
Instructor

Carla B. Jagger, PhD
Assistant Professor
307B Rolfs Hall
carlajagger@ufl.edu

Office Hours: email for appointment
Zoom link- (<https://ufl.zoom.us/j/2659487212>)

Time and Location

Asynchronous - elearning online course via Canvas (<https://ufl.instructure.com/>). Weekly Modules will be live by each Monday with tasks due by the following Sunday.

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 principles and 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 accommodate 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.

Recommended Text

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>

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 food, agriculture, and natural resources to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values...

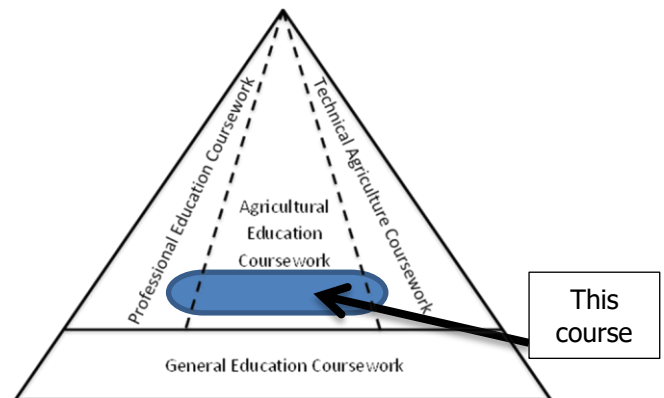
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for food, agriculture, and natural resources.
- Compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- Lifelong learning.
- The contributions that agricultural educators can make outside formal education.
- Food, agriculture, and natural resources contributions 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 and across all domains of learning.
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 abilities, 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. Model characteristics of good teaching.
2. Differentiate instruction based on individual learner differences.
3. Demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
4. Plan a holistic agricultural education program which integrates classroom, SAE, and FFA.
5. Demonstrate the characteristics and uses of selected educational technology.



University of Florida – Model for Teacher Education in Agricultural Education

Technology Requirements

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite Knowledge

There are no pre-requisite courses required to take AEC5206. There is no pre-requisite educational delivery knowledge or experience required to be successful in the course.

Minimum Technical Skills

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response and Feedback

The instructor is committed to responding to your Canvas and email messages **within 48 hours** when feasible during the work week, Monday through Friday, *except holidays*. You can also meet with me via Zoom by emailing for an appointment; links provided in the Contact section above. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

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.)

DESCRIPTION OF COURSE ASSIGNMENTS

Weekly Participation

There will be active learning participation points throughout each weekly module. These assignments will vary between discussion boards, worksheets, or other application moments. Each will give you time to practice and/or reflect on the learning goals for the week.

Teaching Presentations

As part of each teaching presentation – there needs to be a pre-conference meeting the instructor via videoconference. The focus of the pre-conference meeting is to have discussion and verbally think through the lesson as you walk through your lesson. You will then teach and record your lesson to upload and share for grading. Additionally, you will complete a post-teaching reflection after you have watched your recorded video.

Lab 1 - Lesson Introduction: Create and present an activity designed to stimulate student interest. Deliver this teaching presentation in front of a group of peers. The Lesson Introduction should be approximately 5-8 minutes.

Lab 2 - Demonstration: Follow demonstration guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be approximately 15-20 minutes. Visual aids are required.

Lab 3 - Lecture with Discussion: Create and present a lecture with 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 approximately 20-25 minutes.

Lab 4 – Cooperative Learning: Create and present a cooperative learning lesson. Follow guidelines presented in class. This lesson should be approximately 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Lab 5 – Problem-based Learning: Create and present a problem-based learning lesson. Follow guidelines presented in class. This lesson should be approximately 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Lab 6 - 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.

Teaching Philosophy Assignment

You will take your current teaching philosophy statement and update it if needed. Along with any revisions made you will need to highlight at least four teaching and learning theories that have helped to mold your philosophy. This can be done in any way you see fit but it needs to be clear that you comprehend the theory, through your description, display of evidence in your philosophy, and overall reflection.

