

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

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Instructor:	Dr. Grady Roberts Professor 117C Bryant Hall P.O. Box 112060 Gainesville, FL 32611-2060 Phone: 352-273-2568 Email: groberts@ufl.edu
Office Hours:	By Appointment
Course Meetings:	Asynchronous – UF eLearning (Canvas) System
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"><li>1. Create an educational plan.</li><li>2. Plan and deliver an educational program appropriate for a formal setting.</li><li>3. Plan and deliver an educational program appropriate for a nonformal setting.</li><li>4. Reflect on their performance as an educator.</li></ol>
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)  This site will be used to distribute all course materials and record student grades. Students are encouraged to check the site frequently.
Supplemental Information:	This course will require you to deliver 5 different “teaching” presentations. You will video record your presentations and post them in a place accessible by your classmates and the instructor. This will require: <ol style="list-style-type: none"><li>1. Friends, colleagues, family members to role-play as “students.”</li><li>2. A video camera or recording device (iPad, smartphone, etc.).</li><li>3. Capability of extracting a video file.</li><li>4. A video sharing account online (e.g. YouTube, etc.)</li></ol>

## 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.

Week	Online Lectures	Readings	Activities/Assignments
8/25 to 8/28	Module 1 <ul style="list-style-type: none"> <li>Introduction Lecture</li> <li>The Learning Environment</li> <li>The Learning Cycle</li> </ul>	E&K Ch 1 NFE Ch 1, 2	<ul style="list-style-type: none"> <li>Create your AEC 6211 discussion and post a video introduction of yourself and post the link or attach file in your discussion in Canvas.</li> </ul>
8/29 to 9/4	Module 2 <ul style="list-style-type: none"> <li>Establishing Interest &amp; Motivation</li> <li>Direct Instruction Learning Activities: <i>Lecture &amp; Demonstration</i></li> </ul>	E&K Ch 2, 3, 9 NFE, Ch 3 App C	<ul style="list-style-type: none"> <li>Discussion Post – Critique of Direct Instruction</li> </ul>
9/5 to 9/11	Module 3 <ul style="list-style-type: none"> <li>Knowing Your Audience</li> <li>Facilitating Learning</li> </ul>	NFE Ch 4, 5	<ul style="list-style-type: none"> <li>Presentation 1: Demonstration</li> </ul>
9/12 to 9/18	Module 4 <ul style="list-style-type: none"> <li>Interactive Learning Activities: <i>Questioning &amp; Discussion</i></li> <li>Approaches to Guiding Reflection</li> </ul>	E&K Ch 10 Dyer (2008)	<ul style="list-style-type: none"> <li>Peer Feedback on Presentation 1</li> <li>Discussion Post – Critique of Questioning/Discussion</li> </ul>
9/19 to 9/25	Module 5 <ul style="list-style-type: none"> <li>Technology-mediated Learning Activities: <i>Classroom Technologies</i></li> <li>Developing &amp; Using Educational Resources</li> </ul>	NFE Ch 6, 7 Telg (2009) Telg (2010a) Telg (2010b)	<ul style="list-style-type: none"> <li>Presentation 2: Lecture &amp; Questioning/Discussion</li> </ul>
9/26 to 10/2	Module 6 <ul style="list-style-type: none"> <li>Active Learning Activities: <i>Cooperative Learning &amp; Group Activities</i></li> </ul>	E&K Ch 4, 6 Groseta & Myers (2006)	<ul style="list-style-type: none"> <li>Peer Feedback on Presentation 2</li> <li>Discussion Post – Critique of Cooperative Learning</li> </ul>
10/3 to 10/9	Module 7 <ul style="list-style-type: none"> <li>Technology-mediated Learning Activities: <i>Teaching in an Online Environment</i></li> </ul>	Keengwe & Kidd (2010) Grant & Thornton (2007)	<ul style="list-style-type: none"> <li>Presentation 3: Cooperative Learning/Active Learning</li> </ul>
10/10 to 10/16	Module 8 <ul style="list-style-type: none"> <li>Inductive Learning Activities: <i>Inquiry/Discovery/Problem Solving</i></li> <li>Developing and Using Case Studies</li> </ul>	E&K Ch 5, 7, 8	<ul style="list-style-type: none"> <li>Peer Feedback on Presentation 3</li> <li>Discussion Post – Critique of Inductive Learning</li> </ul>
10/17 to 10/23	Module 9 <ul style="list-style-type: none"> <li>Community-based Learning Activities: <i>Field Trips &amp; Guest Speakers</i></li> </ul>	Myers & Jones (2004)	<ul style="list-style-type: none"> <li>Discussion Post – Plan for Field Trip or Guest Speaker</li> </ul>
10/24 to 10/30	Module 10 <ul style="list-style-type: none"> <li>Lab-based Learning Activities: <i>Facilitation &amp; Safety</i></li> </ul>	Groen & Fitzsimmons (2011)	<ul style="list-style-type: none"> <li>Presentation 4: Inquiry</li> </ul>
10/31 to 11/6	Module 11 <ul style="list-style-type: none"> <li>Application-oriented Learning Activities: <i>Project-based Learning</i></li> </ul>	Roberts & Harlin (2007)	<ul style="list-style-type: none"> <li>Peer Feedback on Presentation 4</li> <li>Discussion Post – Critique of Project/Application</li> </ul>
11/7 to 11/13	Module 12 <ul style="list-style-type: none"> <li>Value-added Learning Activities: <i>Service Learning</i></li> <li>Outdoor/Adventure Learning Activities: <i>Ropes Courses, Camps, &amp; Adventure Learning</i></li> </ul>	Goldenburg (2001) Mashburn et al. (2008) O'neil & Lima (2003)	<ul style="list-style-type: none"> <li>Discussion Post – Plan for Service Learning or Outdoor/Adventure</li> </ul>
11/14 to 11/20	Module 13 <ul style="list-style-type: none"> <li>Application-oriented Learning Activities: <i>Individualized Application</i></li> </ul>	none	<ul style="list-style-type: none"> <li>Presentation 5: Student's Choice</li> </ul>
11/21 to 11/27	Module 15 <ul style="list-style-type: none"> <li>Real-World Learning Activities: <i>Internships &amp; Study Abroad</i></li> </ul>	Rodriguez & Roberts (2011)	<ul style="list-style-type: none"> <li>Peer Feedback on Presentation 5</li> </ul>
11/28 to 12/4	Module 15 <ul style="list-style-type: none"> <li>Being a Reflective Practitioner</li> </ul>		

