

DEPARTMENT OF EDUCATION

COURSE OUTLINE– Fall 2026

ED2200: Classroom Management and Student Engagement–3(3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Doris LaChance	PHONE:	(780)539-2234
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OFFICE HOURS:	TBD or by appointment		

CALENDAR DESCRIPTION:

Understanding how to plan and establish successful classroom management techniques while ensuring student engagement is a crucial part of effective teaching at all grade levels. In this course, key aspects will be explored to equip pre-service teachers with strategies and skills to establish positive, structured, and supportive learning environments. Emphasis is placed on embedding classroom organization and management techniques into every lesson and regular routines. Through applied practice and reflection, students will develop multiple strategies conducive to smooth classroom functioning and optimal student engagement.

PREREQUISITE(S):

COREQUISITE(S): ED2510

REQUIRED MATERIALS:

Various readings such as book chapters and journal articles will be introduced in the beginning of the course.

The course schedule with reading list and reading links/files will be provided on the D2L/myClass course page.

DELIVERY MODE(S): On campus, in-person

LEARNING OUTCOMES:

Alberta Teaching Quality Standard (TQS)

Learning Outcomes support students to begin demonstrating competencies and indicators of the Alberta Teaching Quality Standard.

Through the completion of ED2200, students will:

1. Demonstrate an understanding of student engagement and the need to positively connect with every student in intentional and effective ways.
2. Explain how thoughtfully planned learning environments and established instructional routines can support engagement, motivation, and a sense of belonging for all learners.
3. Evaluate key aspects of effective classroom management and their role in ensuring positive, inclusive, and well-functioning learning environments.
4. Analyze the relationship between classroom management practices and student engagement, with particular attention to educator and student expectations, the learning environment, and instructional decision-making.
5. Apply and justify classroom management decisions within daily instruction, including grouping practices, responding to student questions and requests, providing feedback, and smooth transitions to ensure balanced and effective collaboration.
6. Plan and implement proactive classroom management strategies in lesson preparation, including clear expectations, effective routines, and boundaries that support positive behaviour and learning.
7. Practice efficiently responding to student questions during lessons to maintain a steady flow of activities and set up smooth transitions between different tasks to minimize disruption and promote active student participation.
8. Evaluate preventative strategies and responses to student disengagement and challenging behaviour, with an emphasis on developmentally appropriate, relationship-based approaches that promote mutual student-teacher respect, positive connection, and accountability.
9. Critically reflect on teaching practices, including strengths and challenges, to refine classroom management and engagement strategies.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

****For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Quizzes	20%
Learner Engagement	15%
Learning Journal	20%
Classroom Management in Action	20%
Philosophy Statement and Visual Representation	25%
Total:	100%

GRADING CRITERIA

Please note that most institutions will not accept your course for transfer credit **IF** your grade is **less than C-**.

To progress in the Bachelor of Education program, students must achieve a minimum grade of C- in all Education (ED) courses. Any grade below C- does not meet the passing requirement and will require the student to repeat the course.

Grading Chart for courses with Alpha Grading:

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49



COURSESCHEDULE/TENTATIVETIMELINE:

Module	Focus/Topics/Concepts	Required Readings and Lecture Resources
1 (weeks 1-3)	An Ages of Change (classroom management, engagement, interactions, behaviours, restorative practices, and the circle of courage)	Chapter 1: From Achievement to Engagement: Two Ages of Educational Change from Five Paths of Student Engagement "Baumrind's Parenting Styles" "Changing Behaviors By Changing the Environment" Module 3: Behaviour is Communication from Inclusion Outreach Instructional Strategies Chapter 1: Rethinking Our Approaches to Managing Behaviour from <i>Restorative Practices in the Classroom</i> Circle of Courage
2 (weeks 4 - 5)	Theories of Engagement and Motivation (Levels of engagement, hierarchy of needs, motivation theory, mastery of learning, sociological perspectives)	Chapter 2: Theories of Engagement and Motivation: From Maslow to Flow from Five Paths of Student Engagement Chapter 1: Making Engagement Central from <i>Working on the Work</i> Chapter 1: The Promise of Mastery Learning from <i>The Mastery Learning Handbook</i>
3 (weeks 6 - 7)	Myths and Enemies of Engagement (Learning styles, technology, fun, generative AI, five enemies of engagement)	Chapter 3: Three Myths of Engagement: Relevance, Technology, and Fun; and Chapter 4: The Five Enemies of Engagement: And How to Defeat Them from Five Paths of Student Engagement Article: "The Three Big Misconceptions About Student Engagement" Article: Roundup on Research: The Myth of 'Learning Styles'



