Teaching Methods in

Agricultural Education

AEC 4200 & 5206

Fall 2025 – 3 credits

# Instructors

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| Carla B. Jagger, PhDAssistant Professor 307B Rolfs Hallcarlajagger@ufl.edu**Office Hours**: By appointment (email to schedule)  |  |   |

# Class 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; managing learning environments; and classroom management for teaching agricultural subjects in formal educational settings.

# Course Objectives

Students enrolled in this course will:

* 1. Discuss how teaching and learning theories are utilized in educational settings.
	2. Identify factors affecting individual learner differences.
	3. Describe the characteristics and uses of selected educational technology.
	4. Prepare lesson plans which accommodate all learners.
	5. Demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
	6. Develop and teach lessons using the appropriate learning activities.

# Course Design

This course is designed for asynchronous delivery with built in Zoom meetings with the instructor for teaching presentation pre-conferences. These meetings throughout the semester will be scheduled by the learner. Modules will go live Monday of each week and should be completed by the following Sunday by 11:59 pm.

# Requirements

**Required Text** (See Canvas for Reading Schedule)

Whittington, M. Susie, Rick Rudd, and Jack Elliot, ed. (2023). *The Art and Science of Teaching Agriculture: Four Keys to Dynamic Learning*. Blacksburg: Virginia Tech Department of Agricultural, Leadership, and Community Education. <https://doi.org/10.21061/teachagriculture>. Licensed with [CC BY NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/deed.en).

**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>

## Technology:

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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader - [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
* Zoom - [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
* 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* View [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/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 & 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.**

# Assignment Points & Explanation

**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.

 **Presentation 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.

 **Presentation 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.

 **Presentation b 3 – 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.

 **Presentation 4 – 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.

 **Presentation 5 - 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.

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| **COURSE ASSIGNMENTS** | **Graded Points** | **Due Date** |
| Weekly Participation | 100 | Throughout |
| Teaching Philosophy Assignment  | 100 | Week 4 |
| Teaching Presentation 1 | 50 | Week 5  |
| Teaching Presentation 2 | 100 | Week 7  |
| Teaching Presentation 3 | 125 | Week 10  |
| Teaching Presentation 4 | 125 | Week 12 |
| Student Exceptionality Research | 100 | Week 13 |
| Clinical Teaching (Presentation 5)  | 150 | Finals Week |

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| Grading Scale |
| A = 790 - 850 | B+ = 739 - 764 | C+ = 654 - 679 | D+ = 569 - 594 | E = 0 - 509 |
| 1. = 765 - 789
 | B = 705 - 738 | C = 620 - 653 | D = 535 - 568 |  |
|  | 1. = 680 - 704
 | 1. = 595 - 619
 | 1. = 510 - 534
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Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Reading & Assignment Schedule:

| **Week** | **Date** | **Topics** | **Assignment Due** |
| --- | --- | --- | --- |
| 1 | M 8/25 | First day of learning  |  |
|  | How learning works |  |
| 2 | M 9/1 | Effective teaching  |  |
|  | Becoming scholars of teaching & learning |  |
| 3 | M 9/8 | Motivating Learners  |  |
|  | Establishing anticipatory sets |  |
| 4 | M 9/15 | Lesson Planning & Objectives |  |
|  | Sequencing Lessons & Units of Instruction | Teaching Philosophy & Presentation 1 Pre-Conference Mtg |
| 5 | M 9/22 | Using demonstrations for learning |  |
|  | Lab 1: Lesson Introductions | Presentation 1  |
| 6 | M 9/29 | Learning through Lecture |  |
|  | Asking effective questions | Presentation 2 Pre-Conference Mtg |
| 7 | M 10/6 | Experiential learning |  |
|  | Lab 2: Demonstrations | Presentation 2 |
| 8 | M 10/13 | Cooperative Learning Techniques  |  |
|  | Facilitating discussions |  |
| 9 | M 10/20 | Managing a Positive Classroom Environment |  |
|  | Behavior Management | Presentation 3 Pre-Conference Mtg |
| 10 | M 10/27 | Problem-based Learning  |  |
|  | Lab 3: Cooperative Learning | Presentation 3 |
| 11 | M 11/3 | Differentiated Instruction/ Accommodations |  |
|  |  | Presentation 4 Pre-Conference Mtg |
| 12 | M 11/10 | Assessing Learning |  |
|  | Lab 4: Problem-based Learning | Presentation 4  |
| 13 | M 11/17 | Special Needs Roundtables | Special Needs |
|  |  | Presentation 5 Pre-Conference Mtg |
| 14 | M 11/24 | *Thanksgiving Break week* |  |
|  | *Take a much-needed break!* |  |
| 15 | M 12/1 |  |  |
| By Dec 10 | Lab 5: Clinical Teaching Experience | Presentation 5  |

\*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.**

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools

# 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/>.

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| --- | --- |
| 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  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    |

The FEAPs can be accessed here: [https://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.fldoe.org%2Fteaching%2Fprofessional-dev%2Fthe-fl-educator-accomplished-practices.stml&data=05%7C02%7Ccarlajagger%40ufl.edu%7C00c55651375940cd217008ddd8e89fdb%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638905215820623248%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=OiHot7%2B3ZJ5jKip3b4%2FtCzPbELDDINqtNktCYa1QeoM%3D&reserved=0)

FEAPs Assessed in this course

1a. 1d. 1g. 2c. 2e. 2f. 2g. 2i. 2j. 3a. 3d. 3f. 3g. 3h. 3i. 5b. 5e.