

## AEC 4200 – Instructional Techniques in Agricultural Education

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**Instructor**  
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**Times and Locations:**      Lecture: T – 5:00 p.m. – 8:00 p.m.  
   Laboratory: TBD  
   Office Hours: R – 2:00 p.m. – 5:00 p.m.

Room 102, PEPC Bldg.  
Student Teaching Centers

**AEC Agricultural Education Program (TCH) Mission:** The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

**Values:** The Agricultural Education Program values:

- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for agriculture and compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- The contributions that agricultural educators can make outside of formal education.
- Agriculture’s contribution in addressing societal issues on a local to global scale.

**Learning Principles:**

1. Learning is both social and individual.
2. Learning best occurs when moving from the concrete to the abstract.
3. Learning and performance are enhanced by continuous, explicit reflection and feedback.
4. Learning is affected by learner motivation, attitude and values.
5. Learning occurs at all levels of cognition.
6. Learning is purposeful, contextual, and non-linear.
7. Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
8. Learning is enhanced by addressing a student’s preferred learning style, prior knowledge, and experiences.
9. Learning occurs best in a supportive, challenging, and structured environment.
10. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

**Course Description:** AEC 4200 is an instructional methods course that focuses on the selection and use of teaching strategies, methods/approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

## **Course Essential Questions & Objectives**

*EQ-1: How do students learn?*

1. Compare and contrast some of the leading educational theories of teaching and learning.
2. Describe the role of learning styles on student learning and the use of teaching methods.
3. Demonstrate ways in which an instructor can assist students in retaining information.

*EQ-2: What is effective teaching?*

4. List and describe the five characteristics of effective teaching, as defined by Rosenshine.
5. Describe the role of the instructor in the learning process, including characteristics of good instructors and effective teaching.
6. Demonstrate effective teaching strategies, approaches/methods, and techniques in teaching assignments.

*EQ-3: How can I meet the needs of individual learners?*

7. Identify factors affecting individual learner differences.
8. Prepare lesson plans that address diversity in student populations.
9. Develop and teach lessons that demonstrate the use of teacher-centered and student-centered approaches.
10. Demonstrate various methods of teaching diverse populations.

*EQ-4: How can I help my students learn?*

11. Correctly demonstrate the use of the problem solving, subject matter, and competency-based teaching approaches.
12. Develop and teach lessons using the appropriate learning activities.
13. Develop strategies for organizing instruction, teaching materials, and learning activities.
14. Develop and analyze strategies to effectively manage learning environments.
15. Demonstrate effective questioning strategies.

*EQ-5: How can I enhance my lessons?*

16. Demonstrate methods of incorporating interactive teaching techniques that promote learner participation in the learning process.
17. Demonstrate various group/individual teaching techniques, including lecture/discussion; demonstration; field trips; resource persons; role playing; supervised study; questioning, independent study, etc.
18. Demonstrate concepts of teaching and learning through laboratory teaching experiences.
19. Demonstrate the proper use of selected education technology.

## **Required Text**

1. Phipps, L.J, Osborne, E.W., Dyer, J.E., & Ball, A.L. (2008). *Handbook on Agricultural Education* (6<sup>th</sup> ed.), Thomson Delmar Learning: Clifton Park, NY.
2. Matthews, A. (2004). *The Land in the Sunshine*. Virginia Beach, VA: The Donning Company Publishers.

## **Supplemental Texts**

1. Canter, L., & Canter, M. (1992). *Assertive Discipline: Positive Behavior Management for Today's Classroom* (2nd Printing). Lee Canter & Associates, Santa Monica, CA.
2. Eggen, P.D., & Kauchak, D.P. (2001). *Strategies for Teachers: Teaching Content and Thinking Skills* (4<sup>th</sup> ed.). Massachusetts: Allyn and Bacon.
3. Lindberg, J., Kelley, D. E., & Swick, A.M. (2005). *Common-Sense Classroom Management for Middle and High School Teachers*. Thousand Oaks, CA: Corwin Press.
4. Mager, R.F. (1997). *Preparing Instructional Objectives*. Center for Effective Performance: Atlanta, GA.
5. Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S. (2004). *Methods of Teaching Agriculture*. Pearson Education: NJ.
6. Nilson, L.B. (2003). *Teaching at Its Best* (2<sup>nd</sup> ed.). Bolton, Massachusetts: Anker Publishing Company.
7. Reardon, M., & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago: Zephyr Press.

