



AEC 4200/AEC 5206:
Teaching Methods in Agricultural Education
(3 Credits)
Fall 2012
(Sections 079B, 15DB, 15D7, & 15EC)

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. Describe the role of the instructor in the learning process, including characteristics of good teaching.
2. Identify factors affecting individual learner differences.
3. Correctly demonstrate the use of the teacher–centered, social interaction, and student–centered learning activities.
4. Develop and teach lessons using the appropriate learning activities.
5. Prepare lesson plans that address diversity in student populations.
6. Describe the characteristics and uses of selected educational technology.

Course Instructors

Grady Roberts, PhD
Professor
117C Bryant Hall
352-273-2568
groberts@ufl.edu
Office Hours: by appointment

Lab Instructors:

TBD

TBD

TBD

Time and Location

Lecture:
Rolf 306
Thursday, 12:50 pm – 1:40 pm (Period 6)

Off Campus Lab (December 1 to 10):
To be arranged with Laboratory Instructors

Labs:
Rolf 306
15DB – Tuesday, 10:40 am to 1:40 pm (Periods 4 to 6)
15D7 – Tuesday, 1:55 pm to 4:55 pm (Periods 7 to 9)
079B/15EC – Wednesday, 9:35 am to 12:35 pm (Periods 3 to 5)

Course Description

Instructional methodology course that focuses on the selection and use of teaching strategies, methods/ approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

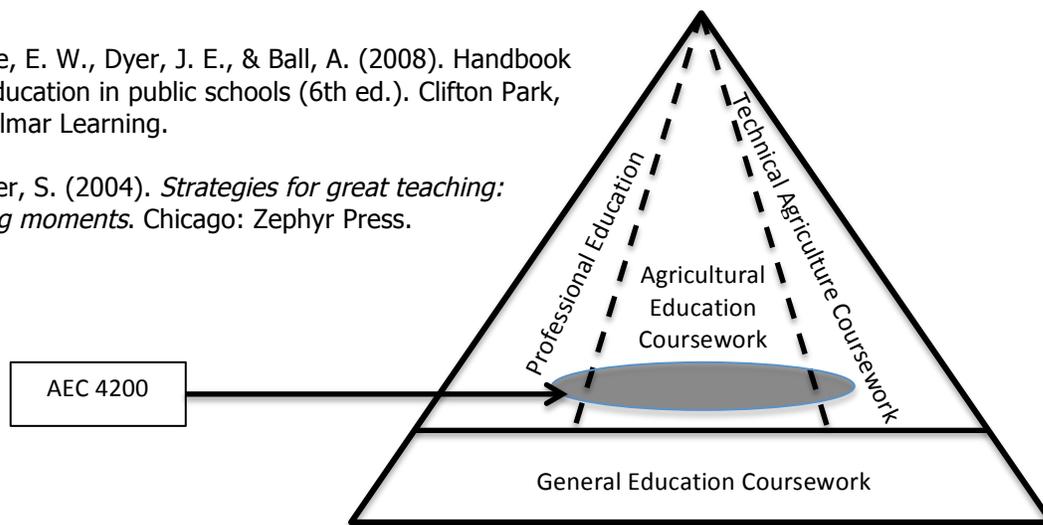
Course Essential Questions & Objectives

1. What is effective teaching?
Objective 1: Describe the role of the instructor in the learning process, including characteristics of good instructors and teaching.
2. How can I meet the needs of individual learners?
Objective 2: Identify factors affecting individual learner differences.
Objective 3: Prepare lesson plans that address diversity in student populations.
3. How can I help my students learn?
Objective 4: Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
Objective 5: Develop and teach lessons using the appropriate learning activities.
4. How can I enhance my lessons?
Objective 6: Describe the characteristics and uses of selected educational technology.

Required Texts

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. (2008). Handbook on agricultural education in public schools (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Reardon, M., & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago: Zephyr Press.



University of Florida – Model for Teacher Education in Agricultural Education

DESCRIPTION OF ASSIGNMENTS/CORNERSTONE TASKS

Grading Scale				
A = 1140 to 1200	B+ = 1044 to 1079	C+ = 924 to 959	D+ = 804 to 839	E = 0 to 719
A- = 1080 to 1139	B = 996 to 1043	C = 876 to 923	D = 756 to 803	
	B- = 960 to 995	C- = 840 to 875	D- = 720 to 755	

