**Instructional and Communication Technologies
in Agriculture and Natural Resources
AEC 5541**
Fall 2020 – 3 Credit Hours
Department of Agricultural Leadership, Education, & Communication

Instructor

Jamie Loizzo, Ph.D.
Assistant Professor of Agricultural Communication
Email: jloizzo@ufl.edu
Office Location: 121D Bryant Hall / working remotely
Virtual Office Hours (via Zoom): Fridays 9:00-10:30am **or** by appointment

Class Times	Location
Thursday: Periods 6-8 (12:50 PM – 3:50 PM)	Zoom (link located in Canvas)

*This is an online class with synchronous meetings. It is important you attend as many 'live' class meetings as possible, unless you have an excused absence.

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 an 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 to environmental science engagement and learning about the UF/IFAS Center for Aquatic and Invasive Plants CAIP, related research, and careers?

PjBL steps include: (Buck Institute for Education: 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)

Instructional Goal	Assignment/Activity	Possible Points
1,2,3	**Research Spark**	
	• Abstract draft	50
	• Spark draft	50
	• Final Abstract & Spark	100
3	**Technology Tool Review and Presentation**	100
3	**Mobile Video Production**	100
	Electronic Field Trip	
1,2,3	• Development	100
1,2,3	• Implementation	100
1,2,3	• Assessment	100
1,2,3	**Final Presentation**	100
1,2,3	**Online Activities (x 8)**	160
	Professionalism	40
	TOTAL	1000

Research Spark
You will develop a research spark about a topic related to our course content and/or electronic field trips. Further instructions will be provided during class and in Canvas.

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.

Mobile Video Production
You will create a video to either promote our class electronic field trip project or a video that will be played within the live program.

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
  Working with scientists
  Recruiting schools
  Developing a Teacher's Guide
  Preparing materials for Google Classroom/other platforms

- **Implementation**
  Live streaming two to three EFTs in various formats
  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. All assignments should be submitted electronically to me via Canvas, unless otherwise specified. You will receive specific information well in advance of deadline dates. Late assignments will receive a two 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

A+ = 100%	C+ = 79 to 76%	F = Below 60%
A = 99 to 95%	C = 75 to 73%	
A- = 94 to 90%	C- = 72 to 70%	
B+ = 89 to 86%	D+ = 69 to 66%	
B = 85 to 83%	D = 65 to 63%	
B- = 82 to 80%	D- = 62 to 60%	

General Course Expectations
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

Attendance
You are expected to **attend every class and arrive on time**. If you must miss class, please keep up with the assigned readings, recorded Zoom class meetings, and online activities, so you can make meaningful contributions. If you must miss class and are unable to speak with me in person, leave a voice mail or send an e-mail as soon as possible.

I expect all students to attend 80% of synchronous class meetings and to receive full professionalism points. However, I understand in current times that life has disruptions that sometimes we cannot avoid. You can miss **THREE** synchronous class meetings – as excused, without a deduction in professionalism points. In the event you cannot attend class, firstly, communicate directly with me via email. Secondly, if you cannot attend class meetings, you will be required to submit a one-page single spaced summary of the recorded synchronous lecture. This will be due by the end of the semester to be considered eligible for full professionalism credit.

Professionalism
Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, lack of adequate participation in group assignments, or inattentiveness during class lectures or discussions.

Late Assignments
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. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by us. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. Unless otherwise stated, materials are due in class on the deadline date.

Zoom Class Recording Privacy Policy
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.

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/) 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/, 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/

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
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/ Library Support, 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/
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/
- On-Line Students Complaints: http://distance.ufl.edu/student-complaint-process/

AEC 5541
Instructional and Communication Technologies in Agriculture and Natural Resources

Fall 2020 Tentative* Course Schedule

Week	Canvas	Zoom	Assignment
1 Sep 3	• Syllabus • EFT links & articles 📖▶	• Hello & welcome! • How does science work?	Create an intro video How science works sketchpad Teacher survey questions
ICT, EFTs & SciComm			
2 holiday Sep 7 Sep 10	• EFT links & articles 📖▶	• ID, ID models, ICT • Teacher survey • EFT intro & teams	**OA 1:** definitions EFT reflections Research spark examples
3 Sep 17	• Center for Aquatic & Invasive Plants • Mobile video shooting 📖▶	• CAIP • EFT formats • EFT recruitment • Mobile video shooting	**OA 2:** CAIP research practice video clips
4 Sept 24	• Scientists as storytellers • Scientists on Twitter 📖▶	• Video editing • Tech tools research	**OA 3:** Scicomm & Scientists Tech tool idea
5 Oct 1 homecoming October 2-3	• ComSci Ch 1 & 2 • Stofer EDIS 📖▶	• Scientists visit • Public engagement • EFT development	**OA 4:** Scientists background & blurbs Practice video edits
Media Literacy, ISE, Tech Tools, and Assessment			
6 Oct 8	Media literacy 📖▶	• Examine NGSS & FLSS • Teacher info sheets & promos	**OA 5:** Media literacy Research Spark Ideas **Mobile Video EFT Promos**
7 Oct 15	Non/informal SE Ecamm tutorials 📖▶	• Assessment • Arts-based research • EFT practice	**OA 6:** Assessment ideas Research Spark Outline **Mobile Video EFT Promos**
8 Oct 22		**Tech tool presentations**	
9 Oct 29	EFT software tutorials ▶	EFT Prep & Practice	EFT Prep & Practice

(Right margin, vertical text:)
Background & Planning

Recruitment, Guides, Video Pre-Production, Survey

Week	Canvas	Zoom	Assignment
10 Nov 5	EFT software tutorials 	EFT Prep & Practice	**OA 7:** Research Spark: Peer Review
EFT Implementation			
11 Nov 12	EFT #1 Go Live!		
12 Nov 19	EFT #2 Go Live!		
13 holiday 25-28	**NO CLASS**		
14 Dec 3	EFT #3 Go Live!		
EFT Evaluation			
15 Dec 10 Reading Days 10-12	EFT review Focus Group **OA 8:** Final Reflection		
16 **FINAL**	**Final Research Spark Presentations**		

Side labels: Implementation; Review, Reflect, & Assess

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