UF UNIVERSITY of FLORIDA
College of Agricultural and Life Sciences

UF|IFAS
UNIVERSITY of FLORIDA

AGRICULTURAL
EDUCATION AND
COMMUNICATION

Instructor
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Assistant Professor
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Office Hours: Thursday 9 – 11 am via Zoom
    Zoom link- (https://ufl.zoom.us/j/2659487212)
& By appointment (email to schedule)

Time and Location
Asynchronous - eLearning online course via Canvas (https://ufl.instructure.com/). Weekly Modules will be live by each Wednesday with tasks due by the following Tuesday.

Course Description
This course focuses on delivering educational programs in formal and nonformal settings. Emphasis will be placed on balancing theoretical and practical development and delivery of educational programs.

Course Objectives
Students enrolled in this course will:
1. Create an educational plan.
2. Plan and deliver an educational program appropriate for a formal setting.
3. Plan and deliver an educational program appropriate for a nonformal setting.
4. Reflect on their performance as an educator.

Required Texts
Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.). San Francisco, CA: Jossey-Bass.

Peace Corps. (2004). *Nonformal education (NFE) manual* (ICE No. M0042). Washington, DC: Peace Corps

Supplemental Texts
Beard, C., & Wilson, J. P. (2006). *Experiential learning: A best practice handbook for educators and trainers*. London, UK: Kogan Page.

Marriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wily & Sons.

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

Required Readings
Behrendt, M., & Franklin, T. (2014). A review of research on school field trips and their value in education. *International Journal of Environmental & Science Education*, *9*, 235–245. https://doi.org/10.12973/ijese.2014.213a

Dyer, J. E. (2008). Effective questioning techniques (EDIS Publication WC 084). Gainesville, FL: IFAS.

Goldenberg, M. (2001). Outdoor and risk educational practices. In A. Fedler (Ed.). *Defining Best Practices in*

Boating, Fishing, and Stewardship Education (pp.129-141). Alexandria, VA: Recreational Boating and Fishing Foundation.

Grant, M. R., & Thornton, H. R. (2007). Best practices in undergraduate adult-centered online learning: Mechanisms for course design and delivery. MERLOT Journal of Online Learning and Teaching, 3(4), 346-356.

Groen, J., & Fitzsimmons, J. (2011). *TAs in the sciences: Best practices for labs* (TA Tips Volume 1, Number 6). Ottawa, Canada: University of Ottawa Teaching and Learning Support Service.

Groseta, K. J., & Myers, B. E. (2006). *Using cooperative learning in formal and nonformal education* (EDIS Publication AEC 381). Gainesville, FL: IFAS.

Keengwe, J., & Kidd, T. T. (2010). Towards best practices in online learning and teaching in higher education. MERLOT Journal of Online Learning and Teaching, 6(2), 533-541.

Hill, J. B. (2016). Questioning techniques: A study of instructional practice. *Peabody Journal of Education*, *91*(5), 660–671. https://doi.org/10.1080/0161956x.2016.1227190

Johnston, T. L., & Roberts, T. G. (2011). The effect of an interest approach on knowledge, attitudes, and engagement of high school agricultural science students. *Journal of Agricultural Education*, *52*(1), 143–154. https://doi.org/10.5032/jae.2011.01143

Martin, F., Budhrani, K., Kumar, S., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Roles and competencies. *Online Learning, 23*(1), 184-205. https://doi.org/10.24059/olj.v23i1.1329

Mashburn, D., Harder, A., & Pracht, D. (2008). *Learning by doing: Utilizing service-learning projects* (EDIS Publication AEC 392). Gainesville, FL: IFAS.

Medora, N., & Roy, R. (2017). Recruiting, organizing, planning, and conducting a 3-Week, short-term study abroad program for undergraduate students: Guidelines and suggestions for first-time faculty leaders. *International Journal of Humanities and Social Science Research*, *3*, 1–11. https://doi.org/10.6000/2371-1655.2017.03.01

Myers, B. E., & Jones, L. (2004). Effective use of field trips in educational programming: A three stage approach (EDIS Publication AEC 373). Gainesville, FL: IFAS.