### Grading Scale

A = 95 – 100	B+ = 88 – 91	C+ = 77 – 79	D+ = 67 – 69	E=below 60
A- = 92 – 94	B = 84 – 87	C = 74 – 76	D = 64 – 66	
	B- = 80 – 83	C- = 70 – 73	D- = 60 – 63	

Effective Summer Semester 2009, the University of Florida implemented a new policy for assigning grade points. Please see the following undergraduate catalog web page for the new grading policy:

[catalog.ufl.edu/ugrad/current](http://catalog.ufl.edu/ugrad/current)

### Description of Course Assignments and Exams

- Exams/Quizzes – 25%
- Assignments – 20%
- Teaching Experiences (teaching performance, lesson plans, and self-assessment) – 55%

*Note. To receive the maximum number of points for an assignment, it must be submitted on or before the due date. The maximum attainable grade will be reduced 10% for each day past the due date.*

**Exams/Quizzes** – Students will complete announced exams assessing the level of understanding of subject matter. Announced and unannounced quizzes may be distributed throughout the course. Quizzes will consist primarily of short answer questions, problem-solving activities, and the application of learning.

### Assignments

**Technology:** Students will develop effective presentations using PowerPoint, SmartBoard, Elmo, video tape/CD/DVD, bulletin boards, websites, and other teaching media, as assigned in class.

**Other In-class and Take-home Assignments/Activities** – Practical applications of the concepts and content taught in the course. Details will be provided at the time of the assignment/activity.

**Teaching Experiences** – Labs are designed to provide practical application of the knowledge and skills necessary for teaching success. The experiences also provide students with the opportunity to reflect on what it takes to effectively teach through instructor and self-evaluations. Students will teach four times during the semester. Instructor feedback will be provided during a student-instructor conference after each teaching experience.

- **Teaching Experience I:** (5%) In-class. Create interest (interest approach). *Maximum time is 10 minutes.*
- **Teaching Experience II:** (10%) Create interest (interest approach) in learning a skill and teach the skill using the *demonstration method* of teaching. *Maximum time is 15 minutes.*
- **Teaching Experience III:** (15%) Create interest (interest approach) and teach at least one objective, question, or competency using a teaching approach that matches the subject matter to be taught. *Maximum time is 30 minutes.*
- **Teaching Experience IV:** (25%) Create interest (interest approach) and teach a topic as completely as possible using any of the teaching strategies, approaches/methods, and techniques discussed in class. *Maximum time is one class period.*

Students are encouraged to incorporate as many teaching techniques, activities, and audio/visual usage into their teaching experiences as is needed for effective teaching. Furthermore, *professional attire is required* for all teaching experiences.

**Guidelines** – One week (7 days) prior to a student’s scheduled teaching experience, the student must submit a typed copy of the instructional plan to be used in the presentation. The laboratory instructor will evaluate the instructional plan and provide feedback. If necessary, the instructor will request a conference with the student. *Failure to submit an instructional plan seven days prior to the scheduled teaching experience may result in a grade reduction of 10% for each day the instructional plan is late.* Also, the opportunity to complete the laboratory teaching assignment may be forfeited if, in the opinion of the instructor, the student is unprepared to complete the assignment. (For example, if a student submits his/her instructional plan two days late the grade could be reduced by 20%. A plan submitted so late that it cannot be properly reviewed may result in forfeiture of opportunity to complete the lab assignment.)

If a student desires to improve the grade for the initial instructional plan, he/she may request that the plan be re-evaluated at the conclusion of the teaching experience. To be re-evaluated, the original instructional plan, original grading criteria form, and *revised* instructional plan must be submitted prior to the teaching experience. The instructional plan portion of the final grade will be calculated by averaging the two grades.

Prior to the start of each laboratory, students will present the lab instructor with *a copy of their revised instructional plan* and any handouts and/or transparency masters that they intend to use in teaching the lesson.

**Feedback Conferences** – students are required to meet with the laboratory instructor for a feedback conference *within 1-7 days after each teaching experience.* During the feedback conference, the student’s teaching experience will be discussed and the strengths and weaknesses of the student’s teaching will be examined. Students are to view the video of their teaching prior to the conference and make a written evaluation of their teaching. *No grade may be earned for the teaching demonstration until the feedback conference has been completed.* Failure to meet with the laboratory instructor after seven days will result in a letter reduction of the teaching demonstration grade.

