

AEC 6211:
Delivering Educational Programs in Agricultural Settings
(3 Credits)
Fall 2015

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| Lead Instructor: | Dr. Grady Roberts Associate Professor 117C Bryant Hall P.O. Box 112060 Gainesville, FL 32611-2060 Phone: 352-273-2568 Email: groberts@ufl.edu | Invited Experts: Dr. Tony Andenoro Dr. Hannah Carter Mr. Chris Decubellis Dr. Dale Pracht Dr. Nicole Stedman Dr. Ricky Telg Dr. Andrew Thoron |
| Office Hours: | By Appointment | |
| Course Meetings: | <u>Sec 151E</u> Tuesday, Periods 2 to 3 (8:30 to 10:25 am), Rolfs 306 Thursday, Period 2 (8:30 to 9:20 am), Rolfs 306 <u>Exceptions:</u> <i>Thursday October 1, Florida Museum of Natural History</i> <i>Tuesday November 3, 8:30am to noon – Lake Wauburg Challenge Course</i> | |
| Course Description: | This course focuses on delivering educational programs in formal and nonformal settings. Emphasis will be placed on balancing theoretical and practical development and delivery of educational programs. | |
| Course Objectives: | Students enrolled in this course will: <ol style="list-style-type: none">1. Create an educational plan.2. Plan and deliver an educational program appropriate for a formal setting.3. Plan and deliver an educational program appropriate for a nonformal setting.4. Reflect on their performance as an educator. | |
| Required Texts: | Eggen, P. D., & Kauchak, D. P. (2011). <i>Strategies and models for teachers: Teaching content and thinking skills</i> (6th ed.). Boston, MA: Allyn & Bacon. Peace Corps. (2004). <i>Nonformal education (NFE) manual</i> (ICE No. M0042). Washington, DC: Peace Corps | |
| Course Website: | This course will use the UF eLearning learning platform (Canvas) | |
| Additional Costs: | This course will have the following additional estimated costs: <ol style="list-style-type: none">1. \$25 for Lake Wauburg Challenge Course2. \$5 for admission to the Florida Museum of Natural History | |

Required Readings

- Dyer, J. E. (2008). *Effective questioning techniques* (EDIS Publication WC 084). Gainesville, FL: IFAS.
- Goldenberg, M. (2001). Outdoor and risk educational practices. In A. Fedler (Ed.). *Defining Best Practices in Boating, Fishing, and Stewardship Education* (pp.129-141). Alexandria, VA: Recreational Boating and Fishing Foundation.
- Grant, M. R., & Thornton, H. R. (2007). Best practices in undergraduate adult-centered online learning: Mechanisms for course design and delivery. *MERLOT Journal of Online Learning and Teaching*, 3(4), 346-356.
- Groen, J., & Fitzsimmons, J. (2011). *TAs in the sciences: Best practices for labs* (TA Tips Volume 1, Number 6). Ottawa, Canada: University of Ottawa Teaching and Learning Support Service.
- Groseta, K. J., & Myers, B. E. (2006). *Using cooperative learning in formal and nonformal education* (EDIS Publication AEC 381). Gainesville, FL: IFAS.
- Keengwe, J., & Kidd, T. T. (2010). Towards best practices in online learning and teaching in higher education. *MERLOT Journal of Online Learning and Teaching*, 6(2), 533-541.
- Mashburn, D., Harder, A., & Pracht, D. (2008). *Learning by doing: Utilizing service-learning projects* (EDIS Publication AEC 392). Gainesville, FL: IFAS.
- Myers, B. E., & Jones, L. (2004). *Effective use of field trips in educational programming: A three stage approach* (EDIS Publication AEC 373). Gainesville, FL: IFAS.
- O'Neil, C. E., & Lima, M. (2003). Service learning in agricultural instruction: A guide for implementing real-world, hands-on, community based teaching and learning. *NACTA Journal*, 47(2), 36-41.
- Roberts, T. G. (2006). A philosophical examination of experiential learning theory for agricultural educators. *Journal of Agricultural Education*, 47(1), 17-29.
- Roberts, T. G., & Harlin, J. F. (2007). The project method in agricultural education: Then and now. *Journal of Agricultural Education*, 48(3), 46-56.
- Rodriguez, M. T., & Roberts, T. G. (2011). Identifying best practices for a successful study abroad program. *Journal of International Agricultural and Extension Education*, 18(1), 19-33. doi 10.5191/jiaee.2011.18102
- Telg, R. (2009). *Producing an educational video* (EDIS Publication AEC 343). Gainesville, FL: IFAS.
- Telg, R. (2010a). *Projected materials* (EDIS Publication WC 104). Gainesville, FL: IFAS.
- Telg, R. (2010b). *Visual communication* (EDIS Publication WC 101). Gainesville, FL: IFAS.

