AEC 6543 Online
Teaching and Learning Theory: Applications in Agricultural Education (3 credits)
Spring 2022

Instructor
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Office Hours: Wednesdays 1:00 – 3:00 pm via Zoom
    Zoom link- (https://ufl.zoom.us/j/2659487212)
& By appointment (email to schedule)

Time and Location
Asynchronous - eLearning 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
Contemporary and foundational theory and research on teaching and learning.

Course Objectives
Students enrolled in this course will:
1. Discuss appropriate teaching and learning theories
2. Apply teaching and learning theory to assess an educator
3. Critique research applications of teaching and learning theory
4. Create a teaching philosophy statement informed by teaching and learning theory

Required Texts
None

Supplemental Texts
Schunk, D. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson.

Required Readings

Ajzen, I. (2012). Theory of planned behavior. In P. A. M. Lange, A. W. Kruglanski & E. T. Higgins (Eds.), *Handbook of theories of social psych*ology (pp. 438-459). Sage. http://dx.doi.org/10.4135/9781446249215.n22

Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources, 8*(4), 430-441. https://doi.org/10.1177/1523422306292942

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175-1184. https://doi.org/10.1037/0003-066X.44.9.1175

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*, 248-287. https://doi.org/10.1016/0749-5978(91)90022-L

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated learning and the culture of learning. *Educational Researcher, 18*(1), 32-42.

Caine, G., & Caine, R. N. (2006). Meaningful learning and the executive functions of the brain. *New Directions for Adult and Continuing Education, 2006*(110), 53-61. https://doi.org/10.1002/ace

Camp, W. G. (2001). Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Education Research, 26*(1), 4-25.

Dewey, J. (1938). *Experience and education.* Simon & Schuster.

Doolittle, P. E., & Camp, W. G. (1999). Constructivism: The career and technical education perspective. *Journal of Vocational and Technical Education, 16*(1).

Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. California State University, Fullerton. Retrieved from ERIC database. (ED315423)

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-development inquiry. *American Psychologist, 34*(10), 906-911. https://doi.org/10.1037/0003-066X.34.10.906

Kirton, M. (1976). Adaptors and innovators: A descriptive measure. *Journal of Applied Psychology, 61*(5), 622-629. https://doi.org/10.1037/0021-9010.61.5.622

Knowles, M. S. (1973). *The adult learner: A neglected species*. Gulf Publishing Company.

Knowles, M. S., Holton, III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive class in adult education and human resource development* (8th ed.). Routledge.

Mayer, R. E. (1996). Learners as information processors: Legacies and limitations of educational psychology's second metaphor. *Educational Psychologist, 31*(3/4), 151-161. DOI:10.1207/s15326985ep3103&4_1

Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education, 2001*(89), 3-14. https://doi.org/10.1002/ace.3

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. John Wiley & Sons.

Mezirow, J. (1978). Perspective transformation. *Adult Education, 28*(2), 100-110.

Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. *Educational Psychologist, 38*(1), 1-4. https://doi.org/10.1207/S15326985EP3801_1

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

Rockwell, K., & Bennett, C. (2004). *Targeting outcomes of programs: A hierarchy for targeting outcomes and evaluating their achievement.* Department of Agricultural Leadership, Education and Communication, University of Nebraska.

Schunk, D. (2015). *Learning theories: An educational perspective* (7th ed.). Pearson.

Stufflebeam, D. L. (2000). The CIPP model for evaluation. In D. L Stufflebeam, C. F. Madam & T. Kellaghan (Eds.), *Evaluation models* (pp. 279-317). Kluwer Academic Publishers.

Tropical Agriculture Platform. (2016). *Common framework for capacity development for agricultural innovation systems*. Tropical Agriculture Platform.

Vygotsky, L. S. (1978). *Mind and society.* Harvard University Press.

Weiner, B. (1972). Attribution theory, achievement motivation, and the educational process. *Review of Educational Research, 42*(2), 203-215. https://doi.org/10.2307/1170017

Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review, 12*(3), 265-310. https://doi.org/10.1016/0273-2297(92)90011-P

Wiggins, G., & McTighe, J. (2001). *Understanding by design*. Merrill Prentice Hall.

Young, R. A., & Collin, A. (2004)/ Introduction: Constructivism and social constructionism in the career field. *Journal of Vocational Behavior, 64*, 373-388. https://doi.org/10.1016/j.jvb.2003.12.005

Zull, J. E. (2006). Key aspects of how the brain learns. *New Directions for Adult and Continuing Education, 2006*(110), 3-9. https://doi.org/10.1002/ace.213

Recommended Texts for Your Personal Library

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Bruner, J. S. (1966). *Towards a theory of instruction*. Harvard University Press.

Dewey, J. (1910). *How we think*. D. C. Heath & Co.

Dewey, J. (1916). *Democracy and education*. The Free Press.

Dewey, J. (1938). *Experience and education.* Simon & Schuster.

Friere, P. (1970). *Pedagogy of the oppressed.* Continuum.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson.

Knowles, M. S., Holton, III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive class in adult education and human resource development* (8th ed.). Routledge.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation.* Cambridge University Press.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. John Wily & Sons.

Schunk, D. (2015). *Learning theories: An educational perspective* (7th ed.). Pearson.

Vygotsky, L. S. (1978). *Mind and society.* Harvard University Press.

