Instructional and Communication Technologies in Agriculture and Natural Resources
AEC 5541
Fall 2019 – 3 Credit Hours
Department of Agricultural Leadership, Education, & Communication

Instructor
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Assistant Professor of Agricultural Communication
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Email: jloizzo@ufl.edu
Office Location: 121D Bryant Hall
Office Hours: Tuesdays 1:30-3pm or by appointment

Class Times Location
Thursday: Periods 6-8 (12:50 PM – 3:50 PM) 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 environmental science engagement and learning about forest conservation, related research, and careers?*

PjBL steps include: (Buck Institute for Education: [http://www.bie.org](http://www.bie.org))

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

This class is also designed to follow the ‘Partnering Pedagogy’ philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

**Course Readings and Resources**

**Textbook:**

There are no required texts for this course. Readings will be posted in Canvas.

**Online:**

Canvas, Google Drive, Adobe Creative Suite (Premier Pro & Photoshop)
Assignments

<table>
<thead>
<tr>
<th>Instructional Goal</th>
<th>Assignment/Activity</th>
<th>• Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annotated Bibliography / Literature Review</td>
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</tr>
<tr>
<td></td>
<td>• Draft</td>
<td>• 50</td>
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<tr>
<td></td>
<td>• Final</td>
<td>• 100</td>
</tr>
<tr>
<td></td>
<td>• Discussion</td>
<td>• 50</td>
</tr>
<tr>
<td>3</td>
<td>Technology Tool Review and Presentation</td>
<td>• 100</td>
</tr>
<tr>
<td>3</td>
<td>Non-Formal/Informal Learning Observation</td>
<td>• 100</td>
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<tr>
<td></td>
<td>Electronic Field Trip</td>
<td>•</td>
</tr>
<tr>
<td>1,2,3</td>
<td>• Development</td>
<td>• 100</td>
</tr>
<tr>
<td>1,2,3</td>
<td>• Implementation</td>
<td>• 100</td>
</tr>
<tr>
<td>1,2,3</td>
<td>• Assessment</td>
<td>• 100</td>
</tr>
<tr>
<td>1,2,3</td>
<td>Final Presentation</td>
<td>• 100</td>
</tr>
<tr>
<td>1,2,3</td>
<td>Online Activities (x 8)</td>
<td>• 160</td>
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<tr>
<td></td>
<td>Professionalism</td>
<td>• 40</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>• 1000</td>
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**Annotated Bibliography / Literature Review**
You will develop an annotated bibliography / 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.

**Online Activities**
You will complete up to 8 online activities throughout the semester in Canvas. These will include assignments such as discussion boards, written reflections, and skills demonstrations such as video shooting and editing.

**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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>A</td>
<td>99 to 95%</td>
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<tr>
<td>A-</td>
<td>94 to 90%</td>
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<tr>
<td>B+</td>
<td>89 to 86%</td>
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<tr>
<td>B</td>
<td>85 to 83%</td>
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<tr>
<td>B-</td>
<td>82 to 80%</td>
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<tr>
<td>C+</td>
<td>79 to 76%</td>
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<tr>
<td>C</td>
<td>75 to 73%</td>
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<tr>
<td>C-</td>
<td>72 to 70%</td>
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<tr>
<td>D+</td>
<td>69 to 66%</td>
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<tr>
<td>D</td>
<td>65 to 63%</td>
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<tr>
<td>D-</td>
<td>62 to 60%</td>
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<td>F</td>
<td>Below 60%</td>
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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
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/.

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](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**
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**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.

- **U Matter, We Care:**
  If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: [https://counseling.ufl.edu/](https://counseling.ufl.edu/), 392-1575;
- University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- University Police Department: 392-1111 (or 9-1-1 for emergencies).
  [http://www.police.ufl.edu/](http://www.police.ufl.edu/)

**Academic Resources**
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. [https://career.ufl.edu/](https://career.ufl.edu/)
- Library Support, [http://cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask)
- Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [http://teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
- Student Complaints On-Campus: [https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/)
we are
AEC-CLD
at the University of Florida

We are an engaged community of diverse students and faculty.

We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.

We explore the varied perspectives, theories and science underlying these issues.

We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus</td>
<td>Hello &amp; welcome</td>
<td>Create a Canvas introduction</td>
</tr>
<tr>
<td></td>
<td>EFT links &amp; articles</td>
<td></td>
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<tr>
<td>Aug 20</td>
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#### ICT, EFTs & SciComm

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>EFT links &amp; articles</td>
<td>Define ICT</td>
<td>OA 1: definitions EFT reflections Begin annotated bib</td>
</tr>
<tr>
<td>Aug 26</td>
<td></td>
<td>EFT research, teams, workflow</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Forest conservation</td>
<td>Examine EFTs &amp; NGSS</td>
<td>OA 2: Scientists / conservation discussion practice video</td>
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<tr>
<td>Sep 3</td>
<td>Scientists as storytellers</td>
<td>Mobile video shooting</td>
<td>Research scientist/topic/NGSS</td>
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<td>holiday Sep 2</td>
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#### ISE, Tech Tools, and Assessment

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>4</td>
<td>ComSci Ch 1 &amp; 2 Stofer EDIS</td>
<td>Public engagement</td>
<td>OA 3: Public engage discussion</td>
</tr>
<tr>
<td>Sep 9</td>
<td>Media literacy</td>
<td>Tech tools research</td>
<td>Tech tool idea</td>
</tr>
<tr>
<td>5</td>
<td>ComSci Ch 3 &amp; 4 Media literacy</td>
<td>Scientist visits</td>
<td>OA 4: Reflection</td>
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<tr>
<td>Sep 16</td>
<td>EFT development</td>
<td></td>
<td>Teacher’s Guide</td>
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<td>Video shoots</td>
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<td>Scripting</td>
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<td>Recruitment</td>
</tr>
</tbody>
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#### ISE 1 & 2 Climate soc media

#### Interactivity

#### Arts-based research

#### Assessment

### OA 5: Assessment planning Tech tool idea

**Teacher’s Guide**

**Video shoots**

**Scripting**

**Recruitment**

### OA 6: ISE discussion Practice editing

**Scripting**

**Assessment**

**Recruitment**

**Video editing**

**Begin observations**
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Topics</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>8 Oct 7</td>
<td></td>
<td>Tech tool presentations</td>
<td></td>
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<tr>
<td>9 Oct 14</td>
<td></td>
<td>Annotated Bib – peer review</td>
<td></td>
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</tbody>
</table>
| **10** Oct 21 | IoT article and video | • Internet of Things  
• Augmented reality  
• EFT development | OA 6: Discussion and Updates  
Teacher’s Guide  
Video editing  
Scripting  
Recruitment |
| **11** Oct 28 | | • EFT development | OA 7: Updates  
Final EFT prep |

**EFT Go LIVE! & Final Presentations**

| 12 Nov 4 | Observation presentations | Final EFT prep |
| 13 Nov 12 holiday 11 | EFT implementation/analysis | Final EFT prep |
| 14 Nov 18 | EFT implementation/analysis | |
| 15 Nov 25 holiday 27-29 | EFT review  
Co-constructed interviews | |
| 16 Dec 2 reading days 5 & 6 | EFT review  
Focus group discussion | OA 8: Final reflection  
Annotated bibliography |

**FINAL**

|  | Final Presentations  
December 13  
10am - Noon | |

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.*