



## **Instructional and Communication Technologies in Agriculture and Natural Resources**

### **AEC 5541**

Fall 2018– 3 Credit Hours

Department of Agricultural Leadership, Education, & Communication

#### **Instructor**

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Office Location: 121D Bryant Hall

**Office Hours: by appointment**

#### **Class Times**

Monday: Periods 2-4 (8:30 a.m. – 11:30 a.m.)

#### **Location**

Bryant Hall 107 (Mac Lab)

\*It is important you attend all class meetings, unless the absence is excused.

#### **Course Description**

AEC 5541 will focus on the role of digital media in agricultural and life sciences. Topics will include how agriculture uses digital media production. Also, students will be introduced to video shooting and editing, digital photography, print design, and Web design through hands-on experiences. You will learn skills and knowledge in the following areas:

- Digital video production and editing
- Digital photography
- Web layout and design
- Print layout and design
- Media

#### **Course Objectives**

After this course, you will be able to:

1. Plan and perform the digital media production process.
2. Produce digital media and materials to support instruction and communication.
3. Be more “media literate” in how agricultural and life sciences topics are presented visually.

You will practice and demonstrate theories and skills through in-class and online discussions, literature review and analysis, and development and implementation of a pilot electronic field trip.

## Course Design

This course is structured following a project-based learning (PjBL) design. Our driving question this semester will be: *How can we as science communicators and leaders research and apply information and communication technology for informal/non-formal environmental science engagement and learning about wildlife?*

PjBL steps include:

(Buck Institute for Education: <http://www.bie.org>)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product



## Course Readings and Resources

### Required Texts:

Free-Choice Learning and the Environment (Learning Innovation Series)

By John Falk, Joe Heimlich, & Susan Foutz

[https://www.amazon.com/Free-Choice-Learning-Environment-Innovations/dp/0759111235/ref=sr\\_1\\_30?s=books&ie=UTF8&qid=1531166739&sr=1-30&keywords=john+falk](https://www.amazon.com/Free-Choice-Learning-Environment-Innovations/dp/0759111235/ref=sr_1_30?s=books&ie=UTF8&qid=1531166739&sr=1-30&keywords=john+falk)

### Online:

Canvas, Box, Adobe Creative Suite (Premier Pro & Photoshop)

## Assignments

Instructional Goal	Assignment/Activity	Possible Points
	Literature Review	
	• Draft	50
	• Final	100
	• Discussion	50
3	Technology Tool Review and Presentation	100
3	Non-Formal/Informal Learning Observation	100
	Electronic Field Trip	
1,2,3	• Development	100
1,2,3	• Implementation	100
1,2,3	• Assessment	100
1,2,3	Final Presentation	100
	Professionalism	50
	<b>TOTAL</b>	<b>850</b>

### Literature Review

You will conduct a literature review about information and communication technology, informal/non-formal science communication/education, agricultural/environmental engagement, and electronic field trips. You will submit a draft for peer review at the midterm and a final draft at the end of the semester.

### Technology Tool Review and Presentation

You will identify, research, and apply an instructional/learning/communication technology that could be used to engage audiences/learners in non-formal settings, use the tool, and demonstrate it in class.

### Non-Formal / Informal Learning Observation

You will choose a public non-formal/informal science education/communication space such as a science center, museum, 4-H clubs, etc., conduct two observations of the space, take field notes, and type up a short synopsis of the observations with potential research questions.

### Electronic Field Trip (EFT)

We will work as a class to develop, implement, and assess a pilot electronic field trip.

- **Development**
  - Capturing and editing b-roll ahead of time
  - Scripting
  - Site scouting
  - Working with scientist and school partners
  - Developing a Teacher's Guide

- **Implementation**  
Live streaming two 45-minute EFTs  
Field observations  
Questions from schools
- **Assessment**  
Develop, implement, and rough analysis of pre- post-survey of EFT participants

### Final Presentation

You will give a final presentation about your literature review, fieldwork observation assignment, and role/learning in the EFT.

### Course Grading and Assignments

The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by the instructor. You will receive specific information well in advance of deadline dates. Late assignments will receive a 10% point deduction per each day the assignment is late. You are expected to meet deadlines, as a professional would be expected to do.

