



AEC 4323/AEC 5324:
Development & Philosophy of Agricultural Education
Fall 2013
(Section 04H6/1G50)

AEC Agricultural Education Program (TCH) Mission

The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values...

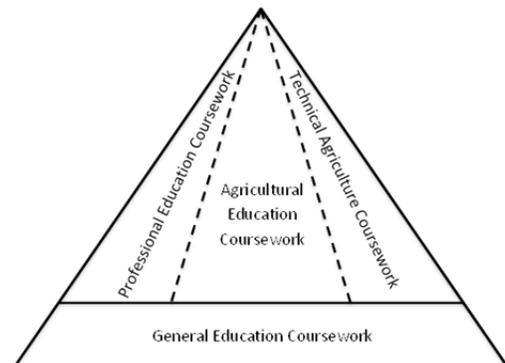
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for agriculture and compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- The contributions that agricultural educators can make outside of formal education.
- Agriculture's contribution in addressing societal issues on a local to global scale.

Learning Principles

1. Learning is both social and individual.
2. Learning best occurs when moving from the concrete to the abstract.
3. Learning and performance are enhanced by continuous, explicit reflection and feedback.
4. Learning is affected by learner motivation, attitude and values.
5. Learning occurs at all levels of cognition.
6. Learning is purposeful, contextual, and non-linear.
7. Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
8. Learning is enhanced by addressing a student's preferred learning style, prior knowledge, and experiences.
9. Learning occurs best in a supportive, challenging, and structured environment.
10. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

Transfer Goals

1. Design an instructional program.
2. Create an environment conducive to learning.
3. Deliver effective instruction.
4. Assess student learning.
5. Participate in continuous professional development.
6. Act professionally and responsibly.



University of Florida – Model for Teacher Education in Agricultural Education

Instructors

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Time and Location

Monday, Wednesday, & Friday: Period 6 (12:50 pm – 1:40 pm)

Location: 205 Rolfs Hall

Course Description

An analysis of evolving concepts and philosophies of agricultural education programs with emphasis upon history, legislation, and principles underlying organization and practice. The course is delivered in a blend of in-class and on-line class sessions.

Course Essential Questions & Objectives

1. How has School Based Agricultural Education historically contributed to the goals of the public school system?
Objective 1: Explain the philosophical foundations of education.
Objective 2: Evaluate the impact of historical events on the public school system and on School Based Agricultural Education.
2. Why does the public school system continue to offer School Based Agricultural Education?
Objective 3: Describe the need for agricultural education in the public school system.
Objective 4: Describe the philosophies behind each of the three components of the Total Ag Ed program on student learning.
3. How has School Based Agricultural Education evolved into what it is today?
Objective 5: Explain the philosophical foundations of agricultural education.
Objective 6: Explain the relationships among the historical development of agricultural education, social and industrial needs addressed by agricultural education, and the current status of agricultural education.
4. How is the role of an agriculture teacher unique?
Objective 7: Describe the primary responsibilities of an agriscience teacher.
Objective 8: Compare and contrast the roles of agriculturalists and core subject teachers with those of agriscience teachers.
Objective 9: Predict the impacts of each component of the Total Ag Ed program on students, teachers, and the agricultural education program.
5. Why do people decide to teach agriculture?
Objective 10: Describe positive aspects and challenges of the careers of agriscience teachers.
Objective 11: Create methods for overcoming challenges of an agriscience teacher's career.
6. How can teachers develop and/or improve a School Based Agricultural Education program?
Objective 12: Establish and articulate personal beliefs related to a philosophy of effective instruction.
Objective 13: Explain the significance and relevance of the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.

Required Texts (Available at the UF Bookstore or other approved vendor)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools*. Thomson Delmar Learning

Other materials will be provided via e-Learning

Course Cornerstone Tasks and Grading

Assignment	Transfer Goal	Objective	Due Date	Points
Educational Current Events Paper	5, 6	1, 2	9/18	50
Teacher Interviews	2, 5	7, 8, 10	10/28	200
Research to Practice Paper	2, 5	4, 6, 11	11/13	175
Teaching Philosophy Paper	2, 6	3, 5, 9, 12, 13	12/2	150
Exams (Exams #1 & #2 = 75 points each; Exam #3 = 100 points)	2, 5, 6	All	9/16; 10/16; 12/4	250
Class Preparation	6	All	Throughout	175
<i>Total Points</i>				<i>1000</i>

