AEC 6543: Teaching and Learning Theory: Applications in Agricultural Education
(3 Credits)
Fall 2019

Instructor: Dr. Grady Roberts
Professor
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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:
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.


Course Website: This course will use the UF eLearning learning platform (Canvas)
Required Readings


Recommended Texts for Your Personal Library


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Wed 8/21</td>
<td>Course Overview</td>
<td>Camp (2001)</td>
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<tr>
<td></td>
<td>What is a theory?</td>
<td>TAP (2016), Chapters 2 &amp; 3</td>
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<td>Setting the Stage</td>
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<td>• The Agricultural Education System</td>
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<td>• The Learning Environment</td>
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<td>• Epistemologies</td>
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<td>Wed 8/28</td>
<td>Learning Paradigms</td>
<td>Schunk (2016), Chapter 3</td>
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<td>• Historical Perspectives – Behaviorism</td>
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<td>Teaching Philosophy Statements</td>
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<td>• Contemporary Perspectives - Constructivism</td>
<td>Young &amp; Collins (2004)</td>
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<td>Student Article #1</td>
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<td>Wed 9/11</td>
<td>Learner-Focused Theories</td>
<td>Azen (2012)</td>
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<td>Motivation Theories</td>
<td>Weiner (1972)</td>
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<td>• Theory of Planned Behavior</td>
<td>Doolittle &amp; Camp (1999)</td>
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<td>• Expectancy-Value Theory</td>
<td>Vygotsky (1978)</td>
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<td>• Attribution Theory</td>
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<td>Roberts Out – TBD online or Guest Professor</td>
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<td>Wed 9/18</td>
<td>Learner-Focused Theories</td>
<td>Knowles (1973), Chapter 3</td>
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<td>• Adult Learning Theory</td>
<td>Knowles et al. (2015), Chapter 3</td>
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<td>• Transformational Learning</td>
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<td></td>
<td><strong>Teaching Philosophy Draft Due</strong></td>
<td>Merriam et al. (2015), Chapter 4</td>
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<td><strong>Indicate if you will do educator profile or theoretical framework</strong></td>
<td>Merriam et al. (2007), Chapter 5</td>
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<td>Student Article #3</td>
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<td>Wed 10/2</td>
<td>Learner-Focused Theories</td>
<td>Bandura (1991)</td>
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<td>Cognition Theories</td>
<td>Facione (1990)</td>
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<td>• Self-Regulated Learning</td>
<td>Flavell (1979)</td>
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<td>• Critical Thinking</td>
<td>Kirton (1976)</td>
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<td>• Metacognition</td>
<td>Student Article #5</td>
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<td>• Problem Solving</td>
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<td><strong>Draft of Theory Matrix Due</strong></td>
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<td>• Neuroscience and Learning</td>
<td>Paas et al., (2003)</td>
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<td>• Information-Processing Theory</td>
<td>Zull (2006)</td>
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<td>• Cognitive Load</td>
<td>Student Article #6</td>
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<td>Wed 10/16</td>
<td>Process-Focused Theories</td>
<td>Vygotsky (1978), Chapter 4</td>
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<td>Social-Cognitive Learning Theories</td>
<td>Bandura (1977)</td>
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<td>Bandura (1989)</td>
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<td>Student Article #7</td>
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<td>Wed 10/23</td>
<td>Process-Focused Theories</td>
<td>Dewey (1938)</td>
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<td>Experiential Learning</td>
<td>Student Article #8</td>
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<td>Experiential Learning</td>
<td>Brown et al. (1989)</td>
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<td>Situated Learning/Cognition</td>
<td>Student Article #9</td>
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<td>• ADDIE Model</td>
<td>Wiggins &amp; McTighe (2001)</td>
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<td>• Backwards Design</td>
<td>Student Article #10</td>
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<td>• TOP Model</td>
<td>Stufflebeam (2000)</td>
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<td>• CIPP Model</td>
<td>Student Article #11</td>
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<td><strong>Teaching Philosophy Final Due</strong></td>
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<tr>
<td>Wed 11/20</td>
<td>NO CLASS – THANKSGIVING BREAK</td>
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<td>Wed 11/27</td>
<td>Student Presentations</td>
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<td><strong>Educator Profile or Theoretical Framework Due</strong></td>
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<td>Wed 12/4</td>
<td>Student Presentations</td>
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<td><strong>Theory Matrix Due</strong></td>
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<td></td>
<td>**Take Home Final Distributed</td>
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<tr>
<td>Wed 12/11</td>
<td><strong>Take Home Final Due</strong></td>
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## Course Assignments and Grading

<table>
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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Awarded</th>
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<tr>
<td>Teaching Philosophy Statement</td>
<td>Draft – 9/18</td>
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<td></td>
<td>Final – 11/13</td>
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<tr>
<td>Article Discussion</td>
<td>As assigned</td>
<td>50</td>
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<td>Educator Profile or Theoretical Framework</td>
<td>11/27</td>
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<td>Theory Matrix</td>
<td>Draft – 10/2</td>
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<td>Final – 12/4</td>
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<td>Take Home Final</td>
<td>12/11</td>
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<tr>
<td>Attendance/Participation</td>
<td>Weekly</td>
<td>50</td>
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**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.

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.

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.

## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>570 - 600</td>
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<tr>
<td>A-</td>
<td>540 - 569</td>
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<tr>
<td>B+</td>
<td>522 - 539</td>
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<tr>
<td>B</td>
<td>498 - 521</td>
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<tr>
<td>B-</td>
<td>480 - 497</td>
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<tr>
<td>C+</td>
<td>462 - 479</td>
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<tr>
<td>C</td>
<td>438 - 461</td>
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<tr>
<td>C-</td>
<td>420 - 437</td>
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<tr>
<td>D+</td>
<td>402 - 419</td>
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<td>D</td>
<td>378 - 401</td>
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<tr>
<td>D-</td>
<td>360 - 377</td>
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<td>E</td>
<td>0 - 359</td>
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University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
<table>
<thead>
<tr>
<th>Assignment Details</th>
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<tbody>
<tr>
<td><strong>Teaching Philosophy Statement</strong></td>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td><strong>Due Date</strong></td>
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<tr>
<td><strong>Points</strong></td>
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<tr>
<td><strong>Final Version Due on 11/13</strong></td>
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| **Article Discussion** |
| **Description** | 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. |
| **Due Date** | Weekly as assigned |
| **Points** | 50 |

| **Educator Profile OR Theoretical Framework** |
| **Choose by 10/2** |
| **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: |
| **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.** |
| **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: |
| **Writing a 10-12 page report.** |
| **Delivering a 10 minute summary in class of your framework.** |
| **Consult rubrics in Canvas for more details.** |
| **Due Date** | 11/27 |
| **Points** | 100 |

| **Theory Matrix** |
| **Description** | 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. An ungraded draft due on 10/2. |
| **Due Date** | 12/4 |
| **Points** | 100 |

| **Take Home Final** |
| **Description** | A comprehensive essay-type take home exam will be given to allow you to show your understandings of teaching/learning theory. |
| **Due Date** | 12/11 |
| **Points** | 200 |

| **Attendance/Participation** |
| **Description** | 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. |
| **Due Date** | Weekly |
| **Points** | 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/

Course Evaluations
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/.