### Grading scale

A+ = 100%	C+ = 79 to 76%	F = Below 60%
A = 99 to 95%	C = 75 to 73%	
A- = 94 to 90%	C- = 72 to 70%	
B+ = 89 to 86%	D+ = 69 to 66%	
B = 85 to 83%	D = 65 to 63%	
B- = 82 to 80%	D- = 62 to 60%	

### Attendance 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>

You are expected to attend every class and arrive on time. If you must miss class, please keep up with the assigned readings so you can make meaningful contributions to in-person and online discussions. If you must miss class and are unable to speak with the instructor in person, leave a phone message or send an e-mail message as soon as possible. Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions.

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless you receive prior permission from me – late materials will not be accepted. Permissions are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines.

### **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>.

### **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/process/student-conduct-honor-code>.

### **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.

### **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/)

### **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
  - Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

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**Fall 2018 Tentative\* Course Schedule**

<b>Week</b>	<b>Reading</b>	<b>Topics</b>	<b>Assignment</b>
<b>1</b> Aug 22-24 <i>*online</i>		Hello & welcome!	Create a Canvas introduction
Defining ICT & ISE / EFT Pre-production work			
<b>2</b> Aug 27-31	Canvas	<ul style="list-style-type: none"> <li>• Define ICT</li> <li>• Define ISE</li> <li>• EFT teams/workflow</li> </ul>	Begin lit review
<b>3</b> Sep 3-7 <i>*no class Sept 3</i>	Ch 1 & 2	<ul style="list-style-type: none"> <li>• Examine EFTs</li> <li>• Examine NGSS</li> <li>• Mobile video production</li> <li>• EFT development</li> </ul>	<i>Identify scientist and topic</i> <i>Identify relevant NGSS</i>
<b>4</b> Sep 10-14	Ch 3 & 4	<ul style="list-style-type: none"> <li>• ADDIE</li> <li>• Conservation</li> <li>• Behavior change</li> <li>• Tech tools research</li> <li>• EFT development</li> </ul>	Tech tool idea <i>Location scouting</i>
<b>5</b> Sep 17-21	Ch 5 & 6	<ul style="list-style-type: none"> <li>• Scientist visits</li> <li>• EFT development</li> </ul>	<i>Teacher's Guide</i> <i>Video shoots</i>
<b>6</b> Sep 24-28	Ch 7 & 8	<ul style="list-style-type: none"> <li>• Arts-based research</li> <li>• Participatory action research</li> <li>• Assessment</li> <li>• Methods</li> <li>• Observations</li> </ul>	Observations idea <i>Teachers' Guide</i> <i>Video shoots</i>
<b>7</b> Oct 1-5	Canvas	<ul style="list-style-type: none"> <li>• EFT development</li> <li>• Tech tool work</li> </ul>	<i>Rough script</i> <i>Assessment</i> <i>Recruitment</i> <i>Video shoots</i> Begin observations
<b>8</b> Oct 8-12		Tech tool presentations	Tech tool presentations
<b>9</b> Oct 15-19		Literature review – peer review	Lit review – peer review
<b>10</b> Oct 22-26	Canvas	<ul style="list-style-type: none"> <li>• Internet of Things</li> <li>• Augmented reality</li> <li>• 360-degree cameras</li> <li>• EFT development</li> </ul>	<i>Rough script</i> <i>Assessment</i> <i>Recruitment</i> <i>Video editing</i>

<b>11</b> Oct 29 – Nov 2	Ch 9, 10, & 11	<ul style="list-style-type: none"> <li>• Observation updates</li> <li>• Future ICT/ISE study ideas</li> <li>• EFT development</li> </ul>	Observation updates <b>Final EFT prep</b>
<b>12</b> Nov 5-9		Observation presentations	Observation presentations <b>Final EFT prep</b>
<b>13</b> Nov 12-16 <i>*no class Nov 12</i>	Canvas	<ul style="list-style-type: none"> <li>• International ICT/ISE</li> <li>• Culture-centered approaches</li> </ul>	<b>Final EFT prep</b>
<b>14</b> Nov 19-23	Canvas	EFT implementation/analysis	
<b>15</b> Nov 26-30	Canvas	EFT implementation/analysis	
<b>16</b> Dec 3-7	Canvas	EFT implementation/analysis	Literature review
<b>FINAL</b>	<b>Final Presentations December 12 3-5pm</b>		