Optional Texts

Beard, C., & Wilson, J. P. (2006). *Experiential learning: A best practice handbook for educators and trainers*. London, UK: Kogan Page.

Marriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley & Sons.

Newcomb, L. H., McCracken, J. D., Warmbrod, J. R., & Whittington, M. S. (2004). *Methods of teaching agriculture* (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

| Date | Topics | Readings/Modules |
|----------|---|--|
| 8/25 T | The Learning Environment The Learning Cycle | E & K Ch 1; NFE Ch 1, 2, 4; Roberts (2006) |
| 8/27 Th | Planning the Educational Session Establishing Interest & Motivation Reflection: <i>Lesson Introduction</i> | Module 1: Lesson Introduction E&K Ch 2, 3; NFE Appendix C, F |
| 9/1 T | Developing & Using Educational Resources (Meet in Bryant Mac Lab) Invited Expert: Dr. Ricky Telg | NFE Ch 6; Telg (2009); Telg (2010a); Telg (2010b) |
| 9/3 Th | Facilitating Learning Knowing Your Audience Reflection: <i>Direct Instruction</i> | Module 2: Direct Instruction E & K Ch 9, 10; NFE Ch 3, 5; |
| 9/8 T | Student Presentation Day (Demonstration) | |
| 9/10 Th | Reflection: <i>Interactive Learning</i> Technology-mediated Learning Activities Invited Expert: Dr. Tony Andenoro | Module 3: Interactive Learning E & K Ch 4; Dyer (2008); Grant & Thornton (2007); Keengwe & Kidd (2010) |
| 9/15 T | Student Presentation Day (Demonstration) | |
| 9/17 Th | Approaches to Guiding Reflection | |
| 9/22 T | Student Presentation Day (Lecture & Questioning/ Discussion) (Dr. Thoron facilitating) | |
| 9/24 Th | Facilitating Workshops in Nonformal Settings Invited Expert: Dr. Nicole Stedman | |
| 9/29 T | Student Presentation Day (Lecture & Questioning/ Discussion) | |
| 10/1 Th | <i>Field Trip to Florida Museum</i> Reflection: <i>Community-based Learning</i> | Module 4: Community-based Learning Myers & Jones (2004); NFE Appendix A |
| 10/6 T | Reflection: <i>Active & Cooperative Learning</i> Teaching Youth in Nonformal Settings Guest Speaker: Mr. Chris Decubellis (8:30-9:30) | Module 5: Active & Cooperative Learning NFE Appendix H, I; Groseta & Myers (2006) |
| 10/8 Th | Real-World Learning Activities | Rodriguez & Roberts (2011) |
| 10/13 T | Student Presentation Day (Cooperative Learning/Active Learning) | |
| 10/15 Th | Inductive Learning Activities Developing and Using Case Studies | Module 6: Inductive Learning Module 7: Developing & Using Case Studies E & K Ch 5, 6, 7, 8 |
| 10/20 T | Student Presentation Day (Cooperative Learning/Active Learning) | |
| 10/22 Th | Student Presentation Day (Cooperative Learning/Active Learning) (whole class) | |
| 10/27 T | No Class – Roberts at IFAS T&P | |
| 10/29 Th | Teaching Adults Invited Expert: Dr. Hannah Carter Roberts at IFAS T&P | |
| 11/3 T | <i>Outdoor/Adventure Learning Activity (Lake Wauburg)</i> 8:30am to noon | Module 8: Outdoor/Adventure Learning Goldenburg (2001) |
| 11/5 Th | Value-added Learning Activities Invited Expert: Dr. Dale Pracht | Mashburn et al. (2008); O'neil & Lima (2003) |
| 11/10 T | Student Presentation Day (Inductive) | |
| 11/12 Th | Reflection: <i>Lab-based Learning Activities & Project-based Learning</i> Planning Time – Presentations 4 & 5 | Module 9: Lab-based Learning Module 10: Project-based Learning Groen & Fitzsimmons (2011); Roberts & Harlin (2007) |
| 11/17 T | Student Presentation Day (Inductive) | |
| 11/19 Th | Being a Reflective Practitioner | NFE Ch 7 |
| 11/24 T | Student Presentation Day (Inductive) | |
| 11/26 Th | No Class – Thanksgiving Break | |
| 12/1 T | Student Presentation Day (Student's Choice) | |
| 12/3 Th | Student Presentation Day (Student's Choice) | |
| 12/8 T | Student Presentation Day (Student's Choice) | |

