AEC 6211
Delivering Education Programs in Agricultural Settings
Spring 2018

Instructor:
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Associate Professor
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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)


Supplemental Texts


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* (EDIS Publication AEC 580). Gainesville, FL: IFAS.


<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Meeting Outline</th>
<th>Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| 1/11       | Introduction          | **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)** | **Teaching Presentation 1: Interest Approaches** |
| 2/8        | Facilitating Learning  
Approaches to Guiding Reflection | **E & K Ch 10**  
**Dyer (2008)** | |
| 2/15       | Technology-mediated Learning  
Teaching in an online Environment | **NFE Ch 6, 7**  
**Telg (2009)**  
**Telg (2010)**  
**Telg (2010)** | |
| 2/22       | **Presentations** | **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        | **Spring Break - No Class** | | |
Handouts | |
| 3/22       | Active Learning Techniques  
Planning for Teaching  
Presentation 3 | Handouts | |
| 3/29       | **Presentations**  
Argumentation | | |
| 4/5        | **Presentation cont.**  
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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>Presentation 1: Interest Approach</td>
<td>2/8</td>
<td>50</td>
<td></td>
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<tr>
<td>Presentation 2: Lecture &amp; Demonstration</td>
<td>2/22</td>
<td>100</td>
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<tr>
<td>Reflection of Teaching Presentation 2</td>
<td>3/1</td>
<td>25</td>
<td></td>
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<tr>
<td>Presentation 3: IBI, PS, or Experimentation</td>
<td>3/29</td>
<td>200</td>
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<tr>
<td>Reflection of Teaching Presentation 3</td>
<td>4/5</td>
<td>25</td>
<td></td>
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<tr>
<td>Attendance &amp; Active Participation</td>
<td>ongoing</td>
<td>50</td>
<td></td>
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<tr>
<td>Final thoughts on Teaching - Paper</td>
<td>4/23</td>
<td>50</td>
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#### Grading Scale

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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<tbody>
<tr>
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<td>475</td>
<td>500</td>
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<tr>
<td>A-</td>
<td>450</td>
<td>474</td>
</tr>
<tr>
<td>B+</td>
<td>435</td>
<td>449</td>
</tr>
<tr>
<td>B</td>
<td>415</td>
<td>434</td>
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<td>E</td>
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### Teaching Presentation Assignment Details

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Title</th>
<th>Description</th>
<th>Time</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Presentation 1</td>
<td>Interest Approach</td>
<td>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.</td>
<td>Under 5 minutes</td>
<td>50</td>
</tr>
<tr>
<td>Teaching Presentation 2</td>
<td>Lecture &amp; Demonstration</td>
<td>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.</td>
<td>12-15min</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Presentation 3</td>
<td>IBI, Problem Solving, or Experimentation</td>
<td>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.</td>
<td>22-28min</td>
<td>200</td>
</tr>
<tr>
<td>Participation</td>
<td>Student Peers</td>
<td>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.</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
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/