



AEC 6210

Designing Educational Programs in Agricultural Settings

Section 05FG
Spring 2015

Instructors

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Time and Location

Tuesday: Periods 7 - 9 (1:55 pm – 4:55 pm) – 306 Rolfs Hall

Course Description

This course is designed to engage students in appropriate teaching techniques, curricula and resources. Emphasis will be placed on instruction in both formal (classroom) and nonformal (extension & outreach) settings.

Course Essential Questions

1. How should content be organized to best affect individual learning?
2. How can I help every individual learn?
3. How can I know if my learners know the content?

Course Objectives

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

1. Describe the philosophy and theory underlying instructional design.
2. Develop an instructional program plan.
3. Create appropriate tools to assess individual learning.
4. Create an instructional design matrix.
5. Create an instructional guide.
6. Develop an evaluation plan for an educational program.

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

Myers, B. E. & Barrick, R, K. (2013). *Designing Educational Programs in Agricultural Settings*. Boston, MA: Pearson Custom Textbooks.*

Ertmer, P. A., Quinn, J., & Glazewski, K. D. (2014). *The ID casebook: Case studies in instructional design* (4th ed.). Upper Saddle River, NJ: Pearson Education.

*NOTE: The course text is a custom textbook developed by compiling relevant chapters from the following texts.

Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Upper Saddle River, NJ: Pearson Merrill.

Estes, T., Mintz, S. L., & Gunter, M. A. (2011). *Instruction: A models approach* (6th ed.). Boston, MA: Pearson Allyn & Bacon.

Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology* (3rd ed.). Boston, MA: Pearson Allyn & Bacon.

Additional readings will be provided by the instructors:

Chasteen, S. V., Perkins, K. K., Beale, P. D., Pollock, S. J., & Wieman, C. E. (2011). A thoughtful approach to instruction: Course transformation for the rest of us. *Journal of Science Teaching*, 40(4). 24-30.

Dirksen, D. J. (2011). Hitting the reset button using formative assessment to guide instruction. *Kappan*, 92(7), 26-31.

Duran, E., Duran, L., Haney, J., & Scheuermann, A. (2011, March). A learning cycle for all students. *The Science Teacher*. 56-60

McTighe, J. & Thomas, R. S. (2003). Backward design for forward action. *Educational Leadership*, 60(5). 52-55.

Miller, D. L. (2011). Curriculum theory and practice: What's your style? *Kappan*, 92(7), 32-39.

Reference Texts

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.

Killion, J. (2008). *Assessing impact*. Thousand Oaks, CA: Corwin Press, Inc.

Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press, Inc.

Bell, P., Lewenstein, B., Shouse, A. W., & Feder, M. A. eds. (2009). *Learning science in informal environments: People, places, and pursuits*. Washington, DC: National Research Council.

McTighe, J., & Wiggins, G. (2004). *Understanding by design professional development workbook*. Alexandria, VA: ASCD.

Sadler, T. D. ed. (2011) *Socio-scientific issues in the classroom: Teaching, learning and research* Dordrecht, The Netherlands: Springer.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: ASCD

Wiggins, G. & McTighe, J. (2007). *Schooling by design*. Alexandria, VA: ASCD.

DESCRIPTION OF CORNERSTONE TASKS – Submit via Sakai

Workgroup

Curriculum design is not an individual endeavor. It requires the engagement of the community of scholars. Thus, each student will be assigned a workgroup. The workgroup will provide support, critique, and feedback to each member to assist in the development of the major assignments of the course. Students will be evaluated on their contributions to their workgroup. This involves quality and timeliness of feedback.

Assignments

1. Case Study Analysis (2)

Conduct an intensive analysis of two case studies presented during the course. Case Study Analysis 1 will focus on the application of the models and theories of instructional design. For Case Study Analysis 1, select a case from among the following in *The ID CaseBook*: Case 3, 8, or 22. Case Study Analysis 2 will focus on an evaluation of the total instructional design process. For Case Study Analysis 2 select a case from among the following in *The ID CaseBook*: Case 7, 11, 27. Each Case Study Analysis should include a Summary of the case study plus responses to the Preliminary Analysis Questions and the Implications for ID Practice (located at the end of each case).

2. Instructional Design Project (see project template for key components of each part)

Part A: Instructional Program Plan

Formal Education Option

Based on a scenario you and the instructor agree upon, create a syllabus for a course for a formal education setting (may be grades K-20).