Educational Current Events Paper

With assigned partner, students will locate one current event concerning education in newspapers or popular periodicals and do the following: (**NOTE: All topics must have prior approval of the instructor**)

1. Submit a copy of the current event article or a summary of the broadcast report, along with bibliographical reference.
2. Prepare a written summary that presents an analysis of the issue including the relevant contexts (historical, economic, philosophical, legal, sociological, governance, etc.) and express his or her own informed opinion in no more than 2 typed, double spaced pages. This summary will be shared with the class.
The written summary should include the following:
 - a. Brief reflection about the importance of the topic.
 - b. The issue's impact on agricultural education.
 - c. Possible implications for agriculture teachers, students, and programs.
 - d. Ways agricultural education stakeholders should address the topic.
3. Orally present a summary of findings (4-8 minutes) to the class and effectively facilitate a class discussion (2-4 minutes) of the issue.

Teacher Interviews

Each student will interview two teachers: one agriculture teacher and one non-agriculture teacher. The teachers should teach roughly the same grade level (middle school or high school). This could be the same location as the student's AEC 4504 Early Field Experience placement. Students are encouraged to ask the agriculture teacher to help make contact/arrangements for the non-agriculture teacher interview/observation, but it is ultimately the student's responsibility. Students should observe each interviewed teacher for one class period while he/she is teaching in the classroom or laboratory. The interviews should be guided by the following topics:

- Learning goals for students
- Beliefs about effective teaching methods
- Roles of the teacher and student
- Rewarding aspects of teaching
- Teaching philosophy and changes in their philosophy as they have gained experience
- Questions may also be asked in any other pertinent area. (e.g.: Discipline and classroom management; Curriculum and instruction; Working with parents; Inclusion of children with special needs)

Each student will then create a written summary of the interviews. The written paper must include: (*Note: there is no page limit on this assignment.*)

- Demographic information (Teacher Name, School, Grade or Discipline Taught, Class Size, other pertinent information)
- The questions asked of each teacher
 - Explain why you included the questions you did. Did you tailor your questions to the teacher's teaching assignment? What were you interested in learning?
- The answers the teachers gave

- Summarize the teachers' responses as accurately as you can
- A narrative summary about these interviews
 - Provide justification for the selection of these teachers. What made you want to interview these three teachers?
 - Consider how the responses of the three teachers compared/contrasted
 - Consider how teachers' responses aligned or did not align with their teaching practices
 - Discuss how the responses aligned or didn't align with information in your text and from class
 - Explore how the responses will inform your thinking about your own philosophy of teaching

AEC 4323 - Research to Practice Paper

With assigned partner, students will create a 3-5 page, double-spaced paper synthesizing the ideas of 2-4 articles published in the *Journal of Agricultural Education* &/or the *Journal of Career and Technical Education*. The focus of the paper should connect to an idea/theme presented in an article from *The Agricultural Education Magazine*. The goal of this activity is to translate the research findings in the articles into practice in the SBAE classroom. The research ideas should be related to a teaching philosophy or idea that leads to a specific teaching practice. Papers will be sent to Florida agriculture teachers to assist them in using research recommendations in their classrooms. The student will also orally present a summary of the paper (4-8 minutes) to the class and effectively facilitate a class discussion (2-4 minutes) of the application of the research.

AEC 5324 - Research to Practice Paper

Individually, each student will create a 5-8 page, double-spaced paper synthesizing the ideas of 4-8 articles published in discipline-specific peer-reviewed publications such as the *Journal of Agricultural Education* or the *Journal of Career and Technical Education*. Included in the paper must be at least one peer-reviewed manuscript from a peer-reviewed journal outside of Agricultural Education &/or CTE. The focus of the paper should connect to an idea/theme presented in an article from *The Agricultural Education Magazine*. The goal of this activity is to translate the research findings in the articles into practice in the SBAE classroom. The research ideas should be related to a teaching philosophy or idea that leads to a specific teaching practice. Papers will be sent to Florida agriculture teachers to assist them in using research recommendations in their classrooms. The student will also orally present a summary of the paper (4-8 minutes) to the class and effectively facilitate a class discussion (2-4 minutes) of the application of the research. The final paper must follow the guidelines for publication in the UF EDIS system.

