Delivering Educational Programs in Agricultural Settings 

AEC 6211

Fall 2025 – 3 credits

(Section 0036)

# Instructor

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Assistant Professor

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Office location: 307B Rolfs Hall

Office hours: By appointment (email to schedule)

# Class Times 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

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. Design and deliver an educational program appropriate for a formal setting
3. Design and deliver an educational program appropriate for a nonformal setting
4. Reflect on their performance as an educator

# Requirements

**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. <https://files.peacecorps.gov/multimedia/pdf/library/M0042.pdf>

**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>

## 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 Office Programs
	+ [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
	+ [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
	+ 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)
	+ [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
	+ [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
	+ [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
	+ [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* 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.
* [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)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **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 AEC6211. 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.**

# Assignments

## Assignment Points & Explanation:

**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.)

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|  | Due Date | PointsPossible |
| Presentation 1: Demonstration | Week 3 | 80 |
| Presentation 2: Lecture & Questioning/Discussion | Week 5 | 80 |
| Presentation 3: Cooperative Learning/Active Learning | Week 7 | 100 |
| Presentation 4: Inductive | Week 10 | 100 |
| Presentation 5: Student’s Choice | Week 13 | 200 |
| Active Online Participation – Weekly Modules | Throughout | 90 |

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| Grading Scale |
| A = 617 - 650 | B+ = 565 - 584 | C+ = 500 - 519 | D+ = 435 - 454 | E = 0 - 389 |
| 1. = 585 - 616
 | B = 539 - 564 | C = 474 - 499 | D = 409 - 434 |  |
|  | 1. = 520 - 538
 | 1. = 455 - 473
 | 1. = 390 - 408
 |  |
| University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx |

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| **Assignment Details** |
| Assignment | Description | Time | Points |
| Course Participation | Completed weekly within modules, may include discussion boards, reading reflections, peer feedback moments, and other activities as assigned | N/A | 90 |
| Presentation 1 – Demonstration | Create and present a demonstration following guidelines presented in class. The lesson should include preflection and reflection activities. | 10 - 15 Min | 80 |
| Presentation 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 | 80 |
| Presentation 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 | 100 |
| Presentation 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 | 100 |
| Presentation 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 |
| Notes:For all presentations, the following items should be submitted * An instructional plan
* Video of your presentations (recommended to share a file link instead of uploading the video file itself)
* Reflection of your teaching, to help with this reflection it is recommended you 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.
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## Reading & Assignment Schedule:

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| **Date** | **Topics** | **Readings** | **Activities/Assignments** |
| 8/25 | Module 1 * Introduction Lecture
* The Learning Environment
* The Learning Cycle
 | Nilson, Ch 1NFE, Ch 1, 2Roberts (2006)  | Create your AEC 6211 video introduction discussion and post on Canvas board  |
| 9/1 | Module 2 * Establishing Interest & Motivation
* Direct Instruction Learning: Lecture & Demonstration
 | Nilson, Ch 7, 8, 12NFE Ch 3 & App CJohnston & Roberts (2011) | Discussion Post – Critique of Demonstration  |
| 9/8 | Module 3 * Knowing Your Audience
* Facilitating Learning
 | Nilson, Ch 9, 10NFE Ch 4, 5 | Presentation #1 – Demonstration |
| 9/15 | Module 4 * Interactive Learning: Questioning & Discussion
* Approaches to Guiding Reflection
 | Nilson, Ch 13Dyer (2008) Hill (2016) | Peer Feedback on Presentation Discussion Post – Critique of Questioning/Discussion  |
| 9/22 | Module 5 * Technology-mediated Learning: Classroom Technologies
* Developing & Using Educational Resources
 | Nilson, Ch 23NFE Ch 6, 7Telg (2009)Telg (2010a)Telg (2010b) | Presentation #2 – Lecture & Questioning/Discussion |
| 9/29 | Module 6 * Active Learning: Cooperative Learning & Group Activities
 | Nilson, Ch 15Groseta & Myers (2006) | Peer Feedback on Presentation 2 Discussion Post – Critique of Cooperative Learning  |
| 10/6 | Module 7 * Technology-mediated Learning: Teaching in an Online Environment
 | Keenge & Kidd (2010) Grant & Thornton (2007) Martin et al. (2019) | Presentation #3 – Cooperative Learning/Active Learning |
| 10/13 | Module 8 * Inductive Learning: Inquiry/Discovery/Problem Solving
* Developing and Using Case Studies
 | Nilson, Ch 16, 17, 18, 19 | Peer Feedback on Presentation 3Discussion Post – Critique of Inductive Learning  |
| 10/20 | Module 9 * Community-based Learning: Field Trips & Guest Speakers
 | Behrendt & Franklin (2014) Myers & Jones (2004) | Discussion Post – Plan for Field Trip or Guest Speaker  |
| 10/27 | Module 10 * Lab-based Learning: Facilitation & Safety
 | Groen & Fitzsimmons (2011) | Presentation #4 – Inductive Learning |
| 11/3 | Module 11 * Application-oriented Learning: Project-based Learning
 | Roberts & Harlin (2007)Smith & Rayfield (2016) | Peer Feedback on Presentation 4 Discussion Post – Critique of Project/Application  |
| 11/10 | Module 12* Value-added Learning: Service Learning
* Outdoor/Adventure Learning: Ropes Courses, Camps, & Adventure Learning
 | Nilson, Ch 14Goldenburg (2001)Mashburn et al. (2008)O’Neil & Lima (2003) | Discussion Post – Plan for Service Learning or Outdoor/Adventure  |
| 11/17 | Module 13* Application-oriented Learning Activities: Individualized Application
* Real-world Learning Activities: Internships & Study Abroad
 | Medora & Roy (2017)Rodriguez & Roberts (2011)  | Presentation #5 – Student Choice |
| 11/24 | Thanksgiving Break – No Module |
| 12/1 | Module 14 * Being a Reflective Practitioner
 |  | Peer Feedback on Presentation 5 |

# 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