

Instructor:	Dr. Grady Roberts Professor 117C Bryant Hall P.O. Box 112060 Gainesville, FL 32611-2060 Phone: 352-273-2568 Email: groberts@ufl.edu
Office Hours:	By Appointment
Course Meetings:	Wednesday, Periods 6 to 8 (12:50 pm to 3:50 pm), Rolfs 306
Course Description:	Contemporary and foundational theory and research on teaching and learning.
Course Objectives:	Students enrolled in this course will: <ol style="list-style-type: none">1. Discuss appropriate teaching/learning theories.2. Apply teaching/learning theory to assess an educator.3. Critique research applications of teaching/learning theory.4. Create a teaching philosophy statement informed by teaching/learning theory.
Recommended Texts:	This course will not have a required textbook. However, this book is a great resource and recommended, especially for the Ag Ed PhD students. Schunk, D. (2015). <i>Learning theories: An educational perspective</i> (7th ed.). Boston, MA: Pearson.
Course Website:	This course will use the UF eLearning learning platform (Canvas)

Required Readings

- Ajzen, I. (2012). Theory of planned behavior. In P. A. M. Lange, A. W. Kruglanski & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 438-459). London, UK: Sage.
- Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources*, 8(4), 430-441. doi: 10.1177/1523422306292942
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248-287.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated learning and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Caine, G., & Caine, R. N. (2006). Meaningful learning and the executive functions of the brain. *New Directions for Adult and Continuing Education*, 2006(110), 53-61. doi: 10.1002/ace
- Camp, W. G. (2001). Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Education Research*, 26(1), 4-25.
- Dewey, J. (1938). *Experience and education*. New York, NY: Simon & Schuster.
- Doolittle, P. E., & Camp, W. G. (1999). Constructivism: The career and technical education perspective. *Journal of Vocational and Technical Education*, 16(1).
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. Fullerton, CA: California State University, Fullerton. Retrieved from ERIC database. (ED315423)
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-development inquiry. *American Psychologist*, 34(10), 906-911.
- Kirton, M. (1976). Adaptors and innovators: A descriptive measure. *Journal of Applied Psychology*, 61(5), 622-629.
- Knowles, M. S. (1973). *The adult learner: A neglected species*. Houston, TX: Gulf Publishing Company.
- Knowles, M. S., Holton, III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive class in adult education and human resource development* (8th ed.). New York, NY: Routledge.
- Mayer, R. E. (1996). Learners as information processors: Legacies and limitations of educational psychology's second metaphor. *Educational Psychologist*, 31(3/4), 151-161.

- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, 2001(89), 3-14. doi: 10.1002/ace.3
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley & Sons.
- Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. *Educational Psychologist*, 38(1), 1-4. doi: 10.1207/S15326985EP3801_1
- Roberts, T. G. (2006). A philosophical examination of experiential learning theory for agricultural educators. *Journal of Agricultural Education*, 47(1), 17-29. doi: 10.5032/jae.2006.01017
- Rockwell, K., & Bennett, C. (2004). *Targeting outcomes of programs: A hierarchy for targeting outcomes and evaluating their achievement*. Lincoln, NE: Department of Agricultural Leadership, Education and Communication.
- Schunk, D. (2015). *Learning theories: An educational perspective* (7th ed.). Boston, MA: Pearson.
- Stufflebeam, D. L. (2000). The CIPP model for evaluation. In D. L. Stufflebeam, C. F. Madam & T. Kellaghan (Eds.), *Evaluation models* (pp. 279-317). New York, NY: Kluwer Academic Publishers.
- Tropical Agriculture Platform. (2016). *Common framework for capacity development for agricultural innovation systems*. Rome, Italy: Tropical Agriculture Platform.
- Vygotsky, L. S. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.
- Weiner, B. (1972). Attribution theory, achievement motivation, and the educational process. *Review of Educational Research*, 42(2), 203-215.
- Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review*, 12(3), 265-310. doi: 10.1016/0273-2297(92)90011-P
- Wiggins, G. & McTighe, J. (2001). *Understanding by design*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Young, R. A., & Collin, A. (2004). Introduction: Constructivism and social constructionism in the career field. *Journal of Vocational Behavior*, 64, 373-388. doi: 10.1016/j.jvb.2003.12.005
- Zull, J. E. (2006). Key aspects of how the brain learns. *New Directions for Adult and Continuing Education*, 2006(110), 3-9. doi: 10.1002/ace.213

