

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, Métis, 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
OFFICE:	A310	E-MAIL:	dlachance@nwpolytech.ca
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.

Students are responsible for all fees associated with ProctorU, a live proctoring service for online exams. Fees are paid when you schedule your exams through ProctorU. Pricing per exam is as follows:

60 minutes or less – \$16 USD

61–120 minutes – \$25 USD

121 – 180 minutes – \$31 USD

DELIVERY MODE(S):

Asynchronous (online): This type of course will be delivered online through D2L/myClass. There are no set class times and students attend remotely and asynchronously. Instructor help will be available remotely via video conferencing (ex. Microsoft Teams) and email.

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.transferralberta.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:

Learning checks	10%
Discussion posts	20%
Learning Journal	10%
Classroom Management in Action	15%
Philosophy Statement and Visual Representation	20%
Final Exam (date TBD, between Dec. 12-19)	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:

Week	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)	Chapter 2: Theories of Engagement and Motivation: From Maslow to Flow from Five Paths of Student Engagement Chapter 1: Making Engagement Central from



	of learning, sociological perspectives)	<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 Cribbs; Chapter 5: Here’s the Deal; Chapter 6: Excuse Me?; and Chapter 11: Everybody In! from From Discipline to Culturally Responsive Engagement The Well-Managed 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"
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STUDENT RESPONSIBILITIES

Students must read, understand and comply with Northwestern Polytechnic academic policies.

****Note:** all Academic and Administrative policies are available at

<https://www.nwpolytech.ca/leadership/policies>.

Policy on Late Assignments

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/leadership/policies>.

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

Additional Information:

Include for EC courses

USING PROCTOR U

This course uses ProctorU Live for online exams. To utilize this service, you are required to complete the following steps:

- Create a ProctorU account by clicking the ProctorU link in the course.
- Download and install the Guardian Web Browser, Google Chrome, and the ProctorU extension.
- Schedule each exam at least 3 days (72 hours) in advance. If you miss this deadline, you cannot take the exam.
- Pay for the proctoring service. The fees are exclusively your responsibility and in no event shall be the responsibility of Northwestern Polytechnic.

For more detailed instructions [click here](#), and for video instructions [click here](#).

Before each exam, you must complete a room scan with your web camera, during which you will show your surroundings to a live proctor.

The invigilator will ask to view (but not collect or store) your student identification to verify your identity and will remotely access your computer to unlock the exam. When monitoring your actions via video streaming, the invigilator may possibly record your actions if they suspect academic integrity behavioural issues. You will be verbally notified if/when recording begins.

The personal information collected through ProctorU is collected under the authority of the *Post-Secondary Learning Act* (s. 65) and the *Protection of Privacy Act* (ss. 4(a) & (c)). This information is used to verify your identity, monitor exam conditions, and address potential academic integrity concerns during your online exam.

NWP may input the collected personal information into automated systems to fulfill the purposes stated above. This may include activities such as flagging potential academic integrity concerns for review.

Questions regarding the collection of this personal information can be directed to:
The Office of the Vice-President Academic – Northwestern Polytechnic –
VPAR@NWPolytech.ca

Records Retention: Any video records of you created by ProctorU will be kept by ProctorU for a maximum of 7 days in order to make a decision about any possible academic integrity infraction, after which time it shall be permanently deleted. All other personal information collected and stored by ProctorU within your profile account will be permanently deleted if the account has not been used after one year.

Consent to Store Personal Information outside Canada

ProctorU is an American company. An agreement is in place between ProctorU and Northwestern Polytechnic by which ProctorU will take reasonable steps to protect your personal information from unauthorized access and disclosure. Information about how ProctorU protects your privacy can be found in their [Privacy Policy](#).

By using the ProctorU service via Northwestern Polytechnic, you consent to the storage of and access to your personal information outside of Canada.

This consent is in effect from the day you register with ProctorU and expires one year after completion of your exam.

Additional privacy and liability information regarding the use of ProctorU is available on the NWP website.