Instructor

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Office Location: 121D Bryant Hall
Office Hours: by appointment

Class Times	Location
Hours to be arranged	Bryant Hall 107 (Mac Lab)
*Tuesdays 1-2:30pm	
Online: throughout the week	

This is a flipped class. You are expected to actively participate in face-to-face and online activities. *It is important you attend all class meetings, unless the absence is excused.

Course Description

This graduate special topics course emphasizes: 1) solutions-focused, constructive science communication theory, research, and techniques, 2) instructional design for non-formal science education online programs, 3) collaboration with PK-12 stakeholders and audiences, and 4) non-formal science communication and education assessment.

Course Objectives

Through course projects, discussions, and readings you will be able to:

1. Describe solutions-focused, constructive science communication
2. Contact and engage with scientists in a variety of research settings
3. Contact and engage with PK-12 agricultural science and STEM teachers
4. Use social media for promotion and recruitment
5. Utilize the Skype in the Classroom platform for science engagement
6. Produce media for a live web-streamed non-formal program
7. Implement a Streaming Science: Scientist Online program
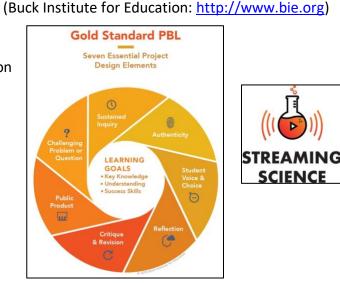8. Assess live the web-cast non-formal science education program

You will practice and demonstrate theories and skills through in-class and online discussions, and project-based assignments.

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 create, implement, and research a Streaming Science: Scientist Online program about water science and research?*

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

Required Texts:
There are no required textbooks. All readings will be provided in Canvas.

Online:
Canvas: https://elearning.ufl.edu/
GatorCloud: Google OneDrive
Adobe Audition

Mobile:
iPads for check out in the Mac Lab
Anchor app
Garage Band
Voice Memos

Assignments

Instructional Goal	Assignment/Activity	Possible Points
1,2	Content Breakdown, Description and Learning Objectives	100
3, 4	School Recruitment and Registration	100
3, 4, 7	Teacher Training	100
5, 6, 7	LIVE Skype Connections	150
8	Assessment Development, Collection, and Analysis	150
1, 7, 8	Reflections (x3 @ 20 points each)	60
	Professionalism and Attendance	40
	TOTAL	**700**

Content Breakdown, Description and Learning Objectives
You will meet with scientists, review their research, collect their existing related media, and write a program description and learning objectives for their approval to be used on the program website and related materials.

School Recruitment and Registration
Develop Skype in the Classroom site and Streaming Science site, as well as recruit schools via email and social media. Support teacher registration via Skype and Streaming Science sites.

Teacher Training
Develop multimedia materials to introduce teachers to the program and how it works, as well as materials they can use to prepare their students for the program.

LIVE Skype Connections
Test, set up, and run mobile gear from scientists' live research locations to connect with schools via Skype in the Classroom.

Assessment Development, Collection, and Analysis
Develop data collection protocol, gain IRB approval, implement program assessment, as well as preliminary results analysis.

Reflections
Write four different short reflections throughout the semester about your learning and experiences during the course.

Professionalism and Attendance
Attend all classes, unless excused, and maintain professionalism throughout the semester by working with classmates to meet deadlines and effectively implement and assess the program.

Course Grading and Assignments
The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by the instructor.

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 and online activities, so you can make meaningful contributions to in-person and online discussions. 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.

Professionalism
Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, 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 me. 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. Computer problems are not a justification for missed deadlines.

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

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, www.dso.ufl.edu/drc/

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.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* www.counseling.ufl.edu
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/

- *Career Connections Center,* First Floor JWRU, 392-1601, https://career.ufl.edu/

Student Complaints:
- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- Online Course: http://www.distance.ufl.edu/student-complaint-process

AEC 4036/6932 Advanced Agricultural Communication Production
Podcasting to Increase Science Literacy

Spring 2020 Tentative* Course Schedule

Week	Wednesday	Online
1 Jan 6	Introductions Scientist Online background	Review background readings and videos
2 Jan 13	Meet the scientists	Review scientists' backgrounds and publications
3 Jan 20 **Holiday** **Jan 20**	Develop the online description, learning objectives, and schedule	Learning objective and solutions comm readings
4 Jan 27	Develop the online description, learning objectives, and schedule	Learning objective and solutions comm readings
5 - 8 February	Develop promo, training, and LIVE materials Recruitment and registration Assessment development	Reflection One Canvas readings
9 Mar 2	**SPRING BREAK**	
10 - 13 March	Go LIVE to participating locations Assessment data collection	Reflection Two Canvas readings
14 - 16 April	Assessment analysis	Reflection Three Canvas readings

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