AEC 4200/5206
Teaching Methods in
Agricultural Education
(3 credits)
Fall 2019

AEC Agricultural Education Program (TCH) Mission

The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values…
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for agriculture and compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- The contributions that agricultural educators can make outside of formal education.
- Agriculture's contribution in addressing societal issues on a local to global scale.

Learning Principles

1. Learning is both social and individual.
2. Learning best occurs when moving from the concrete to the abstract.
3. Learning and performance are enhanced by continuous, explicit reflection and feedback.
4. Learning is affected by learner motivation, attitude and values.
5. Learning occurs at all levels of cognition.
6. Learning is purposeful, contextual, and non-linear.
7. Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
8. Learning is enhanced by addressing a student's preferred learning style, prior knowledge, and experiences.
9. Learning occurs best in a supportive, challenging, and structured environment.
10. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

Transfer Goals

1. Design an instructional program.
2. Create an environment conducive to learning.
3. Deliver effective instruction.
4. Assess student learning.
5. Participate in continuous professional development.
6. Act professionally and responsibly.

University of Florida – Model for Teacher Education in Agricultural Education
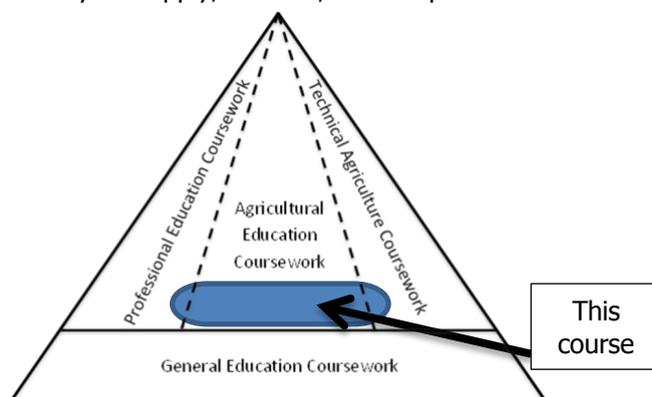
Instructors

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Time and Location

Lecture: Monday, Period 3 (9:35 – 10:25 am), Rolfs 306 & Zoom for Plant City students
Lab (Gainesville): Tuesday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306
Lab (Gainesville): Wednesday, Periods 3 – 5 (9:35 am – 12:35 pm), Rolfs 306
Lab (Gainesville): Thursday, Periods 4 – 6 (10:40 am – 1:40 pm), Rolfs 306
Lab (Plant City): Thursday, 12:30 to 3:30pm

Course Description

Instructional methodology course that focuses on the selection and use of teaching strategies, methods/approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

Course Essential Questions & Objectives

EQ1. How are teaching and learning theories utilized in education settings?
Objective 1: Discuss how teaching and learning theories are utilized in educational settings.
EQ2. How can I meet the needs of individual learners?
Objective 2: Identify factors affecting individual learner differences.
Objective 3: Prepare lesson plans which address diversity in student populations.
EQ3. How can I help my students learn?
Objective 4: Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
Objective 5: Develop and teach lessons using the appropriate learning activities.
EQ4. How can I enhance my lessons?
Objective 6: Describe the characteristics and uses of selected educational technology.

Required Texts

Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S. (2004). *Methods of teaching agriculture (3rd Edition).* Upper Saddle River, NJ: Pearson Prentice Hall.

Supplemental Texts

Phipps, L.J., Osborne, E.W., Dyer, J.E., & Ball, A.L. (2008) *Handbook on agricultural education in public schools (6th edition).* Clifton Park, NY: Thomson/Delmar.

Reardon, M. & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments.* Chicago, IL: Zephyr Press.

Zuckerman, J. T. (2009). *From lesson plans to power struggles, grades 6-12: Classroom management strategies for new teachers.* Thousand Oaks, CA: Corwin.

e-Moments: https://www.asec.purdue.edu/download/undergrad/pdf/eMoments.pdf

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<div align="center">**DESCRIPTION OF COURSE ASSIGNMENTS**</div>

Discussion Posting

On the discussion board, post your beliefs about why and how people learn. Provide specific examples on your preferred learning. Address the teaching methods you feel less comfortable with and how you will change your teaching style to meet the needs of learners that may prefer learning that isn't your preferred style.

Quizzes and Participation

You are expected to begin your professional career as an educator. This includes attending all class sessions and actively participating in class activities. There will be quizzes over assigned readings at the beginning of selected classes (unannounced). Questions will be from assigned readings.

Field Observations

One way to improve your own teaching is to watch others. You will make arrangements to observe your anticipated cooperating teacher (or internship site) focusing on the teaching aspect. Reflections will be done through journaling to document your observations. At minimum there must be 2 on-site visits conducted and a minimum of 10 hours completed.

Teaching Presentations

As part of each teaching presentation – there needs to be a pre-conference meeting and a post-conference meeting with your lab TA. The focus of the pre-conference meeting is to have discussion and verbally think through the lesson as you walk the TA through your lesson. The purpose of the post-conference is to have a guided reflection of your teaching presentation with the lab TA after you have watched your video.