O'Neil, C. E., & Lima, M. (2003). Service learning in agricultural instruction: A guide for implementing real–world, hands–on, community based teaching and learning. *NACTA Journal, 47*(2), 36–41.

Roberts, T. G. (2006). A philosophical examination of experiential learning theory for agricultural educators. *Journal of Agricultural Education, 47*(1), 17–29. https://doi.org/10.5032/jae.2006.01017

Roberts, T. G., & Harlin, J. F. (2007). The project method in agricultural education: Then and now. *Journal of Agricultural Education, 48*(3), 46–56. https://doi.org/10.5032/jae.2007.03046

Rodriguez, M. T., & Roberts, T. G. (2011). Identifying best practices for a successful study abroad program. *Journal of International Agricultural and Extension Education, 18*(1), 19–33. https://doi.org/10.5191/jiaee.2011.18102

Smith, K., & Rayfield, J. (2016). An early historical examination of the educational intent of supervised agricultural experiences (SAEs) and project-based learning in agricultural education. *Journal of Agricultural Education*, *57*(2), 146–160. https://doi.org/10.5032/jae.2016.02146

Telg, R. (2009). *Producing an educational video* (EDIS Publication AEC 343). Gainesville, FL: IFAS.

Telg, R. (2010a). *Projected materials* (EDIS Publication WC 104). Gainesville, FL: IFAS.

Telg, R. (2010b). *Visual communication* (EDIS Publication WC 101). Gainesville, FL: IFAS.

DESCRIPTION OF COURSE ASSIGNMENTS

Supplemental Information

This course will require you to deliver 5 different "teaching" presentations. You will video record your presentations and post them in a place accessible by your classmates and the instructor. This will require:

1. Friends, colleagues, family members, etc. to role-play as students
2. A video camera or recording device (tablet, smartphone, etc.)
3. Capability of extracting a video file
4. A video sharing account online (e.g., YouTube, etc.)

Course Assignments and Grading

	Due Date	Points Possible	Points Awarded
Presentation 1: Demonstration	Week 3	50	
Presentation 2: Lecture & Questioning/Discussion	Week 5	50	
Presentation 3: Cooperative Learning/Active Learning	Week 7	75	
Presentation 4: Inductive	Week 10	75	
Presentation 5: Student's Choice	Week 13	200	
Attendance and Participation	Throughout	50	

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				
A = 475 - 500	B+ = 435 - 449	C+ = 385 - 399	D+ = 335 - 349	E = 0 - 299
A- = 450 - 474	B = 415 - 434	C = 365 - 384	D = 315 - 334	
	B- = 400 - 414	C- = 350 - 364	D- = 300 - 314	

University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Assignment Details				
Presentation	Title	Description	Time	Points
1	Demonstration	Create and present a demonstration following guidelines presented in class. The lesson should include preflection and reflection activities.	10 - 15 Min	50
2	Lecture and Questioning/ Discussion	Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. The lesson should include preflection and reflection activities.	10 - 15 min	50
3	Cooperative & Active Learning	Create and present a lesson that includes cooperative and active learning strategies. Additional learning activities may also be used. The lesson should include preflection and reflection activities.	20 - 25 min	75
4	Inductive	Create and present an inductive lesson that follows guidelines presented in class. Additional learning activities may also be used. The lesson should include preflection and reflection activities.	20 - 25 min	75
5	Student Choice	Create and present a lesson using a variety of activities of your choice. The lesson should include preflection and reflection activities.	30 - 40 min	200
Participation	This course will employ a lecture/discussion format. Students are expected to come to class prepared to discuss the assigned readings. Additionally, during the presentations, the rest of the class will serve as the "students" being taught. Students are expected to actively engage in all class sessions.			50

Notes:
- At least 2 of your presentations must be targeted for a formal audience and 2 targeted for a nonformal audience. You may decide which presentations are for which audience.
- For all presentations, an instructional plan should be submitted to the instructor prior to presentation.
- All your presentations will be recorded. Within 1 week after each presentation, you should watch yourself teaching using the following sequence:
  - Watch the recording once and get a general feel for your presentation.
  - Watch the recording a second time, paying attention to your mannerisms.
  - Watch the recording a third time and play close attention how well you demonstrated the characteristics of effective teaching.
- Within 1 week after presentation, submit a half-page reflection on the lesson.