Course Assignments and Grading

| | Due Date | Points Possible | Points Awarded |
|--|------------|-----------------|----------------|
| Presentation 1: Demonstration | Week 3 | 50 | |
| Presentation 2: Lecture & Questioning/Discussion | Week 5 | 50 | |
| Presentation 3: Cooperative Learning/Active Learning | Week 8/9 | 75 | |
| Presentation 4: Inductive | Week 13/14 | 75 | |
| Presentation 5: Student's Choice | Week 15/16 | 200 | |
| Attendance and Participation | Throughout | 50 | |
| <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 1 week 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> | | | |

| Grading Scale | | | | |
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| A = 475 - 500 | B+ = 435 - 449 | C+ = 385 - 399 | D+ = 335 - 349 | E = 0 - 299 |
| A- = 450 - 474 | B = 415 - 434 | C = 365 - 384 | D = 315 - 334 | |
| | B- = 400 - 414 | C- = 350 - 364 | D- = 300 - 314 | |
| University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx | | | | |

| Assignment Details | | | | |
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| Presentation | Title | Description | Time | Points |
| 1 | Demonstration | Create and present a demonstration following guidelines presented in class. The lesson should include prefection and reflection activities. | 10 - 15 Min | 50 |
| 2 | Lecture and Questioning/ Discussion | Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. The lesson should include prefection and reflection activities. | 10 - 15 min | 50 |
| 3 | Cooperative & Active Learning | Create and present a lesson that includes cooperative and active learning strategies. Additional learning activities may also be used. The lesson should include prefection and reflection activities. | 20 - 25 min | 75 |
| 4 | Inductive | Create and present an inductive lesson that follows guidelines presented in class. Additional learning activities may also be used. The lesson should include prefection and reflection activities. | 20 - 25 min | 75 |
| 5 | Student Choice | Create and present a lesson using <u>a variety of activities</u> of your choice. The lesson should include prefection and reflection activities. | 30 - 40 min | 200 |
| Participation | This course will employ a lecture/discussion format. Students are expected to come to class prepared to discuss the assigned readings. Additionally, during the presentations, the rest of the class will serve as the "students" being taught. Students are expected to actively engage in all class sessions. | | | 50 |
| <p>Notes:</p> <ul style="list-style-type: none"> • At least 2 of your presentations must be targeted for a formal audience and 2 targeted for a nonformal audience. You may decide which presentations are for which audience. • For all presentations, an instructional plan should be submitted to the instructor prior to presentation. • All your presentations will be recorded. Within 1 week after each presentation, you should watch yourself teaching using the following sequence: <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 play close attention how well you demonstrated the characteristics of effective teaching. • Within 1 week after presentation, submit a half-page reflection on the lesson. | | | | |

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

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/