

**AEC 6210**  
**Designing Educational Programs in**  
**Agricultural Settings**

Section 1F50

FALL 2019

**Instructor**

R. G. (Tre) Easterly III, PhD  
Assistant Professor  
215 Rolfs Hall  
352-273-4052  
tre.easterly@ufl.edu

**Time and Location**

Tuesday: Periods 2 - 4 (8:30 am – 11:30 am) – 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 non-formal (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* (4<sup>th</sup> 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* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill.

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

Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology* (3<sup>rd</sup> 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.  
Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago, IL.: The University of Chicago Press  
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 Canvas**

#### 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. 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).

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.

##### 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**

<b>Assignment</b>	<b>Points</b>
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 UF policies, 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**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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/](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.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

## AEC 6210 Course Calendar

Dates	Topics / Learning Experiences	Reference(s)	Assignment Due
Unit I: Curriculum Design Philosophy & Foundations			
Aug 20	Curricular Philosophy	Chapter 1	
Aug 27	Characteristics of Instructional Design Models	Chapters 2 & 3	Quiz #1
Sept 3	Foundations of Instructional Design Models	Chapters 4 & 5 SSI RLO	Quiz #2
Unit II: Curriculum Design Settings & Contexts: Formal, Non-formal, Informal			
Sept 10	Design Trends & Issues in Various Settings	Chapters 6, 7, & 8	Quiz #3 Case Study Analysis #1
Sept 17	Performance Improvement eLearning & Learning Objects – Dr. Pasha Antonenko, Guest Lecturer	Chapters 9, 10, 11, & 12	Quiz #4
Unit III: Designing Instructional Programs			
Sept 24	Needs Assessment & Goal Analysis	Chapters 13 & 14	Quiz #5
Oct 1	Learner and Context Analyses	Chapters 15 & 16	Quiz #6 Case Study Analysis #2
Oct 8	Objectives and Essential Questions	Chapter 17	Quiz #7
Oct 15	Planning Units of Instruction	Chapter 19	Part A: Instructional Program Plan Quiz #8
Oct 22	Workgroup session (Instructional Program Plan)		Part A Feedback
Oct 29	<b>NO CLASS</b>		
Nov 5	Cornerstone Assessments & Collecting Evidence	Chapter 18	Part B: Instructional Design Matrix Quiz #9
Nov 12	Guest Lecture or Special Topic (TBD)		
Unit IV: Evaluating Instructional Programs			
Nov 19	Workgroup session (Instructional Design Matrix)		Part B Feedback
Nov 26	Evaluating Instructional Programs		Part C: Instructional Guide Quiz #10
Dec 3	Workgroup session (Instructional Guide) Course Evaluation (complete in class)	Chapters 20 & 21	Part C Feedback Part D: Instructional Program Evaluation Plan
Dec 10	Finals Week		Instructional Design Project