Interest Approach: Create and present an activity designed to stimulate student interest. Topic should come from your work in AEC 4202. Deliver this teaching presentation in front of a group of peers. The Interest Approach should be 2-4 minutes and not more than 5 minutes.

Demonstration: Create and present a demonstration based on your work in AEC 4202. Follow demonstration guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be 10-12 minutes; not more than 15 minutes. Visual aids are required.

Modified Lecture: Create and present a lecture based on your work in AEC 4202 with either questioning OR discussion. Follow guidelines presented in class. The lesson should include an introduction and a summary as part of the teaching presentation. This lesson should be 20-25 minutes; not more than 30 minutes.

PBL: Create and present a Problem-based learning lesson on your work in AEC 4202. Follow guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include an interest approach and lesson closure.

IBI: Create and present an Inquiry-based lesson on a topic chosen by you and your lab instructor. Follow guidelines presented in class. This lesson should be 45 minutes. You should have an interest approach and lesson closure. You must use the full time and if you go over, the bell will ring.

Clinical Teaching: Create and present a lesson topic prescribed that is planned for the clinical course on the day of instruction. Use the appropriate teaching methods to teach school-based students. The lesson must contain an interest approach, the teaching should contain appropriate teaching method(s), at least two teaching strategies, and lesson summary/closure. Lesson length will be dependent upon the class period of the clinical teaching location – however, teaching should be bell-to-bell.

Theory Poster

In partners, you will learn deeper knowledge above and beyond the textbook on a teaching and learning theory assigned. This knowledge will be transferred and presented on a 36" by 48" poster and be presented during the Ag Ed symposium. Topics to address on the poster: Introduction/description, key elements, application to teaching and learning, how the theory informs practice and student learning.

Special Needs Research

You will be assigned a special needs accommodation. You should research and become a resident expert on how to best teach learners with this disability – researching the causes, limitations the disability presents for learners, ways to accommodate teaching to overcome or lessen the disability, and example lessons that provide for this accommodation. The research paper will be 3-5 pages in length describing the disability, features, and ways to adapt teaching. In addition, two full lesson plans will be submitted and include an outline of how to accommodate for the assigned disability. Lessons can be from AEC 4202. The benchmark (round-table) will be a presentation of the 3-5 page report (due in week 9; final due in week 15 will include a final version of the 3-5 page report and the two full lessons with accommodations).

COURSE ASSIGNMENTS	Percent of Final Grade	Due Date (by class meeting time)
Discussion, Quizzes, & Participation	10	Throughout
Teaching Presentation 1	5	Week 3
Teaching Presentation 2	10	Week 5
Teaching Presentation 3	10	Week 7
Theory Poster	5	Week 8
Special Needs Research Draft and Roundtable Presentation	5	Week 9
Teaching Presentation 4	12.5	Week 12
Teaching Presentation 5	12.5	Week 13
Special Needs Research Final Report & Adapted Lessons	10	Week 15
Clinical Teaching (Presentation 6)	15	Finals Week
Field Observations	5	Throughout
Assist Dept. forms - *(Bonus)*	2.5	T.B.A.

Grading Scale

A = 95-100%   B = 80-84%   D = 65-69%
A- = 90-94%   C+ = 75-79%   E = below 65%
B+ = 85-89%   C = 70-74%

Note: This Web address references the UF grades and grading policies:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Attendance and Assignments

Students' class attendance and participation are required. There are a total of 16 potential class meetings. *Missing more than 2 class meetings will result in failure of the course.* No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor or assistant if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

The use of personal cell phones, iPads, computers, and other electronic devices may be utilized during instruction. However, the use of these items should be limited to appropriate and designated times during

the course. Misplaced text messaging will be noted by the instructor, ONE warning will be given, after which unauthorized texting (use of an electronic device) will be counted as an absence and will result in a 5% total reduction of the final course grade.

Academic Honesty
In 1995 the UF student body enacted a new 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.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

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."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.
(Source: 2012-2013 Undergraduate 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.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, **www.counsel.ufl.edu**
- *Career Resource Center,* CR-100 JWRU, 392-1601 ext: 0, **www.crc.ufl.edu/**
- *Student Mental Health Services,* Rm. 245 Student Health Care Center, 392-1171, **www.shcc.ufl.edu/smhs/**

       Alcohol and Substance Abuse Program (ASAP)
       Attention Deficit Hyperactivity Disorder (ADHD)
       Center for Sexual Assault / Abuse Recovery & Education (CARE)
       Eating Disorders Program
       Employee Assistance Program
       Suicide Prevention Program

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, 392-8565, **www.dso.ufl.edu/drc/**

Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected at "Key Tasks" that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of "Developing," "Accomplished," or "Exceptional." No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an "Unsatisfactory" rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: https://my.education.ufl.edu/.

