

Classroom Management and Reflection (H002196)

Course size *(nominal values; actual values may depend on programme)*

Credits 4.0

Study time 120 h

Course offerings and teaching methods in academic year 2025-2026

A (semester 2)	Dutch	Gent	practical lecture independent work seminar
B (semester 2)	Dutch	Brugge	seminar practical lecture independent work
K (semester 2)	Dutch	Kortrijk	independent work practical lecture seminar

Lecturers in academic year 2025-2026

Rotsaert, Tijs

PP06

lecturer-in-charge

Offered in the following programmes in 2025-2026

	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	4	A
Master of Science in Teaching in Languages(main subject Applied Language Studies)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	4	A
Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)	4	A
Master of Science in Teaching in Science and Technology(main subject Bioengineering)	4	A
Master of Science in Teaching in Science and Technology(main subject Biology)	4	A
Master of Science in Teaching in Economics(main subject Business Administration)	4	A
Master of Science in Teaching in Economics(main subject Business Economics)	4	A
Master of Science in Teaching in Science and Technology(main subject Chemistry)	4	A
Master of Science in Teaching in Social Sciences(main subject Communication Science)	4	A
Master of Science in Teaching in Science and Technology(main subject Computer Science)	4	A
Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)	4	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	4	A
Master of Science in Teaching in Economics(main subject Economics)	4	A
Master of Science in Teaching in Behavioural Sciences(main subject Educational Sciences)	4	A
Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)	4	A
Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)	4	A
Master of Science in Teaching in Science and Technology(main subject Geology)	4	A
Master of Science in Teaching in Arts and Humanities (main subject History)	4	A
Master of Science in Teaching in Social Sciences(main subject Laws)	4	A

Master of Science in Teaching in Languages(main subject Linguistics and Literature)	4	A
Master of Science in Teaching in Science and Technology(main subject Mathematics)	4	A
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	4	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	4	A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	4	A
Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	4	A
Master of Science in Teaching in Social Sciences(main subject Political Science)	4	A
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	4	A
Master of Science in Teaching in Economics(main subject Public Administration and Management)	4	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	4	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	4	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	4	A
Master of Science in Teaching in Physical Education	4	A
Master of Science in Speech Language and Hearing Sciences(main subject Audiology)	4	A
Master of Science in Electromechanical Engineering(main subject Control Engineering and Automation)	4	A
Master of Science in Electromechanical Engineering(main subject Electrical Power Engineering)	4	A
Master of Science in Speech Language and Hearing Sciences(main subject Logopaedics)	4	A
Master of Science in Electromechanical Engineering(main subject Maritime Engineering)	4	A
Master of Science in Electromechanical Engineering(main subject Mechanical Construction)	4	A
Master of Science in Electromechanical Engineering(main subject Mechanical Energy Engineering)	4	A
Micro-credential Classroom Management and Reflection	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	4	A, B, K
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	4	A, B, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	4	A, B, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)	4	A, B, K
Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)	4	A, B, K
Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)	4	A, B, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)	4	A, B, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)	4	A, B, K
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	4	A, B, K
Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	4	A, B, K
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main	4	A, B, K

subject Educational Sciences)		A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geology)	4	A, B, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)	4	A, B, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Laws)	4	A, B, K
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Mathematics)	4	A, B, K
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)	4	A, B, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	4	A, B, K
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	4	A, B, K
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)	4	A, B, K
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Physics and Astronomy)	4	A, B, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Political Science)	4	A, B, K
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	4	A, B, K
Master of Science in Teaching in Economics (abridged programme)(main subject Public Administration and Management)	4	A, B, K
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences)	4	A, B, K
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Sociology)	4	A, B, K
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)	4	A, B, K
Master of Science in Teaching in Arts and Humanities (abridged programme)	4	A, B, K
Master of Science in Teaching in Languages (abridged programme)	4	A, B, K
Master of Science in Teaching in Behavioural Sciences (abridged programme)	4	A, B, K
Master of Science in Teaching in Economics (abridged programme)	4	A, B, K
Master of Science in Teaching in Health Sciences (abridged programme)	4	A, B, K
Master of Science in Teaching in Physical Education (abridged programme)	4	A, B, K
Master of Science in Teaching in Science and Technology (abridged programme)	4	A, B, K
Master of Science in Teaching in Social Sciences (abridged programme)	4	A, B, K