Recommended Texts for Your Personal Library

- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Bruner, J. S. (1966). *Towards a theory of instruction*. Cambridge, MA: Harvard University Press.
- Dewey, J. (1910). *How we think*. Boston, MA: D. C. Heath & Co.
- Dewey, J. (1916). *Democracy and education*. New York, NY: The Free Press.
- Dewey, J. (1938). *Experience and education*. New York, NY: Simon & Schuster.
- Friere, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Knowles, M. S., Holton, III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive class in adult education and human resource development* (8th ed.). New York, NY: Routledge.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley & Sons.
- Schunk, D. (2015). *Learning theories: An educational perspective* (7th ed.). Boston, MA: Pearson.
- Vygotsky, L. S. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.

Date	Topics	Readings
Wed 8/22	Course Overview What is a theory? Setting the Stage <ul style="list-style-type: none"> The Agricultural Education System The Learning Environment Epistemologies 	Camp (2001) TAP (2016), Chapters 2 & 3
Wed 8/29	Learning Paradigms <ul style="list-style-type: none"> Historical Perspectives – Behaviorism Teaching Philosophy Statements	Schunk (2016), Chapter 3
Wed 9/5	Learning Paradigms <ul style="list-style-type: none"> Contemporary Perspectives - Constructivism 	Doolittle & Camp (1999) Young & Collins (2004) Student Article #1
Wed 9/12	Learner-Focused Theories <i>Motivation Theories</i> <ul style="list-style-type: none"> Theory of Planned Behavior Expectancy-Value Theory Attribution Theory <i>Roberts Out – TBD online or Guest Professor</i>	Ajzen (2012) Weiner (1972) Wigfield & Eccles (1992) Student Article #2
Wed 9/19	Learner-Focused Theories <ul style="list-style-type: none"> Adult Learning Theory **Teaching Philosophy Draft Due**	Knowles (1973), Chapter 3 Knowles et al. (2015), Chapter 3 Student Article #3
Wed 9/26	Learner-Focused Theories <ul style="list-style-type: none"> Adult Learning Theory **Indicate if you will do educator profile or theoretical framework**	Merriam (2001) Merriam et al. (2015), Chapter 4 Merriam et al. (2007), Chapter 5 Student Article #4
Wed 10/3	Learner-Focused Theories <i>Cognition Theories</i> <ul style="list-style-type: none"> Self-Regulated Learning Critical Thinking Metacognition Problem Solving **Draft of Theory Matrix Due**	Bandura (1991) Facione (1990) Flavell (1979) Kirtan (1976) Student Article #5
Wed 10/10	Process-Focused Theories <i>Cognitive Learning Theories</i> <ul style="list-style-type: none"> Neuroscience and Learning Information-Processing Theory Cognitive Load 	Caine & Caine (2006) Mayer (1996) Paas et al., (2003) Zull (2006) Student Article #6
Wed 10/17	Process-Focused Theories <ul style="list-style-type: none"> Social-Cognitive Learning Theories 	Vygotsky (1978), Chapter 4 Bandura (1977) Bandura (1989) Student Article #7
Wed 10/24	Process-Focused Theories <ul style="list-style-type: none"> Experiential Learning 	Dewey (1938) Student Article #8
Wed 10/31	Process-Focused Theories <ul style="list-style-type: none"> Experiential Learning Situated Learning/Cognition 	Roberts (2006) Brown et al. (1989) Student Article #9
Wed 11/7	Instructional Design Theories <ul style="list-style-type: none"> ADDIE Model Backwards Design 	Allen (2006) Wiggins & McTighe (2001) Student Article #10
Wed 11/14	Outcome-Focused Theories <ul style="list-style-type: none"> TOP Model CIPP Model **Teaching Philosophy Final Due**	Rockwell & Bennett (2004) Stufflebeam (2000) Student Article #11
Wed 11/21	NO CLASS – THANKSGIVING BREAK	
Wed 11/28	Student Presentations **Educator Profile or Theoretical Framework Due**	
Wed 12/5	Student Presentations **Theory Matrix Due** Take Home Final Distributed	
Wed 12/12	**Take Home Final Due**	

