Instructor
Carla B. Jagger, PhD
Assistant Professor
307B Rolfs Hall
carlajagger@ufl.edu
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

Required Readings


**Recommended Texts for Your Personal Library**


**COURSE ASSIGNMENTS AND GRADING**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Philosophy Statement Draft</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Teaching Philosophy Statement</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Article Discussion</td>
<td>As assigned</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Educator Profile</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Mid-Point Theory Matrix Drafts (3 x 25 each)</td>
<td>See Schedule</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Theory Matrix</td>
<td></td>
<td>150</td>
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**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.

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A = 570 - 600</td>
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<tr>
<td>A- = 540 - 569</td>
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<td>B- = 480 - 497</td>
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University of Florida Grading Policy: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](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/](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/)

**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/](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/](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/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at: [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

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**Tentative AEC 6211 Course Calendar**

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