COURSE ASSIGNMENTS AND GRADING

	Due Date	Points Possible	Points Awarded
Teaching Philosophy Statement Draft		25	
Teaching Philosophy Statement		100	
Article Discussion	As assigned	100	
Educator Profile		150	
Mid-Point Theory Matrix Drafts (3 X 25 each)	See Schedule	75	
Theory Matrix		150	

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.

Grading Scale				
A = 570 - 600	B+ = 522 - 539	C+ = 462 - 479	D+ = 402 - 419	E = 0 - 359
A- = 540 - 569	B = 498 - 521	C = 438 - 461	D = 378 - 401	
	B- = 480 - 497	C- = 420 - 437	D- = 360 - 377	

University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Teaching Philosophy Statement
You will create a personal teaching philosophy statement using the criteria provided in class. This will be written in laymen's terms (i.e. no educational lingo). In a separate document, you will use the "comments" function in Word connect specific pieces of your teaching philosophy to appropriate teaching/learning theories. A draft will be submitted for peer review. The draft does not need to have links to theories.

Article Discussions
You will select a research-based article relevant to agricultural leadership, education, extension, or communications which uses one of the theories we will discuss in class. This will be done in advance of our discussion of each theory and become one of the assigned readings for all students that week. You will lead the discussion of the article in class. Be sure to discuss the application (formal, non-formal, informal, adult, youth, etc.), how the theory was used (grand, mid-level, substantive), and how the theory set up the study.

Educator Profile
You will create a profile of an educator of your choosing to assess the underlying teaching/learning theories that guide their practice. This will consist of: Interviewing the educator using questions developed by the class; Observing the educator teach 2 sessions; Creating a 5-8 page report detailing your findings; Create a poster which provides a summary of your findings to present to your peers virtually.

Theory Matrix
You will create a matrix of all theories discussed in class. You may use the template provided in Canvas or create your own method of communicating the required in formation. The required information includes: theory name, key authors, fundamental concepts, research applications in AEC, and professional applications.

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**

- *Career Resource Center,* CR-100 JWRU, 392-1601 ext: 0, **www.crc.ufl.edu/**
- *Student Mental Health Services,* Rm. 245 Student Health Care Center, 392-1171, **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/**

Attendance and Make-Up Work
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/UGRD/academic-regulations/attendance-policies/**.

Online Course Evaluation Process
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/**.

Tentative AEC 6211 Course Calendar

Date Live	Topics ([M] should be in Matrix)	Readings	Activities/Assignments
Jan 5	Module 1 - Course Overview - What is a theory? - Setting the stage: Agricultural Education System; the Learning Environment, Epistemologies	Camp (2001) TAP (2016), Chapters 2 & 3	Create your AEC 6543 video introduction discussion and post on Canvas board Select theory area for article discussion
Jan 12	Module 2 - Learning Paradigms: Historical Perspectives – Behaviorism[M] - Teaching Philosophy Statements	Schunk (2016), Chapter 3	
Jan 19	Module 3 - Learning Paradigms: Historical Perspectives – Constructivism[M]	Doolittle & Camp (1999) Young & Collins (2004) Student Article #1	
Jan 26	Module 4 - Learner Focused Theories: Motivation Theories– Theory of Planned Behavior[M]; Expectancy-Value Theory[M]; Attribution Theory[M]	Ajzen (2012) Weiner (1972) Wigfield & Eccles (1992) Student Article #2	Mid-Point Theory Matrix Draft 1
Feb 2	Module 5 - Learner Focused Theories: Adult Learning Theory[M]; Transformational Learning[M]	Knowles (1973), Chapter 3 Knowles et al. (2015), Chapter 3 Mezirow (1978) Student Article #3	Teaching Philosophy Draft Due
Feb 9	Module 6 - Learner Focused Theories: Culturally Responsive Teaching[M]; Culturally Relevant Teaching[M], Culturally Sustaining Pedagogies[M]	Gay Ladson-Billings Student Article #4	
Feb 16	Module 7 - Learner Focused Theories: Cognition Theories – Self-Regulated Learning[M]; Critical Thinking[M]; Metacognition[M]; Problem Solving[M]	Bandura (1991) Facione (1990) Flavell (1979) Kirton (1976) Student Article #5	Mid-Point Theory Matrix Draft 1
Feb 23	Module 8 - Process Focused Theories: Cognitive Learning Theories – Neuroscience and Learning; Information-Processing Theory[M]; Cognitive Load[M]	Caine & Caine (2006) Mayer (1996) Paas et al., (2003) Zull (2006) Student Article #6	
Mar 2	Module 9 - Process Focused Theories: Social-Cognitive Learning Theories[M]	Vygotsky (1978), Chapter 4 Bandura (1977) Bandura (1989) Student Article #7	
Mar 9	No Module – Spring Break		
Mar 16	Module 10 - Process Focused Theories: Experiential Learning[M]	Dewey (1938) Roberts (2006) Student Article #8	Mid-Point Theory Matrix Draft 1
Mar 23	Module 11 - Process Focused Theories: Situated Learning/Cognition[M]	Brown et al. (1989) Student Article #9	Final Teaching Philosophy Statement Due
Mar 30	Module 12 - Instructional Design Theories: ADDIE Model[M]; Backwards Design[M]	Allen (2006) Wiggins & McTighe (2001) Student Article #10	
April 6	Module 13 - Outcome Focused Theories: TOP Model[M]; CIPP Model[M]	Rockwell & Bennett (2004) Stufflebeam (2000) Student Article #11	
April 13	Module 14 - Student Virtual Presentations		Educator Profiles Due April 13th Final Theory Matrix Due April 20th