Nonformal Education Option

Based on a scenario you and the instructor agree upon, create program overview of a workshop series for a nonformal education setting.

Part B: Instructional Design Matrix

For the course/workshop for which you created the instructional program plan, develop an instructional design matrix by breaking the course/workshop into logical units/modules, designating the amount of time for each unit/module, and designating the order that the units/modules would be taught. Provide a written summary that explains why you chose to plan things this way.

Part C: Instructional Assessment Guide

Using the criteria provided in class, create a plan for each unit that you identify in the instructional design matrix you created that includes: (a) assessment plan; (b) table of specifications; and (c) a learning plan with the content to be taught for each understanding and essential question.

Unit Test

Create a written Unit/Module Test to be used as part of the assessment in the course/workshop you developed. Based on the criteria presented in class, you are required to use multiple types of questions that address the understandings and essential questions you created for the unit. The Unit/Module Test must be linked to your guiding principles as well as explain how it measures your cornerstone tasks.

Alternative Assessment Tool

Create an alternative assessment tool (rubric) to assess individual learning of a portion of the content included in your course/workshop. The rubric should follow criteria presented in class.

Part D: Instructional Program Evaluation Plan

Using the criteria provided in class, create an evaluation plan for the instructional program you designed. Be certain it includes a) the program evaluation model that will guided the evaluation, b) the rationale for the selection of that model, c) the type of data/evidence to be collected, d) from whom data/evidence will be collected, e) timing and mode of data/evidence collection, and f) how program evaluation results will be reported and used.

3. Quizzes

Short quizzes on key ideas are included within 10 topic areas.

Cornerstone Tasks and Grading

Assignment	Points
Workgroup	150
Case Study Analysis Case Study #1 = 100 points Case Study #2 = 200 points	300
Instructional Design Project	500
Quizzes (10 @ 5 points each)	50

Attendance and Make-up Exams and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor.

Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed assignments and activities. College approved field trips and competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. 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 immediately upon return to class. *All make-up work must be completed within one week of the student's return to class.*

Grading Scale

A = 930-1000	B- = 800-829	D+ = 660-699
A- = 900-929	C+ = 760-799	D = 630-659
B+ = 860-899	C = 730-759	D- = 600-629
B = 830-859	C- = 700-729	E = below 600

Grades and Grade Points

For information on current UF policies for assigning grade points, 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/

AEC 6210 Course Calendar

Dates	Topics / Learning Experiences	Reference(s)	Assignment Due
Unit I: Curriculum Design Philosophy & Foundations			
Jan 6	Curricular Philosophy	Chapter 1	
Jan 13	Characteristics of Instructional Design Models	Chapters 2 & 3	Quiz #1
Jan 20	Foundations of Instructional Design Models	Chapters 4 & 5 SSI RLO	Quiz #2
Unit II: Curriculum Design Settings & Contexts: Formal, Non-formal, Informal			
Jan 27	Design Trends & Issues in Various Settings	Chapters 6, 7, & 8	Quiz #3 Case Study Analysis #1
Feb 3	No Class – Southern AAE		
Feb 10	Performance Improvement eLearning & Learning Objects – Dr. Pasha Antonenko, Guest Lecturer	Chapters 9, 10, 11, & 12	Quiz #4
Unit III: Designing Instructional Programs			
Feb 17	Needs Assessment & Goal Analysis	Chapters 13 & 14	Quiz #5
Feb 24	Learner and Context Analyses	Chapters 15 & 16	Quiz #6 Case Study Analysis #2
Mar 3	Spring Break		
Mar 10	Objectives and Essential Questions	Chapter 17	Quiz #7
Mar 17	Planning Units of Instruction	Chapter 19	Part A: Instructional Program Plan Quiz #8
Mar 24	Workgroup session (Instructional Program Plan)		Part A Feedback
Mar 31	Cornerstone Assessments & Collecting Evidence	Chapter 18	Part B: Instructional Design Matrix Quiz #9
Apr 7	Workgroup session (Instructional Design Matrix)		Part B Feedback
Unit IV: Evaluating Instructional Programs			
Apr 14	Evaluating Instructional Programs	Chapters 20 & 21	Part C: Instructional Guide Quiz #10
Apr 21	Workgroup session (Instructional Guide) Course Evaluation (complete in class)		Part C Feedback Part D: Instructional Program Evaluation Plan
Apr 28	Finals Week		Instructional Design Project