## Course Assignments and Grading

	Due Date	Points Possible	Points Awarded
Presentation 1: Demonstration	Sept 11	50	
Presentation 2: Lecture & Questioning/Discussion	Sept 25	50	
Presentation 3: Cooperative Learning/Active Learning	Oct 9	75	
Presentation 4: Inquiry	Oct 30	75	
Presentation 5: Student's Choice	Nov 20	200	
Attendance and Participation	Throughout	50	
<p><b>Late Assignments and Make-Up Work:</b> 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>			

<b>Grading Scale</b>				
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: <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx">https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx</a>				

Assignment Details				
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.	15 - 20 min	75
4	Inquiry	Create and present an inquiry lesson that follows guidelines presented in class. Additional learning activities may also be used. The lesson should include prefection and reflection activities.	15 - 20 min	75
5	Student Choice	Create and present a lesson using a <u>variety of activities</u> of your choice. The lesson should include prefection and reflection activities.	25 - 30 min	200
Participation	Students should be actively engaged throughout the semester. This includes: <ul style="list-style-type: none"> <li>• Posting a video introduction of yourself in Week 1</li> <li>• Posting in the class discussion when prompted to do so. <u>Posts must include concepts from the required readings.</u></li> <li>• Providing constructive feedback to your peers on their presentations. <u>Feedback should reference online lectures, readings, and presentation rubrics.</u> Feedback should be posted as a response to your peers' discussion posts.</li> </ul>			50
Notes: <ul style="list-style-type: none"> <li>• 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.</li> <li>• For all presentations, an instructional plan should be submitted to the instructor prior to presentation.</li> <li>• All your presentations should be recorded and posted to a place viewable by your peers (YouTube, etc.). Post the link to your presentation in Canvas in your discussion.</li> <li>• Within 1 week after each presentation, you should watch yourself teaching using the following sequence: <ol style="list-style-type: none"> <li>1. Watch once and get a general feel for your presentation.</li> <li>2. Watch a second time, paying attention to your mannerisms.</li> <li>3. Watch a third time and play close attention how well you demonstrated the characteristics of effective teaching.</li> </ol> </li> <li>• Within 1 week after presentation, post a half-page reflection/critique on the lesson in your discussion.</li> </ul>				

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

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.

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: 2012-2013 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. 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/](http://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/](http://www.crc.ufl.edu/)*

## 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/](http://www.dso.ufl.edu/drc/)