



Instructor

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Office Hours: By appointment

Time and Location

Wednesday Periods 9 & 10; Friday Period 2

Course Description

This course will focus on contemporary and foundational theory and research on teaching and learning processes with emphasis on applications in agricultural education and communication. Emphasis will be placed upon behavioral, social cognitive, cognitive, information processing, brain-based, constructivist, developmental, motivational, and transformational theories as they apply in contemporary agricultural education and communication settings.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe principles associated with foundational teaching and learning theories.
2. Apply the foundational teaching and learning theories.
3. Develop research questions and conduct relevant research that focuses on teaching and learning theory.
4. Evaluate and expand the research literature in teaching and learning in light of existing teaching and learning theories.
5. Create a matrix of teaching and learning theories and applications of the theories in formal and non-formal settings.
6. Design teaching and learning activities that utilize, model, and apply teaching and learning theory.
7. Represent key concepts related to learning, or teaching and learning theories in a creative work.

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

Schunk, D.H. (2012). *Learning theories: An educational perspective*. (6th Edition). Boston, MA. Person Education Inc. ISBN-10: 0-13-707195-7

DESCRIPTION OF COURSE ASSIGNMENTS

Discussion Posting (15%)

First discussion: On the discussion board, post your beliefs about why and how people learn. This should be completed by August 23rd. Your posting should be thorough, including examples, personal experiences, a conceptual representation, and justification for your beliefs.

Final discussion: After your experiences in this class, your beliefs about why and how people learn may have changed. Revisit your first discussion post, then add a thread to your original post on the discussion board reflecting how your views have changed and why you now think differently. Again, this posting should contain examples, and personal experiences, a conceptual representation, and should incorporate scholarly work to support your views. The final discussion is due by December 4th.

Conceptual/Theoretical Matrix (20%)

You will be responsible for developing a matrix or a graphic organizer that compiles and depicts all concepts, theories, key researchers, and applications used in this course. This project will be ongoing and will be graded three times throughout the semester. This document should be of enough quality to be utilized as a reference guide for premier publication source material, to aid in studying for qualifying exams, and as a quick reference guide for each theory. This matrix should also reflect application in the context that fits your specific content expertise (Com, Ed, Ext, Ldr).

SoTL Project OR Theoretical Framework (20%)

SoTL Project

You will design a scholarship of teaching and learning project. The design is to be utilized through the lens of one or more of the theories used this semester, and can be conducted in a program/course/lab you teach, TA, may assist with, or a program/course you may teach as a professional/faculty member. Typically, SoTL projects focus on improving learner knowledge. You do not have to conduct the SoTL project during the semester, but the assignment must be complete and feasible to conduct. A scholarly written project will address the body of knowledge on the identified teaching and learning theories, need for the SoTL, feasibility of the SoTL, variables, instruments/methods utilized, and intended outcomes. It is encouraged that you seek feedback from the instructor prior to submission of the assignment.

What is SoTL? "SoTL" stands for the "Scholarship of Teaching and Learning". SoTL represents a multidisciplinary movement to better understand teaching and learning in the college classroom. Academics involved in SoTL do so by asking questions about their learners' knowledge coupled with the thoughts of teaching and learning theories examined in this course. Questions often revolve around "what is?" and "what works?" See the link for examples: <http://sotl.illinoisstate.edu/examples/>

Theoretical Framework

Develop a project that could serve as a study related to your dissertation/thesis research as it pertains to one or more of the theories of learning used this semester. While this may not culminate in an actual study, this should be a feasible study to conduct. The proposal will include an introduction, conceptual and theoretical framework, literature review, research methodology, and budget.

Application/Modeling of Theory (15%)

You will design an application activity to engage learners in the theory as discussed during an assigned face-to-face meeting. The activity should also accurately model the principles of the theory to be discussed for your assigned week. It is suggested that you meet with the instructor once an application activity is selected or to seek ideas. It is required that you seek feedback from the instructor the Monday prior to the Wednesday class meeting.