**Evaluation of Teaching** – The basis for evaluating a student’s teaching performance will be: The extent that the laboratory teaching objective (assignment) was met; the extent to which the principles of teaching and learning were utilized; and the student’s ability to demonstrate effective teaching behaviors.

**Unit Assessment System for Educator Preparation** – Key Tasks assess your mastery of knowledge, skills, and dispositions that the State of Florida requires of all entry-level educators. In this course, we will address several Accomplished Practices, specifically those that are identified hereafter. Your mastery of each indicator will be measured by your work on a “Key Task.” To pass this course you must successfully complete all Key Tasks and receive a rating of “Met with Weakness” or higher. *No exceptions will be made* to this rule, even if you do not plan to teach after graduation. Students who receive a “Not Met” rating will be offered a chance to redo the Key Task, or in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a “Met-with-Weakness” or higher rating) will receive either an incomplete or a failing grade in the appropriate fill-in at the instructor’s discretion. Students who fail the course must repeat it prior to entering their internship experience.

### **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>

### **Absences and Make-Up Work**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **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.

### **Issue Resolution:**

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

### **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/](http://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/](http://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/](http://www.dso.ufl.edu/drc/)

**TENTATIVE COURSE OUTLINE**  
**AEC 4200 – Fall Semester 2013**

Date	Lessons / Content / Learning Experiences	References
<b>Part I – Foundations of Teaching and Learning</b>		
Week 1	<ol style="list-style-type: none"> <li>1. Course Orientation –Objectives, Expectations, Lab Experiences, Certification, Internship Requirements, etc.;</li> <li>2. Learning Styles; Memory</li> </ol>	<ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. PPT</li> </ol>
Week 2	<ol style="list-style-type: none"> <li>1. Theoretical Foundations of Effective Tch. (How Students Learn)</li> <li>2. Principles of Teaching and Learning; Theories of Learning</li> </ol>	PODB – Ch. 12; Handouts PODB – Ch. 12, PPT
Week 3	<ol style="list-style-type: none"> <li>1. Effective Teaching Behaviors and Characteristics</li> <li>2. Motivating Students – Selecting an Interest Approach</li> </ol>	<ol style="list-style-type: none"> <li>1. PODB – Ch. 13</li> <li>2. Handouts – PPT</li> </ol>
Week 4	<ol style="list-style-type: none"> <li>1. Teaching Methods/Strategies: Selecting the Appropriate Teaching Approach – PSA, SMA, CBA</li> <li>2. Teaching Agriscience in Florida</li> </ol>	<ol style="list-style-type: none"> <li>1. PODB – Ch. 14,15</li> <li>2. PODB – 20</li> </ol>
Week 5	<ol style="list-style-type: none"> <li>1. <i>Teaching Experience I – Interest Approach presentation</i></li> <li>2. Experiments – Using Labs to Develop Critical Thinking Skills</li> </ol>	PODB – Ch. 14/Handouts
Week 6	<p><b><i>Exam 1 – Foundations of Teaching and Learning</i></b></p> <ol style="list-style-type: none"> <li>1. Building Self-Concept – Methods that Work</li> <li>2. Demonstrations</li> <li>3. Role Play</li> </ol>	<ol style="list-style-type: none"> <li>1. Handouts/PPT</li> <li>2. PODB – Ch. 14</li> <li>3. Handouts</li> </ol>
<b>Part II – Methods of Teaching and Learning</b>		
Week 7	<ol style="list-style-type: none"> <li>1. Technology in Teaching – WebQuests, Virtual Field Trips</li> <li>2. Using Visual Aids in Teaching; Bulletin Boards</li> <li>3. Teaching in Laboratory Settings</li> <li>4. Learning Zones</li> </ol>	<ol style="list-style-type: none"> <li>1. PODB – Ch. 18</li> <li>2. PODB – 18</li> <li>3. PODB – 19</li> <li>4. Handouts</li> </ol>
Week 8	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Field Trips</li> </ol>	PODB – Ch. 14
Week 9	<ol style="list-style-type: none"> <li>1. Experiential Learning Strategies</li> <li>2. Debates</li> <li>3. Cooperative Learning</li> <li>4. Directed Study</li> <li>5. Study Questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Kolb/Handouts</li> <li>2. PODB – Ch. 14</li> <li>3. PODB – Ch.14 / Handouts</li> </ol>
Week 10	<b>No Class - National FFA Convention – Web Assignment</b>	
Week 10 (WEB)	<ol style="list-style-type: none"> <li>1. Case Studies</li> <li>2. Games &amp; Simulations</li> <li>3. Active Learning Strategies</li> </ol>	PODB – Ch. 14/Handouts
<b>Part III – Application of Learning</b>		
Week 11	<p><b><i>Exam 2 – Methods of Teaching and Learning</i></b></p> <ol style="list-style-type: none"> <li>1. Applying Learning through FFA; SAE</li> <li>2. Planning for Instruction Using Higher Order Strategies</li> </ol>	PODB – Ch. 14, 25, 26 Handouts

