Teaching and Learning Theory: Applications in Agricultural Education and Communication

Summer 2014
Section 716D

Instructor
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Time and Location
DDMS – Contact the instructor by email (above) or by phone. The instructor will be out of the country June 13-July 13th – email is best form of contact.

Course Description
This course will focus on contemporary and foundational theory and research on teaching and learning processes with emphasis on applications in agricultural education and communication. Emphasis will be placed upon behavioral, social cognitive, cognitive, information processing, brain-based, constructivist, developmental, motivational, and transformational theories as they apply in contemporary agricultural education and communication settings.

Course Objectives
At the completion of the course, the learner will be able to:
1. Describe principles associated with foundational teaching and learning theories.
2. Apply the foundational teaching and learning theories.
3. Create a matrix of teaching and learning theories and applications of the theories in formal and non-formal settings.
4. Design teaching and learning activities that utilize, model, and apply teaching and learning theory.

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

DESCRIPTION OF COURSE ASSIGNMENTS
Introductory Statement of How People Learn (5%)
Discuss your beliefs about why and how people learn. Your posting should be thorough, including examples, personal experiences, a conceptual representation, and justification for your beliefs. No set limit or minimum page number, but a good estimate might be 2-3 pages.

Weekly Discussion Posting – beginning week 2 (10%)
Each week the instructor will post a question/statement. You will be asked to reflect on your assigned reading, personal experiences, and beliefs about why and how people learn in relation to the initial posting. Your posting should contain pertinent examples and personal experiences and conceptual representation of the topic, and should incorporate scholarly work to support your views. You are expected to develop one original post weekly by Monday at 11:59PM.

Weekly Comment on Classmates Post – beginning week 2 (10%)
Each week by Friday at 11:59PM you will post a comment on a minimum of two other classmates’ original discussion post. The purpose of the comments should revolve around in-depth thought of but not limited to: agreement, disagreement, utilization of their posting that informed your learning, utilization of their posting as it applies to your specific needs.
Conceptual/Theoretical Matrix (25%)  
You will be responsible for developing a matrix or a graphic organizer that compiles and depicts all concepts, theories, key researchers, and applications used in this course. This project will be ongoing and will be reviewed (with edits and thoughts of direction provided) two times during the course with a final (third) submission being graded. This document should serve as a reference guide for premier publication source material. This matrix should reflect application in the context that fits your specific content expertise (Com, Ed, Ext, Ldr).

Developing Teaching and Learning Theory – Do It Yourself (DIY) Project (30%)  
You will be asked to develop an educational artifact (examples include but are not limited to: lesson plan, presentation, workshop, program, informational presentation) in consideration of a teaching and learning theory(ies).

• Items to include:
  o The context or where the artifact would be delivered
  o The audience
  o Manner in which the artifact is delivered
  o Role of the instructor
  o Role of the learner
  o Artifact content (to a degree it could be used by others)
    ▪ Identified connection between content and theory(ies)
  o Provide a scholarly rationale that supports the connection between content and selected theory(ies)

Evaluating Teaching and Learning Theory (20%)  
You will be asked to evaluate a classmate’s DIY project. You will provide feedback on the following:

• Ease of understanding and ability to replicate
• Use of theory and connection to delivery and goal of the artifact
• Provide a different theory that could be utilized in place of what is offered utilizing a scholarly rationale to support your alternative theory

Participation, and other assignments  
You are expected be an active participant in the class discussion postings and exercises. If you must miss a portion of the week, please let me know as soon as possible; otherwise, a reduction in grade will be assessed through the active participation portion of the course (weekly discussions). Instructions for any other assignments will be given through the PowerPoint presentations and through posted readings.

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory personal statement of how people learn</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Discussion Posting (beginning week 2)</td>
<td>10</td>
</tr>
<tr>
<td>Weekly comments (2) on classmates’ posts (beginning week 2)</td>
<td>10</td>
</tr>
<tr>
<td>Conceptual/Theoretical Matrix</td>
<td>25</td>
</tr>
<tr>
<td>DIY Project</td>
<td>30</td>
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<tr>
<td>Evaluating Teaching and Learning Theory</td>
<td>20</td>
</tr>
</tbody>
</table>

Grading Scale

A = 95-100%
A- = 92-94%
B+ = 86-91%
B- = 83-85%
C+ = 77-82%
C- = 74-76%
D = 65-73%
E = below 65%

Note: This Web address references the UF grades and grading policies:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html
Attendance and Assignments

No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due; students should contact the instructor if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Academic Honesty

In 1995 the UF student body enacted a new 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: 2011-2012 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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

• University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
• Career Resource Center, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
• Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)
Attention Deficit Hyperactivity Disorder (ADHD)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

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, 392-8565, www.dso.ufl.edu/drc/

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.

Tentative AEC 6542 Course Calendar
Note: All topics will examine andragogy & pedagogy perspectives

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>1 – May 12-16</td>
<td>Course Introduction, Assignments, How People Learn</td>
<td>Chap. 1</td>
<td>Introductory Statement of How People Learn</td>
</tr>
<tr>
<td>2 – May 17-23</td>
<td>Learning: Introduction, Perspectives, Andragogy, &amp; Pedagogy</td>
<td>Assigned readings</td>
<td>Weekly Discussion Posting (WDP) &amp; Weekly Comment Post (WCP)</td>
</tr>
<tr>
<td>3 – May 24-30</td>
<td>Behavioral Theories</td>
<td>Chap. 3</td>
<td>WDP &amp; WCP</td>
</tr>
<tr>
<td>4 – May 31-June 6</td>
<td>Social Cognitive Theory</td>
<td>Chap. 4</td>
<td>WDP &amp; WCP; Conceptual/Theoretical Matrix (optional for feedback)</td>
</tr>
<tr>
<td>5 – June 7-13</td>
<td>Information Processing</td>
<td>Chap. 5</td>
<td>WDP &amp; WCP</td>
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<td>6 – June 14-20</td>
<td>Constructivism</td>
<td>Chap. 6</td>
<td>WDP &amp; WCP</td>
</tr>
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<td>June 21-28</td>
<td>Summer Break Week</td>
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<tr>
<td>7 – June 29-July 3</td>
<td>Experiential Learning</td>
<td>Assigned readings</td>
<td>WDP &amp; WCP</td>
</tr>
<tr>
<td>8 – July 5-11</td>
<td>Cognitive Learning Processes</td>
<td>Chap. 7</td>
<td>WDP &amp; WCP; Conceptual/Theoretical Matrix (optional for feedback)</td>
</tr>
<tr>
<td>9 – July 12-18</td>
<td>Motivation</td>
<td>Chap. 8</td>
<td>WDP &amp; WCP</td>
</tr>
<tr>
<td>10 – July 19-25</td>
<td>Motivation cont.</td>
<td>Chap. 8</td>
<td>WDP &amp; WCP</td>
</tr>
<tr>
<td>11 – July 26-Aug. 1</td>
<td>Development</td>
<td>Chap. 10</td>
<td>WDP &amp; WCP; Conceptual/Theoretical Matrix (graded); DIY Project</td>
</tr>
<tr>
<td>12 – Aug. 2-8</td>
<td>Self-Regulation</td>
<td>Chap. 9</td>
<td>WDP &amp; WCP; Evaluating Teaching &amp; Learning Theory</td>
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