Creative Works Project (20%)

As the final project for this course, you will be asked to depict the transformation of your thinking in regard to a key question of learning or one of the major theories of learning discussed this semester. This will be a creative work, where you must represent the major concept in a manner OTHER than through written words. Examples could include a video, an audio narrative, a graphic model, a website, a podcast, or even a khan academy type mini-lesson. You will submit your learning transformation project in person, through email, or on the course site. Be sure to discuss its implications regarding how you now think about learning and/or learning theories and how you will integrate this transformation into the practice of your future teaching.

Active Participation (10%)

You are expected to be an engaged and active participant in all class activities and discussions in this course. Remaining current with readings and assignments and posting discussions when there is a need to extend discussions outside the class is expected. Further, class attendance is vital to your full understanding; accepting that you are an important element in the learning community makes regular class attendance a priority.

Participation, Attendance, and other assignments

Attendance is mandatory, and you are expected to be an active participant in the class discussions and exercises. If you must miss class, please let me know as soon as possible to see if circumstances warrant an exception; otherwise, a reduction in grade will be assessed through the active participation portion of the course. Instructions for any other assignments will be given in class.

COURSE ASSIGNMENTS	Percent of Final Grade	Due Dates by Beginning of Class
Discussion Posting	15	Aug. 23 Dec. 4
Conceptual/Theoretical Matrix (grade taken 3 times)	20	Sept. 27 Oct. 23 Dec. 6
SoTL Project/Theoretical Framework	20	by Dec. 9
Application/Modeling of Theory	15	Varies
Creative Works Project	20	by Dec. 11
Active Participation	10	Continuous

Grading Scale

A = 95-100%

A- = 92-94%

B+ = 86-91%

B- = 83-85%

C+ = 77-82%

C- = 74-76%

D = 65-74%

E = below 65%

Note: This Web address references the UF grades and grading policies:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Attendance and Assignments

No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor or assistant if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

The use of personal cell phones, ipads, computers, and other electronic devices may be utilized during instruction. However, the use of these items should be limited to appropriate and designated times during the course.

Academic Honesty

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor 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.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

(Source: 2011-2012 graduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)
Attention Deficit Hyperactivity Disorder (ADHD)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

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.

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

Tentative AEC 6542 Course Calendar

Note: All topics will examine andragogy & pedagogy perspectives

Class Meeting	Topic	Reading(s)
Aug. 21 & 23	Course Introduction, Assignments, How People Learn	Chap. 1
Aug. 28 & 30	Learning: Introduction, Perspectives, Andragogy, & Pedagogy	Handouts & postings on course site
Sept. 4 & 6	Behavioral Theories	Chap. 3
Sept. 11 & 13	Experience and Intelligence	Handouts & postings on course site
Sept. 18 & 20	Social Cognitive Theory	Chap. 4
Sept. 25 & 27	Information Processing	Chap. 5
Oct. 2 & 4	Constructivism	Chap. 6
Oct. 9 & 11	Experiential Learning	Handouts & posting on course site
Oct. 16 & 18	Cognitive Learning Processes	Chap. 7
Oct. 23 & 25	Cognition and Instruction	
Oct. 30 <i>No Class Nov. 1 – Instructor gone</i>	Motivation – <i>Dr. Ed Osborne; Guest Lecture</i>	Chap. 8
Nov. 6 <i>No Class Nov. 8 – Homecoming</i>	Motivation/Self-Regulation	Chap. 8 & 9
Nov. 13 & 15	Development	Chap. 10
Nov. 20 <i>No Class Nov. 22</i>	Theory in Action – <i>Dr. Kirby Barrick; Guest Lecture</i>	
Nov. 27 & 29	<i>No Class - Thanksgiving</i>	
Dec. 4	<i>No Class – Work to complete assignments</i>	