

### **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...

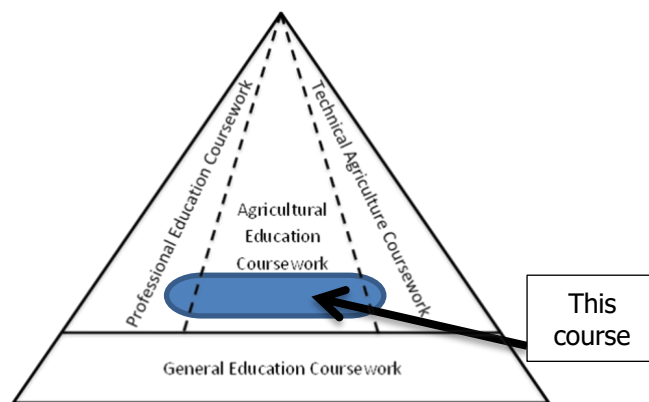
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher 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.



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**Instructor**

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**Office Hours:** Wednesdays 1 – 4 pm via Zoom or in person

Zoom link- (<https://ufl.zoom.us/j/2659487212>)

& By appointment (email to schedule)

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**Time and Location**

E-learning 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**

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 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 (3<sup>rd</sup> 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 (6<sup>th</sup> 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>

## DESCRIPTION OF COURSE ASSIGNMENTS

### **Participation**

You are expected to begin your professional career as an educator. This includes attending all weekly modules and actively participating in class activities. There will be active learning participation points throughout each module as assigned.

### **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. Additionally, you will submit a lesson plan to correspond with each teaching moment.

**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 Interest Approach should be 2-4 minutes and not more than 5 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 10-12 minutes; not more than 15 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 20-25 minutes; not more than 30 minutes.

**Lab 4 – Cooperative Learning:** Create and present a cooperative learning lesson. Follow guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include an interest approach 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 25-30 minutes. This lesson should include an interest approach 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.

### **Special Needs 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 this disability – researching the causes, limitations the disability presents for learners, ways to accommodate teaching to overcome or lessen the disability, and example lessons that provide for this accommodation. During lecture you will present your research in round-table format focusing on the disability, features, and ways to adapt teaching.

<b>COURSE ASSIGNMENTS</b>	<b>Graded Points</b>	<b>Due Date</b> (by class meeting time)
Quizzes & 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 13
Clinical Teaching (Presentation 6)	150	Finals Week

### **Grading Scale in Points**

A = 950-1000

A- = 900-949

B+ = 850-899

B = 800-849

C+ = 750-799

C = 700-749

D = 650-699

E = 649 or below

*Note:* This Web address references the UF grades and grading policies:  
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

### **Attendance and Assignments**

Modules will go live Wednesday of each week and should be completed by the following Tuesday 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. Missed work will not receive credit, but most module work will have to be completed before the next weekly module will open.

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.

### **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](http://www.counsel.ufl.edu)
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://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/](http://www.dso.ufl.edu/drc/)

## Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected as “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	W 1/13	First day of learning	
		How learning works	
2	W 1/20	Effective teaching	
		Becoming scholars of teaching & learning	
3	W 1/27	Motivating Learners	
		Establishing anticipatory sets	
4	W 2/3	Managing a Positive Classroom Environment	
		Behavior Management	Teaching Philosophy & Lab 1 Pre-Conference Mtg
5	W 2/10	Using demonstrations for learning	
		Lab 1: Lesson Introductions	Lab 1
6	W 2/17	Learning through Lecture	
		Facilitating discussions & Asking effective questions	Lab 2 Pre-Conference Mtg
7	W 2/24		
		Lab 2: Demonstrations	Lab 2
8	W 3/3	Experiential learning	
			Lab 3 Pre-Conference Mtg
9	W 3/10	Cooperative Learning Techniques	
		Lab 3: Lecture with Discussion	Lab 3
10	W 3/17	Differentiated Instruction/ Accommodations	
			Lab 4 Pre-Conference Mtg
11	W 3/24	Problem-based Learning	
		Lab 4: Cooperative Learning	Lab 4 & Lab 5 Pre-Conference Mtg
12	W 3/31	Group Teaching Techniques	
		Lab 5: Problem-based Learning	Lab 5
13	W 4/7	Special Needs Roundtables	Special Needs
14	W 4/14	Individualized Teaching Techniques	
			Lab 6 Pre-Conference Mtg
15	April 21 – 28	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.