walters & Frei Ch 4 Peace Corps Strategy 4
10		Encouraging Desirable Behavior and Incentives <i>Establishing positive incentive systems that build student intrinsic motivation.</i> <i>Praise vs. Correction boundaries.</i> <i>Implementing targeted behavior reward contracts</i>	Evertson Ch 9 Walters & Frei Ch 3
11		Effective Communication and Conflict Resolution <i>Using structured 'I' messages, empathetic active listening, and neutral statements.</i> <i>Teaching students' self-mediation and utilizing class</i>	Evertson Ch 10 Walters & Frei Ch 8, 9
12		Responsive Interventions for Problem Behaviors <i>Dealing with minor vs. major disruptive behaviors.</i> <i>Implementing proximity control and neutral choice redirection.</i> <i>Utilizing natural vs. logical consequences.</i>	Evertson Ch 11 Walters & Frei Ch 5, 6 Peace Corps Disruptive

13		Groups with Special Needs and Multi-Tiered Support <i>Response to Intervention (RTI) and Positive Behavioral Interventions & Supports (PBIS).</i> <i>Tailoring management for neurodivergent children and learning disabilities.</i>	Evertson Ch 12 Walters & Frei Ch 7
14		Assessment and Grading <i>Understanding Assessment</i> <i>Formative Assessment and Feedback</i> <i>Grading Practices</i> <i>Academic Integrity and Cheating</i>	Peace Corps Disruptive Ch5
15		Final Capstone Review <i>Portfolio Defense of Classroom Management Plans.</i> <i>Presenting physical room blueprint, rules poster, transition scripts, and parent-teacher communication guides.</i>	Portfolio Submission: Capstone Action Plan Portfolios. Evaluation: Final Capstone Presentations.
		Final exam	

Rules (Teaching policy and behavior)

Academic Integrity & Honesty

Undergraduate candidates are expected to exhibit the highest standards of professional and academic integrity. Cheating, plagiarizing, sharing quiz questions across class sections, or faking documentation constitutes serious professional misconduct. Any violation of these standards will lead directly to institutional discipline and an automatic failing grade for the associated assessment.

Attendance and Classroom Professionalism

As this course is a core professional requirement for primary school teacher licensing, consistent punctuality and attendance are mandatory. Candidates must behave toward faculty and peers in a manner that models professional elementary standards. Unexcused absences will systematically impact the final grade.

Active Engagement and Psychological Safety

To foster deep professional competence, students must actively participate in role-play simulations, classroom management simulations, and peer mediation exercises. Our classroom space maintains a low 'affective filter' where students are encouraged to test new techniques, make instructional errors, receive constructive instructor feedback, and improve without anxiety.

Capstone Project

The Classroom Management Action Plan is a highly functional portfolio artifact. It serves as a teacher student's evidence of readiness for student teaching, containing their physical classroom blueprints, behavioral expectations, restorative intervention ladders, and digital classroom communication protocols.

Dignity, Culture, and Inclusive Respect

All interactions, both during simulated interventions and peer critiques, must maintain the ultimate dignity of every participant. We systematically explore child behaviors and classroom rules within localized school cultures, avoiding rigid coercion or hostile discipline in favor of culturally responsive behavior supports.