<b>Part IV – Evaluating Teaching and Learning</b>		
Week 12	Effective Questioning Strategies	PODB – Ch. 15/Handouts
Week 13	1. Classroom Management – Managing Student Behavior 2. Classroom Incivility; Academic Honesty	PODB – Ch. 13/Handouts
Week 14	<b>No Class – Thanksgiving Holidays</b>	
Week 15	1. Evaluating Learning – Assigning Grades 2. Teaching Learners with Special Needs	PODB – Ch. 17
Week 16	<b><i>Exam 3 – Application of Learning; Evaluating Teaching &amp; Learning</i></b> 1. Writing/Reading to Learn 2. Course Summary	Handouts



### Assessment System Tasks and Ratings

<b>Task Description:</b> Candidates will complete on-site model teaching experiences which will include the preparation of a lesson plan for each topic area and a lesson plan for the objectives/questions/competencies that structure the presentation. Lesson plans and teaching experiences will include appropriate use of communication strategies, activities that promote creative and critical thinking among students, and appropriate use of a variety of technologies.			
<b>Indicator Number &amp; Description:</b>	<b>MET</b>	<b>MET WITH WEAKNESS</b>	<b>NOT MET</b>
2.2 – Demonstrates varied communication techniques that promote PK-12 student learning	Students clearly delineate methods of communication (at least three) that facilitate student learning.	Students usually (two methods) exhibit methods of communication that facilitate student learning.	Students primarily only use one method of communication to promote student learning.
4.1 – Knows and identifies strategies, materials, and technologies to develop all PK-12 students’ creative and critical thinking	Students consistently <ul style="list-style-type: none"> <li><input type="checkbox"/> select the appropriate teaching strategy to enhance students’ creative and critical thinking in the subject area to be taught</li> <li><input type="checkbox"/> select materials appropriate to the subject to be taught</li> <li><input type="checkbox"/> match the appropriate technology to the subject matter to be taught</li> </ul>	Students usually <ul style="list-style-type: none"> <li><input type="checkbox"/> select the appropriate teaching strategy to enhance students’ creative and critical thinking in the subject area to be taught</li> <li><input type="checkbox"/> select materials appropriate to the subject to be taught</li> <li><input type="checkbox"/> match the appropriate technology to the subject matter to be taught</li> </ul>	Students occasionally <ul style="list-style-type: none"> <li><input type="checkbox"/> select the appropriate teaching strategy to enhance students’ creative and critical thinking in the subject area to be taught</li> <li><input type="checkbox"/> select materials appropriate to the subject to be taught</li> <li><input type="checkbox"/> match the appropriate technology to the subject matter to be taught</li> </ul>
12.1 – Knows how to use a variety of technologies and knows the principles that guide the effective use of technologies to enhance instruction and increase learning for all PK-12 students	Demonstrate the use of technology by developing effective presentations using all of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> SmartBoard</li> <li><input type="checkbox"/> Elmo</li> <li><input type="checkbox"/> video tape</li> <li><input type="checkbox"/> bulletin boards</li> <li><input type="checkbox"/> webpage</li> </ul>	Demonstrate the use of technology by developing effective presentations using at least five of the following <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> SmartBoard</li> <li><input type="checkbox"/> Elmo</li> <li><input type="checkbox"/> video tape</li> <li><input type="checkbox"/> bulletin boards</li> <li><input type="checkbox"/> webpage</li> </ul>	Demonstrate the use of technology by developing effective presentations using at least four of the following <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> SmartBoard</li> <li><input type="checkbox"/> Elmo</li> <li><input type="checkbox"/> video tape</li> <li><input type="checkbox"/> bulletin boards</li> <li><input type="checkbox"/> webpage</li> </ul>