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.

Online Learning:

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.

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/**

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/UGRD/academic-regulations/attendance-policies/.

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/.

Tentative AEC 6211 Course Calendar*

Date	Topics	Readings	Activities/Assignments
Week 1	Module 1 - Introduction Lecture - The Learning Environment - The Learning Cycle	Nilson, Ch 1 NFE, Ch 1, 2 Roberts (2006)	Create your AEC 6211 video introduction discussion and post on Canvas board
Week 2	Module 2 - Establishing Interest & Motivation - Direct Instruction Learning Activities: *Lecture & Demonstration*	Nilson, Ch 7, 8, 12 NFE Ch 3 & App C Johnston & Roberts (2011)	Discussion Post – Critique of Direct Instruction
Week 3	Module 3 - Knowing Your Audience - Facilitating Learning	Nilson, Ch 9, 10 NFE Ch 4, 5	Presentation #1 – Demonstration
Week 4	Module 4 - Interactive Learning Activities: *Questioning & Discussion* - Approaches to Guiding Reflection	Nilson, Ch 13 Dyer (2008) Hill (2016)	Peer Feedback on Presentation Discussion Post – Critique of Questioning/Discussion
Week 5	Module 5 - Technology-mediated Learning Activities: *Classroom Technologies* - Developing & Using Educational Resources	Nilson, Ch 23 NFE Ch 6, 7 Telg (2009) Telg (2010a) Telg (2010b)	Presentation #2 – Lecture & Questioning/Discussion
Week 6	Module 6 - Active Learning Activities: *Cooperative Learning & Group Activities*	Nilson, Ch 15 Groseta & Myers (2006)	Peer Feedback on Presentation 2 Discussion Post – Critique of Cooperative Learning
Week 7	Module 7 - Technology-mediated Learning Activities: *Teaching in an Online Environment*	Keenge & Kidd (2010) Grant & Thornton (2007) Martin et al. (2019)	Presentation #3 – Cooperative Learning/Active Learning
Week 8	Module 8 - Inductive Learning Activities: Inquiry/Discovery/Problem Solving - Developing and Using Case Studies	Nilson, Ch 16, 17, 18, 19	Peer Feedback on Presentation 3 Discussion Post – Critique of Inductive Learning
Week 9	Module 9 - Community-based Learning Activities: Field Trips & Guest Speakers	Behrendt & Franklin (2014) Myers & Jones (2004)	Discussion Post – Plan for Field Trip or Guest Speaker
Week 10	Module 10 - Lab-based Learning Activities: Facilitation & Safety	Groen & Fitzsimmons (2011)	Presentation #4 – Inductive Learning
Week 11	Module 11 - Application-oriented Learning Activities: Project-based Learning	Roberts & Harlin (2007) Smith & Rayfield (2016)	Peer Feedback on Presentation 4 Discussion Post – Critique of Project/Application
Week 12	Module 12 - Value-added Learning Activities: Service Learning - Outdoor/Adventure Learning Activities: Ropes Courses, Camps, & Adventure Learning	Nilson, Ch 14 Goldenburg (2001) Mashburn et al. (2008) O'Neil & Lima (2003)	Discussion Post – Plan for Service Learning or Outdoor/Adventure
Week 13	Module 13 - Application-oriented Learning Activities: Individualized Application	None	Presentation #5 – Student Choice
Week 14	Module 14 - Real-world Learning Activities: Internships & Study Abroad	Medora & Roy (2017) Rodriguez & Roberts (2011)	Peer Feedback on Presentation 5
Week 15	Module 15 - Being a Reflective Practitioner		

*This schedule is subject to change at any point during the semester.