AEC 6211: Delivering Educational Programs in Agricultural Settings
(3 Credits)
Fall 2016

Lead Instructor: Dr. Grady Roberts
Associate Professor
117C Bryant Hall
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Gainesville, FL 32611–2060
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Email: groberts@ufl.edu

Invited Experts:
Dr. Tony Andenoro
Dr. Hannah Carter
Mr. Chris Decubellis
Dr. Dale Pracht
Dr. Nicole Stedman
Dr. Ricky Telg

Office Hours: By Appointment

Course Meetings: Wednesday, Periods 4 to 6 (10:40 am to 1:40 pm), Rolfs 306

Exceptions:
Wednesday Sept 28, 10:30 to noon – Florida Museum of Natural History
Wednesday November 2, 8:30am to noon – Lake Wauburg Challenge Course

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:
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.


Course Website: This course will use the UF eLearning learning platform (Canvas)

Additional Costs: This course will have the following additional estimated costs:
1. $25 for Lake Wauburg Challenge Course
2. $5 for admission to the Florida Museum of Natural History
Required Readings


Optional Texts


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Modules</th>
</tr>
</thead>
</table>
| Wed 8/24 | The Learning Environment  
The Learning Cycle  
Planning the Educational Session  
Establishing Interest & Motivation  
Reflection: *Lesson Introduction* | **Module 1: Lesson Introduction**  
E & K Ch 1, 2, 3; NFE Ch 1, 2, 4; Appendix C, F; Roberts (2006) |
| Wed 8/31 | Facilitating Learning  
Knowing Your Audience  
Reflection: *Direct Instruction*  
Developing & Using Educational Resources  
Invited Expert: Dr. Ricky Telg (confirmed 12:30 to 1:40 in Bryant Mac Lab) | **Module 2: Direct Instruction**  
E & K Ch 9, 10; NFE Ch 3, 5, 6; Telg (2009); Telg (2010a); Telg (2010b) |
| Wed 9/7   | **Student Presentation Day (Demonstration)**                           |                                                                                 |
| Wed 9/14 | Technology-mediated Learning Activities  
Invited Expert: Dr. Tony Andenoro (confirmed 10:40 to 11:30)  
Reflection: *Interactive Learning*  
Approaches to Guiding Reflection | **Module 3: Interactive Learning**  
E & K Ch 4; Dyer (2008); Grant & Thornton (2007); Keengwe & Kidd (2010) |
| Wed 9/21 | **Student Presentation Day (Lecture & Questioning/Discussion)**        | **Module 4: Active & Cooperative Learning**  
NFE Appendix H, I; Groseta & Myers (2006) |
| Wed 9/28 | *Field Trip to Florida Museum*                                         | **Module 5: Community-based Learning**  
Myers & Jones (2004); NFE Appendix A |
| Wed 10/5  | **Student Presentation Day (Cooperative Learning/Active Learning)**    | **Module 6: Inductive Learning**  
E & K Ch 5, 6, 7, 8 |
| Wed 10/12 | Facilitating Workshops in Nonformal Settings  
Invited Expert: Dr. Nicole Stedman (confirmed 10:40 to 1:40) [Roberts Out] |                                                                                 |
| Wed 10/19 | Teaching Youth in Nonformal Settings  
Invited Expert: Mr. Chris Decubellis (confirmed 10:40 to noon)  
**Class adjourned at 12:00 to complete online modules. [Roberts Out]** | **Module 7: Developing & Using Case Studies**  
Module 8: Real-World Learning Activities  
Rodriguez & Roberts (2011) |
| Wed 10/26 | Teaching Adults  
Invited Expert: Dr. Hannah Carter (confirmed 10:40 to noon)  
Reflection: Teaching youth and adults |                                                                                 |
| Wed 11/2  | *Outdoor/Adventure Learning Activity (Lake Wauburg)*  
8:30am to noon | **Module 9: Outdoor/Adventure Learning**  
Goldenburg (2001) |
| Wed 11/9  | **Student Presentation Day (Inductive)**                              |                                                                                 |
| Wed 11/16 | Value-added Learning Activities  
Invited Expert: Dr. Dale Pracht (confirmed 10:40 to 11:30)  
Reflection: *Lab-based Learning Activities & Project-based Learning*  
Being a Reflective Practitioner | **Module 10: Lab-based Learning**  
Module 11: Project-based Learning  
Groen & Fitzsimmons (2011); Mashburn et al. (2008); O’neil & Lima (2003); Roberts & Harlin (2007); NFE Ch 7 |
| Wed 11/23 | **No Class – Thanksgiving Break**                                      |                                                                                 |
| Wed 11/30 | **Student Presentation Day (Student’s Choice)**                        |                                                                                 |
| Wed 12/7  | **Student Presentation Day (Student’s Choice)**                        |                                                                                 |
## Course Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation 1: Demonstration</td>
<td>Sep 7</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Presentation 2: Lecture &amp; Questioning/Discussion</td>
<td>Sep 21</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Presentation 3: Cooperative Learning/Active Learning</td>
<td>Oct 5</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Presentation 4: Inductive</td>
<td>Nov 9</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Presentation 5: Student’s Choice</td>
<td>Nov 30</td>
<td>200</td>
<td></td>
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<tr>
<td>Attendance and Participation</td>
<td>Throughout</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

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.

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.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
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<tbody>
<tr>
<td>A</td>
<td>475 - 500</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>450 - 474</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>435 - 449</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>415 - 434</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>400 - 414</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>385 - 399</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>365 - 384</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>350 - 364</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>335 - 349</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>315 - 334</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>300 - 314</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>0 - 299</td>
<td></td>
</tr>
</tbody>
</table>

University of Florida Grading Policy: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)
<table>
<thead>
<tr>
<th>Presentation</th>
<th>Title</th>
<th>Description</th>
<th>Time</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstration</td>
<td>Create and present a demonstration following guidelines presented in class. The lesson should include prelection and reflection activities.</td>
<td>10 - 15 Min</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Lecture and Questioning/Discussion</td>
<td>Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. The lesson should include prelection and reflection activities.</td>
<td>10 - 15 min</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Cooperative &amp; Active Learning</td>
<td>Create and present a lesson that includes cooperative and active learning strategies. Additional learning activities may also be used. The lesson should include prelection and reflection activities.</td>
<td>20 - 25 min</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Inductive</td>
<td>Create and present an inductive lesson that follows guidelines presented in class. Additional learning activities may also be used. The lesson should include prelection and reflection activities.</td>
<td>20 - 25 min</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Student Choice</td>
<td>Create and present a lesson using a variety of activities of your choice. The lesson should include prelection and reflection activities.</td>
<td>30 - 40 min</td>
<td>200</td>
</tr>
<tr>
<td>Participation</td>
<td>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.</td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Notes:
- 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:
  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/