Teaching Philosophy Paper (FEAPs 5a & 6a)

Formalize your philosophy of teaching by writing a 2-3 page personal philosophy paper. The paper will address your philosophy of what constitutes effective instruction, your beliefs about the value and role of teaching, your professional goals, and your perspectives on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Some guiding questions to consider as you prepare to write your philosophy are:

- What is the purpose of education?
- What is the student's role?
- What is the teacher's role? (in education, in relation to students, parents, colleagues, community)
- What are your beliefs about teaching and learning?
- What kinds of knowledge and skills are important to impart to students?
- What are your beliefs about classroom or behavior management?
- What historical figures, events, or philosophies have influenced you?

Exams

There will be three exams for the purpose of objective assessments of your knowledge and understanding of the content discussed in the course. Each exam will correspond to a section of the course. A variety of question types will be utilized in these assessments.

Class Preparation

Developing an understanding of the total Agricultural Education program requires active participation and preparation for class meetings by every member. A task/assignment will be assigned for each class

session to either be brought to the class meeting or to be submitted online. You must be present in class to earn your "Class Preparation" task points, unless it is an online only session.

Attendance and Make-up Exams and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor.

Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed assignments and activities. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class. *All make-up work must be completed within one week of the student's return to class.*

Grading Scale

A = 950-1000	B- = 800-829	D+ = 670-699
A- = 900-949	C+ = 770-799	D = 630-669
B+ = 870-899	C = 730-769	D- = 600-629
B = 830-869	C- = 700-729	E = below 600

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on

campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected at “Key Tasks” that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing,” “Accomplished,” or “Exceptional.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an “Unsatisfactory” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/>.

Exceptional	The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

FEAPs Assessed in this course

- 5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs
- 6a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida

AEC 4323/5324 Course Calendar

Date	Topic / Learning Experience	Cornerstone Task Due
Aug 21 W	You as a Teacher of Agriculture	
Aug 23 F	You as a Teacher of Agriculture (cont.)	
Aug 26 M	History of American Education (Online Module only)	
Aug 28 W	History of American Education (cont.)	
Aug 30 F	History of American Education (cont.)	
Sept 2 M	No class – Labor Day	
Sept 4 W	Philosophies and Theories of Education (Online Module only)	
Sept 6 F	Philosophies and Theories of Education (Online Module only)	
Sept 9 M	Philosophies and Theories of Education (cont.)	
Sept 11 W	Sociology & Politics of Education (Online Module only)	
Sept 13 F	Sociology & Politics of Education (cont.)	
Sept 16 M	Exam #1	Exam #1
Sept 18 W	Current Issues in Education	Current Event Paper
Sept 20 F	Current Issues in Education (cont.)	
Sept 23 M	Current Issues in Education (cont.)	
Sept 25 W	Professional Duties & Responsibilities of Educators	
Sept 27 F	Professional Duties & Responsibilities of Educators (cont.)	
Sept 30 M	Philosophy of SBAE (Online Module only)	
Oct 2 W	Developing a Teaching Philosophy	
Oct 4 F	Developing a Teaching Philosophy (cont.)	
Oct 7 M	Connecting Research to Practice	
Oct 9 W	History & Development of SBAE (Online Module only)	
Oct 11 F	History & Development of SBAE (cont.) (Online Module only)	
Oct 14 M	History & Development of SBAE (cont.)	
Oct 16 W	Exam #2	Exam #2
Oct 18 F	FFA Philosophy (Online Module only)	
Oct 21 M	FFA Philosophy (cont.)	
Oct 23 W	FFA History (cont.) (Online Module only)	
Oct 25 F	FFA History (cont.) (Online Module only)	
Oct 28 M	FFA History (cont.)	Teacher Interviews
Oct 30 W	FFA Basics (Online Module only)	
Nov 1 F	SAE Program History (Online Module only)	
Nov 4 M	Philosophy of SAE - <i>Dr. R. Kirby Barrick, Professor, UF-AEC</i>	
Nov 6 W	Developing an SAE Philosophy	
Nov 8 F	No class – UF Homecoming	
Nov 11 M	No class – Veteran’s Day	
Nov 13 W	Putting Research into Action	Research to Practice
Nov 15 F	Putting Research into Action (cont.)	
Nov 18 M	Putting Research into Action (cont.)	
Nov 20 W	Agricultural Education in Non-formal Settings	
Nov 22 F	Cooperative Extension Service (Online Module only)	
Nov 25 M	Cooperative Extension Service (cont.) (Online Module only)	
Nov 27 W	No class – Thanksgiving Break	
Nov 29 F	No class – Thanksgiving Break	
Dec 2 M	Ag. Teacher Preparation – You Are “Here”	Teaching Philosophy Paper
Dec 4 W	Exam #3	Exam #3