Teaching languages

Dutch

Keywords

Classroom management, teacher professionalism, ethics of teaching, reflection

Position of the course

This course contributes to the realization of the foundation of professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on www.ugent.be/educatievemaster

Contents

The content of this course is ordered according to six themes:

- 1 Analysis of all teacher decisions concerning teaching and learning that affect classroom management
- 2 Classroom management and student motivation

- 3 Classroom management and the relation between teacher-student
- 4 Classroom management and externalizing problematic behavior
- 5 Classroom management and the learning environment
- 6 Classroom management and parents

Initial competences

Final competences

- 1 Analysing and optimizing pedagogical situations and cases, as well as formulating suggestions on the base of knowledge of classroom management.
- 2 Translating theoretical conceptions about motivation into concrete classroom management actions.
- 3 Choosing an optimal teacher student relationship to foster an optimal classroom management.
- 4 Making successful choices to guarantee classroom management becoming more optimal (objectives, learning content, didactical strategies, media and evaluation).
- 5 Being able to manage externalizing problematic student behavior.
- 6 Developing a sound decision base to deal with parents in view of optimal classroom management

Conditions for credit contract

This course unit cannot be taken via a credit contract

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Practical, Independent work

Extra information on the teaching methods

Modules will be tackled through lectures on the one hand, and through online learning paths on the other hand which students use as independent work. To guarantee an application orientation in the course, students participate in two compulsory practica. These practice introduce key competences in a more complex setting and they are geared to the modules of the course: e.g. externalising problem behavior and dealing with parents/context. Application of competences is supported in the practica by the involvement in clinical skill tests, e.g. related to dealing with parents and dealing with verbal aggression in the classroom. The independent work involves a practical assignment about one module (e.g. motivation).

LIO students can, with the approval of the internship coordinator, follow an alternative path under certain conditions. Specific information will be included in the LIO manual.

This course assumes the responsible use of generative artificial intelligence (GAI).

During the lessons, what this means will be explained.

Study material

Type: Handbook

Name: Martin Valcke en Brigitte De Craene. Leerkracht in actie. Word manager van je klas in je school. (2024). Owl Press

Indicative price: € 50

Optional: no

References

- Aelterman, A., Verhoeven, J., Rots, I. & Buvens, I. (2007) De maatschappelijke waardering van leraren in Vlaanderen en de opvattingen van de publieke opinie over hun opdracht. Pedagogische Studiën, 1, 3-19
- Lagerwerf B. & Korthagen F. (2006) Een leraar van klasse. Een goede leraar worden en blijven. Soest: Uitgeverij Nelissen
- Korthagen F. & Lagerwerf, B. (2011) Leren van binnenuit. Soest: Uitgeverij Nelissen
- Vansteenkiste, M.(2010). Hoe we kinderen en jongeren kunnen motiveren? Toepassingen van de zelf-determinatie theorie. Caleidoscoop, 22, 6-15.

Course content-related study coaching

Support through Ufora
Appointment possible through secretary of department of educational studies, tel.
09/ 264 62 51

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment with multiple-choice questions

Examination methods in case of periodic assessment during the second examination period

Written assessment with multiple-choice questions

Examination methods in case of permanent assessment

Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Permanent evaluation (50%):

1. Elaboration of practical exercises. In view of these tasks, a format and concrete description is made available via the electronic learning environment.
2. Active participation in the practica (clinical kill tests) and if applicable surveys (these surveys might be part of scientific research. If this is the case, the student will be informed and will be offered one of the following options: a) on the one hand participation in the research or on the other hand participation in the educational activity without further processing of the collected data; b) on the one hand participation in the research or on the other hand an alternative assignment.)

Periodic assessment (50%):

- Written open book assessment, multiple choice exam, based on cases and statements. Items build on each individual theme, discussed during the course. The student-teachers (teachers in training) in a LLO-trajectory are evaluated on a permanent basis based on their assignments in their portfolio.

Calculation of the examination mark

A combination of periodic evaluation (50%) and permanent evaluation (50% = 10 points). The partial score for which the student obtained minimum half of the point, can be transferred to a next exam period within the same academic year. Partial results are never rounded.

Ramifications for unfounded absence or non-participation in (part of) the permanent evaluation:

Students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation (7/20 at the most).

The student-teachers (teachers in training) in a LLO-trajectory must succeed in both parts.

Facilities for Working Students

Participation in the exam on an additional exam moment