Students with Exceptionalities Research

You will be assigned a learning need to report on and present. You should research and become a resident expert on how to best teach learners with those accommodation needs – researching the causes, limitations learners may have, ways to accommodate your teaching, and example lessons that provide for these accommodations. You will present your research online in round-table format focusing on the exceptionality, features, and ways to adapt teaching.

COURSE ASSIGNMENTS	Graded Points	Due Date (by class meeting time)
Weekly Participation	150	Throughout
Teaching Philosophy Assignment	100	Week 4
Teaching Presentation 1	50	Week 5 Lab
Teaching Presentation 2	100	Week 7 Lab
Teaching Presentation 3	100	Week 9 Lab
Teaching Presentation 4	125	Week 11 Lab
Teaching Presentation 5	125	Week 12 Lab
Special Needs Research	100	Week 15
Clinical Teaching (Presentation 6)	150	Finals Week

Grading Scale in Points

Grading Scale				
A = 930 - 1000	B+ = 870 - 899	C+ = 770 - 799	D+ = 670 - 699	E = 0 - 599
A- = 900 - 929	B = 830 - 869	C = 730 - 769	D = 630 - 669	
	B- = 800 - 829	C- = 700 - 729	D- = 600 - 629	
University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx				

Attendance and Assignments

Modules will go live Monday of each week and should be completed by the following Sunday by 11:59 pm. Attendance is built in with the participation points for this course. If weekly module assignments are not completed on time, you will receive a 10% deduction each day for up to three days. After the third day, you will receive a zero for that weekly module. Missing your participation for the week does not impact your other course assignments.

If you know of circumstances that will hinder your ability to complete the weekly module, please work with me ahead of time so we can arrange new due dates. Additionally, if you miss work due to University approved absences please provide an excuse. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage](#).

Plagiarism

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#).

Course Evaluations

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/>.

Student Services: Health and Wellness

- U Matter, We Care
 - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - 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.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450..

Student Services: Academic

- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

Student Services: 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, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)

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 5206 Course Calendar*

Week	Date	Topics	Assignment Due
1	M 8/28	First day of learning	
		How learning works	
2	M 9/4	Effective teaching	
		Becoming scholars of teaching & learning	
3	M 9/11	Motivating Learners	
		Establishing anticipatory sets	
4	M 9/18	Lesson Planning & Objectives	
		Sequencing Lessons & Units of Instruction	Teaching Philosophy & Lab 1 Pre-Conference Mtg
5	M 9/25	Using demonstrations for learning	
		Lab 1: Lesson Introductions	Lab 1
6	M 10/2	Learning through Lecture	
		Facilitating discussions & Asking effective questions	Lab 2 Pre-Conference Mtg
7	M 10/9	Experiential learning	
		Lab 2: Demonstrations	Lab 2
8	M 10/16	Managing a Positive Classroom Environment	
		Behavior Management	Lab 3 Pre-Conference Mtg
9	M 10/23	Cooperative Learning Techniques	
		Lab 3: Lecture with Discussion	Lab 3
10	M 10/30	Assessing Learning	
			Lab 4 Pre-Conference Mtg
11	M 11/6	Problem-based Learning	
		Lab 4: Cooperative Learning	Lab 4 & Lab 5 Pre-Conference Mtg
12	M 11/13	Differentiated Instruction/ Accommodations	
		Lab 5: Problem-based Learning	Lab 5
13	M 11/20	<i>Thanksgiving Break week</i>	
		<i>Take a much-needed break!</i>	
14	M 11/27	Additional Individual & Group Teaching Techniques	
			Lab 6 Pre-Conference Mtg
15	M 12/4	Special Needs Roundtables	Special Needs
	By Dec 13	Lab 6: Clinical Teaching Experience	Lab 6

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

As adult learners it is important that you voice your learning needs and provide input regarding the schedule. There are several gaps in this schedule to allow for instruction related to topics of your choosing. If you have any ideas for additional topics you would like covered please reach out to me.