Exceptional	The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

FEAP		Assessment
1a	Aligns instruction with state-adopted standards at the appropriate level of rigor.	Lesson Plans
1d	Selects appropriate formative assessments to monitor learning.	All Teaching Presentations
2c	Conveys high expectations to all students.	Teaching Presentation 4 & 5
2e	Models clear, acceptable oral and written communication skills.	Teaching Presentation 2 & 3; Special Needs Research Project
2f	Maintains a climate of openness, inquiry, fairness, and support.	Teaching Presentation 6
2g	Integrates current information and communication technologies.	Teaching Presentation 6
2i	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Teaching Presentation 3
3a	Deliver engaging and challenging lessons.	All Teaching Presentations
3d	Modify instruction to respond to preconceptions or misconceptions.	Teaching Presentation 4 & 5
3f	Employ higher-order questioning techniques.	Teaching Presentation 3
3g	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	Teaching Presentation 6
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	All Teaching Presentations
5b	Examines and uses data-informed research to improve instruction and student achievement.	Teaching Presentation 4 & 5
5e	Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.	Research Round Tables and Theory Posters

Tentative AEC 4200/5206 Course Calendar

Week	Date	Location	Topics	HW/ Reading	Assignment
1	8/20, 21, 22	CR	• Course Orientation – Objectives, Expectations, Lab Experiences • How do people learn? • What is learning? • Learning Styles and Learning Preferences	Readings for next week on Learning Theories PODB - Chapter 12 & 13 NMWW – page 25 to 43	**Due:** Discussion post
2	8/26, 27, 28, 29	CR	• Intro to Learning Theories • Principles of Effective Teaching • Generating buy-in and student engagement – Interest Approach	Readings for next week: PODB – Chapter 14 & 15 EDIS Handouts	Assign theory poster & partners Assign Interest Approach
3	9/3, 4, 5	CR	• *Teaching Presentation 1: Interest Approach* • Examination of lessons (from 4202) • Review - Lesson Plan Objectives • Teaching Methods and Selecting the Appropriate Teaching Approach – PSA, SMA, CBA	Readings for next week: PODB – Chapter 18 & 21 NMWW – Chapter 12	**DUE:** Interest Approach; Online discussion
4	9/9, 10, 11, 12	CR	• Teaching through Demonstration • Instructional Media and Visual Aids • Teaching Learners with Special Needs	Readings for next week: PODB – Chapter 14 NMWW – Chapters 6 & 7 EDIS Handouts	Assign Demonstration Assign Special Needs Research **DUE:** Theory Poster Concept
5	9/16, 17, 18, 19	CR	• *Teaching Presentation 2: Demonstration* • Teaching through Cooperative Learning & Game-based Learning	Readings for next week: PODB – Chapter 14 NMWW – Chapters 6 & 7	**DUE:** Demonstration
6	9/23, 24, 25, 26	CR	• Teaching through Lecture • Teaching through Questioning • Teaching through Discussion • Techniques and Strategies during teaching methods	Readings for next week: PODB – Chapter 14 NMWW – Chapters 6 & 7	Assign Lecture & Questioning or Discussion
	F & S 27th & 28	Daytona	• Ag Ed Symposium		**DUE:** Theory Posters
7	9/30, 10/1, 2, 3	CR	• *Teaching Presentation 3: Lecture & Questioning or Discussion* • Techniques and strategies during teaching/drawing lesson closure		**DUE**: Lecture & Questioning or Discussion
8	10/7, 8, 9, 10	CR	• Practice in drawing lesson closure • Techniques and Strategies during teaching methods	Reading for next week: PODB – Chapter 15 NMWW – Chapter 4	**DUE:** Lecture & Questioning or Discussion Cont.

Week	Date	Location	Topics	HW/ Reading	Assignment
9	10/14, 15, 16, 17	CR	• Special Needs Research Round Tables • Problem-based Learning	Readings for next week: Field Trip EDIS Handout	**DUE:** Special Needs Research Drafts Assign PBL
10	10/21, 22, 23, 24	Online	• Utilizing Field Trips & Guest Speakers • *Teaching Presentation 4*: PBL	Readings for next week: NMWW – Chapter 8	**DUE:** PBL
11	10/28, 29, 30, 31	CR	• Experiments & Inquiry-based Instruction • Managing Student Behavior		**DUE:** PBL Assign IBI
12	11/4, 5, 6, 7	CR	• *Teaching Presentation 5: IBI* • Review where we have been with PSA, SMA, CBA	Handouts	**DUE:** IBI
13	11/12, 13, 14	CR	• Differentiate between IBI and PBL		**DUE:** IBI
14	11/18, 19, 20, 21	CR	• Contextualized Teaching and Learning • Being a Reflective Teacher • Evaluating Learning – Assigning Grades	Readings for next week: NMWW – Chapter 14 PODB – Chapter 20	Assign Clinical Ed Teaching Experience
15	Week of 11/25	CR	• Work on Special Needs Research Project • Enjoy Thanksgiving	NMWW – Chapter 1	
16	12/2-6	On-site	Observation time at schools & Preparation for Clinical Teaching Experience; (one-on-one meetings)		**DUE:** Special Needs Research & Lessons Final
Finals Week	Week of 12/9	On-site	• *Teaching Presentation 6: Clinical Teaching Experience*		**DUE:** Clinical Ed Teaching Experience