Course Assignments and Grading

	Due Date	Points Possible	Points Awarded
Teaching Philosophy Statement	Draft – 9/19 Final – 11/14	100	
Article Discussion	As assigned	50	
Educator Profile or Theoretical Framework	11/28	100	
Theory Matrix	Draft – 10/3 Final – 12/5	100	
Take Home Final	12/12	200	
Attendance/Participation	Weekly	50	
<p>Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 1 week past the due date and will be penalized 10%/day.</p> <p>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.</p> <p>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 upon return to class.</p>			

Grading Scale				
A = 570 - 600	B+ = 522 - 539	C+ = 462 - 479	D+ = 402 - 419	E = 0 - 359
A- = 540 - 569	B = 498 - 521	C = 438 - 461	D = 378 - 401	
	B- = 480 - 497	C- = 420 - 437	D- = 360 - 377	
University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx				

Assignment Details			
Assignment	Description	Due Date	Points
Teaching Philosophy Statement	<p>You will create a personal teaching philosophy statement using the criteria provided in class. This will be written in laymen's terms (i.e. no educational lingo). In a separate document, you will use the "comments" function in Word connect specific pieces of your teaching philosophy to appropriate teaching/learning theories.</p> <p>A draft will be submitted for peer review. The draft does not need to have links to theories.</p> <p>Consult rubric in Canvas for more details.</p>	<p>Draft Due on 9/19</p> <p>Final Version Due on 11/14</p>	100
Article Discussion	<p>You will select a research-based article relevant to agricultural leadership, education, extension, or communications which uses one of the theories we will discuss in class. This will be done in advance of our discussion of each theory and become one of the assigned readings for all students that week. You will lead the discussion of the article in class. Be sure to discuss the application (formal, non-formal, informal, adult, youth, etc.), how the theory was used (grand, mid-level, substantive), and how the theory set up the study.</p>	Weekly as assigned	50
Educator Profile OR Theoretical Framework Choose by 10/3	<p>Choose from one of the following:</p> <p>Option 1: Educator Profile - You will create a profile of an educator of your choosing to assess the underlying teaching/learning theories that guide his/her practice. This will consist of:</p> <ul style="list-style-type: none"> • Interviewing the educator using questions developed by the class. • Observing the educator teach 2 sessions. • Creating a 5-8 page report detailing your findings. • Delivering a 10 minute summary in class of your findings. <p>Option 2: Theoretical Framework – You will develop a complete theoretical framework (grand, middle, and substantive theories) for a research project you might undertake. This will consist of:</p> <ul style="list-style-type: none"> • Writing a 10-12 page report. • Delivering a 10 minute summary in class of your framework. <p>Consult rubrics in Canvas for more details.</p>	11/28	100
Theory Matrix	<p>You will create a matrix of all theories discussed in class. You may use the template provided in Canvas, or create your own method of communicating the required information. The required information includes: theory name, key authors, fundamental concepts, research applications in AEC, and professional applications.</p> <p>An ungraded draft is due on 10/3.</p>	12/5	100
Take Home Final	<p>A comprehensive essay-type take home exam will be given to allow you to show your understandings of teaching/learning theory.</p>	12/12	200
Attendance/Participation	<p>This class will be discussion-based. You are expected to attend class each day, be prepared for discussion, and actively engage in in-class discussions.</p>	Weekly	50

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

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.

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. 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/