4 (weeks 8 – 10)	Keys to Effective Classroom Management (Cycle of classroom management, evidence of effectiveness, classroom management spectrum, routines and rituals, strategies for immediate action, strategies for group communication and engaged learning, trauma-informed pedagogy)	Chapter 1: Revisiting Classroom Management with Fresh Eyes; Chapter 3: The Classroom Management Spectrum; Chapter 4: Comfortable Learning Cribs; Chapter 5: Here's the Deal; Chapter 6: Excuse Me?; and Chapter 11: Everybody In! from From Discipline to Culturally Responsive Engagement The Well-Manged Classroom from <i>The First Days of School: How to Be an Effective Teacher</i> Article: Student Engagement as an Aspect of Classroom Management Chapter 3: Understand Students who Experience Trauma; and Chapter 4: Empathy with Accountability from Cultivating a Classroom of Calm
5 (weeks 11–15)	Paths of Student Engagement (new theoretical framework, questioning techniques and wait time, ethical relationality, two-eyed seeing, talking circles)	Chapter 6: The Five Paths of Student Engagement: In Theory and Practice from Five Paths of Student Engagement Chapter 7: What do I Want This Question to Do?; and Chapter 8: A Glossary of Questions From Asking Better Questions Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools Raven Speaks "About Sharing Circles"

STUDENT RESPONSIBILITIES

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

Attendance

Attendance in this course is very important. Missing a class has consequences for completing assignments, preparing for exams, or assessments. Students who arrive late or are absent from class are responsible for getting materials and information about the class activities from their classmates.

If you are or will be absent, please notify your instructor in advance.

If you are repeatedly absent you may receive an email notifying you of the risks associated with absenteeism.

Participation

There is an expectation that you participate in class discussions and activities and demonstrate professionalism in your interactions. Each student is responsible for ensuring respectful contributions to the learning environment. This relies on preparation for classes, activities and assignments, including an awareness of notices or updates communicated through myClass (D2L). Students should familiarize themselves with myClass and check it regularly. D2L is used for course organization including lectures, materials, resources and grade book.

Disruptive Behaviour

To ensure a positive learning environment for all, please make sure that your actions do not disrupt the instructor or other students. Students who are disruptive/disrespectful may be asked to leave. Arrive on time and prepared for class. Chronically arriving late is distracting to others. Follow your instructor's guidelines for the use of digital devices in the classroom.

Policy on Late Assignments

Assignment due dates will be discussed in class. Assignments are due at 23:59 pm on the due date unless another time is specified. Assignments submitted after the due date will be considered late. Missed assessments (assignments, quizzes, etc...) will be recorded as zero. No late assignments or rewrites of examinations are allowed.

Email

Email correspondence to your instructor must be sent from your NWP student email account. Please include the course name and number in the subject line. Emails should be professionally formatted and include correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

Statements of Expectations for AI use

Completing learning activities and assignments is a critical part of learning and essential to the development of your professional practice as an educator. Therefore, in this course, all learners will pledge to use AI tools in ethical and appropriate ways.

For example, it *would not be* ethical or appropriate to use Generative Artificial Intelligence applications such as ChatGPT to write a draft of a discussion post or assignment and submit it as your own work. The use of Generative Artificial Applications such as ChatGPT without proper citation will be considered plagiarism and treated as such using Northwestern Polytechnic's Academic Misconduct Procedures.

In comparison, it *would be* ethical and appropriate for you to use AI tools such as Spell Check or Grammarly to identify spelling and grammar errors in your own work so you can correct them before submission.

If you require additional clarity on the use of AI in this course, please reach out to your instructor.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

****Note:** all Academic and Administrative policies are available on the same page.