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Assignments			
Course Assignments AEC 4200	Due Date	Points Possible	Points Awarded
Quiz 1	Aug 8	20	
Quiz 2	Sept 4	20	
Quiz 3	Sept 11	20	
Lab 1: Lesson Introduction	Week 4	25	
Quiz 4	Sept 18	20	
Lab 2: Lecture	Week 5	50	
Quiz 5	Sept 25	20	
Lab 3: Demonstration	Week 6	50	
Quiz 6	Oct 2	20	
Lab 4: Lecture and Questioning	Week 7	75	
Quiz 7	Oct 9	20	
Lab 5: Lecture and Discussion	Week 8	75	
Quiz 8	Oct 16	20	
Lab 6: Video and Cooperative Learning	Week 9 or 11	100	
Quiz 9	Oct 23	20	
Quiz 10	Nov 6	20	
Lab 7: Inquiry	Week 12 or 13	100	
Quiz 11	Nov 13	20	
Quiz 12	Nov 20	20	
Lab 8: Demonstration and Individualized Application	Week 15 or 16	100	
Quiz 13	Dec 4	20	
Lab 9: Clinical Teaching Experience	Arranged with Lab Instructor	200	
Attendance and Participation	Throughout	65	
Early Field Observations	Completed by Dec 5	100	
<p>Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10%/day.</p> <p>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.</p> <p>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 upon return to class.</p>			

Assignment Details (Non Lab Assignments)		
Title	Description	Points
Attendance and Participation	You are expected to begin acting like a professional educator. This includes attending all class sessions and actively participating in class activities.	65
Quizzes	There will be 13 online modules that must be completed prior to the class sessions indicated in the schedule. For each module, there will be an accompanying quiz taken in class. Each quiz is worth 20 points.	260
Early Field Observations	One way to improve your own teaching is to watch others. You will make arrangements to observe agricultural science teachers teaching in classrooms or laboratories for a total of 10 hours. You will document your observations using the forms provided by the instructor.	100

Lab Assignment Details				
Lab	Title	Description	Time	Points
1	Lesson Introduction	Create and present an activity designed to stimulate student interest. Topic can be anything you choose.	3 – 5 min	25
2	Lecture	Create and present a lecture following guidelines presented in class. The lesson should include an introduction and a summary activity. Visual aids are optional. Topic can be anything you choose.	8 – 10 min	50
3	Demonstration	Create and present a demonstration following guidelines presented in class. The lesson should include an introduction and a summary activity. Topic can be anything you choose.	8 – 10 min	50
4	Lecture and Questioning	Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. The lesson should include an introduction and a summary activity. Visual aids are required. Topic must come from the curriculum frameworks for Agriscience Foundations and be approved by your laboratory instructor.	10 – 15 min	75
5	Lecture and Discussion	Create and present a lecture following guidelines presented in class. Integrate at least 4 discussion activities. The lesson should include an introduction and a summary activity. Visual aids are required. Topic must come from the curriculum frameworks for Agriscience Foundations and be approved by your laboratory instructor.	10 – 15 min	75
6	Video and Cooperative Learning	Create and present a lesson that includes a video presentation and cooperative learning. Additional learning activities may also be used. The lesson should include an introduction and a summary activity. Topic must come from the curriculum frameworks for Agriscience Foundations and be approved by your laboratory instructor.	20 – 25 min	100
7	Inquiry	Create and present an inquiry lesson that follows guidelines presented in class. Additional learning activities may also be used. The lesson should include an introduction and a summary activity. Topic must come from the curriculum frameworks for Agriscience Foundations and be approved by your laboratory instructor.	20 – 25 min	100
8	Demonstration and Individualized Application	Create and present a lesson that includes a demonstration and individualized application. Additional learning activities may also be used. The lesson should include an introduction and a summary activity. Topic must come from the curriculum frameworks for Agriscience Foundations and be approved by your laboratory instructor.	20 – 25 min	100
9	Clinical Teaching Experience	Working with your laboratory instructor, you will make arrangements to deliver a lesson to a class of high school agricultural education students. You must use 2 or more of the learning activities presented in class. The lesson should include an introduction and a summary activity. You should coordinate with the teacher at the school you are going to when selecting a topic.	1 class period	200
<p>For all labs, the following must be submitted in Canvas prior to presentation:</p> <ol style="list-style-type: none"> 1. A daily lesson plan 2. A lesson overview sheet <p>All your labs will be recorded. Within 1 week after each lab presentation, you should watch yourself teaching using the following sequence:</p> <ol style="list-style-type: none"> 1. Watch the recording once and get a general feel for your presentation. 2. Watch the recording a second time, paying attention to your mannerisms. 3. Watch the recording a third time and pay close attention how well you demonstrated the characteristics of effective teaching. <p>Next, you must schedule an appointment with your laboratory instructor within 1 week after presentation to discuss your presentation. The following must be submitted in Canvas prior to that meeting:</p> <ol style="list-style-type: none"> 1. Self-evaluation using the appropriate grading rubric 2. Half-page reflection on the lesson 				

Academic Honesty

In 1995 the UF student body enacted an 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.

