



AEC 6211
Delivering Education Programs in
Agricultural Settings
Spring 2018

Instructor:

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Office Hours: by appt.

Time and Location

Thursday: Periods 6 - 8 (12:50 pm – 3:50 pm) – 306 Rolfs Hall

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

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

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 for life-long learning.

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

Eggen, P D., & Kauchak, D. P. (2011). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Allyn & Bacon.

Peace Corps. (2004). *Nonformal education (NFE) manual* (ICE No. M0042). Washington, DC: Peace Corps

Supplemental 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.

Pokorny, H., & Warren, D. (Eds.) (2016). *Enhancing teaching practice in high education*. Thousand Oaks, CA: Sage Publications.

Course Website

This course will use the UF eLearning platform (Canvas)

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:

1. Friends, colleagues, family member to role-play as “students”
2. A video camera or recording device (ipad, smartphone, etc.)
3. Capability of extracting a video file.
4. A video sharing account online (e.g. YouTube, etc.)

Reference Texts/Readings

- Barrick, R. K., & Thoron, A. C. (2016). *Principles and practice to secure and hold interest* (EIDS Publication AEC 580). Gainesville, FL: IFAS.
- Barrick, R. K., & Thoron, A. C. (2016). *Principles of teaching and learning* (EDIS Publication AEC 581). Gainesville, FL: IFAS.
- Barrick, R. K., & Thoron, A. C. (2016). *Teaching behavior and student achievement* (EDIS Publication AEC 582). Gainesville, FL: IFAS.
- Barrick, R. K., & Thoron, A. C. (2016). *Writing instructional objectives* (EDIS Publication AEC 583). Gainesville, FL: IFAS.
- Burleson, S. E., & Thoron, A. C. (2014). *Planning for effective instruction* (EDIS Publication AEC 496). Gainesville, FL: IFAS.
- 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.

Tentative Course Outline

Class Date	Class Meeting Outline	Readings	Activities/Assignments
1/11	Introduction Effective Teaching	Barrick, Thoron EDIS: AEC 582	Explore what is effective teaching Class discussion on learning outcomes for the course
1/18	The Learning Environment Knowing your Audience The Learning Cycle	E & K Ch. 1 NFE, Ch 1, 2	
1/25	Establishing Interest Approaches Considerations for Teaching through Study Abroad	E & K Ch 2, 3, & 9 NFE, Ch 3 App C	
2/1	Reviewing Interest Evolving as a Teacher Teacher Immediacy Lecture & Demonstration Questioning	Handouts E & K Ch 10 Dyer (2008)	
2/8	Facilitating Learning Approaches to Guiding Reflection	E & K Ch 10 Dyer (2008)	Teaching Presentation 1: Interest Approaches
2/15	Technology-mediated Learning Teaching in an online Environment	NFE Ch 6, 7 Telg (2009) Telg (2010) Telg (2010)	
2/22	<i>Presentations</i>	E & K Ch 4, 6 Groseta & Myers (2006)	Teaching Presentation 2: Lecture & Demonstration
3/1	Cooperative Learning & Group Activities Lab-based Teaching/Learning Facilitation & Safety Experimentation	Handouts	Reflection of Teaching presentation 2
3/8	<i>Spring Break – No Class</i>		
3/15	Project-based learning/ Inquiry/Problem-solving	Roberts & Harlin (2007) Handouts	
3/22	Active Learning Techniques Planning for Teaching Presentation 3	Handouts	
3/29	<i>Presentations</i> Argumentation		Teaching Presentation 3: IBI, Problem Solving, Experimentation
4/5	<i>Presentation cont.</i> Teaching for thinking – Critical thinking/ Argumentation Service Learning	E & K Ch 3	Reflection of Teaching presentation 3
4/12	Community-based learning: Field Trips & Guest Speakers	Myers & Jones (2004)	
4/19	Outdoor/Adventure Learning Activities: Ropes Courses, Camps, & Adventure Learning	Goldenburg (2001) Mashburn et al. (2008) O'neil & Lima (2003)	Final Paper 4/23

Course Assignments and Grading

Assignment	Due Date	Points Possible	Points Awarded
Presentation 1: Interest Approach	2/8	50	
Presentation 2: Lecture & Demonstration	2/22	100	
Reflection of Teaching Presentation 2	3/1	25	
Presentation 3: IBI, PS, or Experimentation	3/29	200	
Reflection of Teaching Presentation 3	4/5	25	
Attendance & Active Participation	ongoing	50	
Final thoughts on Teaching – Paper	4/23	50	

Grading Scale

A = 475 - 500	A- = 450 - 474	B+ = 435 - 449	B = 415 - 434	B- = 400 - 414
C+ = 385 - 399	C = 365 - 384	C- = 350 - 364	D+ = 335 - 349	D = 315 - 334
D- = 300 - 314	E = 0 - 299			

Teaching Presentation Assignment Details

Assignment	Title	Description	Time	Points
Teaching Presentation 1	Interest Approach	Create and present an interest approach for a topic in your area of expertise. You may choose to make the students aware of the setting/class ahead of your delivering your interest approach.	Under 5 minutes	50
Teaching Presentation 2	Lecture & Demonstration	Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. Incorporate a demonstration into the lesson. The lesson should have an interest approach and reflection/closure.	12-15min	100
Teaching Presentation 3	IBI, Problem Solving, or Experimentation	Create and present a lesson using a variety of activities of your choice. You should incorporate IBI, PS, or Experimentation into the lesson. The lesson should have an interest approach and reflection/closure.	22-28min	200
Participation	Student Peers should be actively engaged in the class throughout the semester; student peers should engage in peer's lessons and role-play as a student. Further, participation in helping the presenter/teacher reflect is key to learning and assisting others in the learning process.			50

Grades and Grade Points

For information on UF policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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: 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.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

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/