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."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: Undergraduate 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. 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.

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

FEAP		Assessment
1a	Aligns instruction with state-adopted standards at the appropriate level of rigor	Lesson Plan
1d	Selects appropriate formative assessments to monitor learning	Lesson Plan
2c	Conveys high expectations to all students	Lab #9 (Microteaching)
2e	Models clear, acceptable oral and written communication skills	Lab #9 (Microteaching)
2f	Maintains a climate of openness, inquiry, fairness and support	Lab #9 (Microteaching)
2g	Integrates current information & communication technologies	Lab #9 (Microteaching)
2i	Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals	Lab #9 (Microteaching)
3a	Deliver engaging and challenging lessons	Labs 2-8 (Microteaching)
3d	Modify instruction to respond to preconceptions or misconceptions	Labs 4-8 (Microteaching)
3f	Employ higher-order questioning techniques	Labs 4-8 (Microteaching)
3g	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	Lab #9 (Microteaching)
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement	Labs 2-8 (Microteaching)
5b	Examines and uses data-informed research to improve instruction and student achievement	Labs 2-8 (Microteaching)
5e	Engages in targeted professional growth opportunities & reflective practices, both independently & in collaboration w/ colleagues	Labs 2-8 (Microteaching)

Week	Date	Lecture or Lab	Topics	Homework	Assignment Due
1	TW 8/26-27	Lab	No Labs This Week		
	R 8/28	Lecture	How people learn/effective teaching.	Module 1	Quiz 1
2	TW 9/2-3	Lab	Facilitating a learning environment.		
	R 9/4	Lecture	Planning for daily instruction. Creating and using visual aids.	Module 2	Quiz 2
3	TW 9/9-10	Lab	Work Day: Creating a daily plan & creating audio/visuals.		
	R 9/11	Lecture	Establishing interest and motivating students. Managing student behavior.	Module 3	Quiz 3
4	TW 9/16-17	Lab	Lab 1: Lesson introduction.		Lab 1
	R 9/18	Lecture	Lecture as a learning activity.	Module 4	Quiz 4
5	TW 9/23-24	Lab	Lab 2: Lecture.		Lab 2
	R 9/25	Lecture	Demonstration as a learning activity.	Module 5	Quiz 5
6	TW 9/30-10/1	Lab	Lab 3: Demonstration.		Lab 3
	R 10/2	Lecture	Questioning as a learning activity.	Module 6	Quiz 6
7	TW 10/7-8	Lab	Lab 4: Lecture and questioning.		Lab 4
	R 10/9	Lecture	Discussion as a learning activity.	Module 7	Quiz 7
8	TW 10/14-15	Lab	Lab 5: Lecture and discussion.		Lab 5
	R 10/16	Lecture	Integrating videos and DVDs in to a learning activity. Cooperative learning activities.	Module 8	Quiz 8
9	TW 10/21-22	Lab	Lab 6: Video and cooperative learning (Group A).		Lab 6
	R 10/23	Lecture	Using inquiry as a learning activity.	Module 9	Quiz 9
10	TW 10/28-29	Lab	<i>Early Field Experience¹</i>		
	R 10/30	Lecture	<i>Early Field Experience¹</i>		
11	TW 11/4-5	Lab	Lab 6: Video and cooperative learning (Group B).		Lab 6
	R 11/6	Lecture	Integrating case studies in to a learning activity.	Module 10	Quiz 10
12	TW 11/11-12	Lab	Lab 7: Inquiry (Group A).		Lab 7
	R 11/13	Lecture	Integrating computers in to a learning activity.	Module 11	Quiz 11
13	TW 11/18-19	Lab	Lab 7: Inquiry (Group B).		Lab 7
	R 11/20	Lecture	Using individual application as a learning activity. Planning for Clinical Teaching Experience (Lab 9)	Module 12	Quiz 12
14	TW 11/25-26	Lab	No Class – Thanksgiving Holiday		
	R 11/27	Lecture	No Class – Thanksgiving Holiday		
15	TW 12/2-3	Lab	Lab 8: Demonstration and individual application (Group A)		Lab 8
	R 12/4	Lecture	Being a reflective teacher.	Module 13	Quiz 13
16	TW 12/9-10	Lab	Lab 8: Demonstration and individual application (Group B)		Lab 8
	TBD Dec 1 to 10	Lab	Lab 9: Clinical Teaching Experience (Completed Off Campus)		Lab 9

¹Early Field Observations are To Be Arranged by Each Student