AEC 6211:
Delivering Educational Programs in Agricultural Settings
(3 Credits)
Spring 2022

Instructor:	Dr. Grady Roberts Professor & Distinguished Teaching Scholar 220 Rolfs Hall P.O. Box 110540 Gainesville, FL 32611–0540 Phone: 352–273-2568 Email: groberts@ufl.edu
Office Hours:	By Appointment
Course Meetings:	Monday, Periods 2 to 4 (8:30 to 11:30 am) ** March 28, 8:30-11:30am – Lake Wauburg Challenge
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. Plan and deliver an educational program appropriate for a formal setting. 3. Plan and deliver an educational program appropriate for a nonformal setting. 4. Reflect on their performance as an educator.
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
Course Website:	This course will use the UF eLearning learning platform (Canvas)
Additional Costs:	This course will have the following additional costs: 1. $35 for Lake Wauburg Challenge Course

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

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.

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.

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

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

Smith, K., & Rayfield, J. (2016). An early historical examination of the educational intent of supervised agricultural experiences (SAEs) and project-based learning in agricultural education. *Journal of Agricultural Education*, *57*(2), 146–160. https://doi.org/10.5032/jae.2016.02146

Telg, R. (2009). *Producing an educational video* (EDIS Publication AEC 343). Gainesville, FL: IFAS.

Telg, R. (2010a). *Projected materials* (EDIS Publication WC 104). Gainesville, FL: IFAS.

Telg, R. (2010b). *Visual communication* (EDIS Publication WC 101). Gainesville, FL: IFAS.

Optional 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.

Date	Topics	Readings	Activities/Assignments
Week 1 1/10	• The Learning Ecosystem • The Learning Cycle • Planning the Educational Session • Lesson Introduction • Establishing Interest & Motivation	Nilson, Ch 1, 7, 8 NFE, Ch 1, 2 Johnston & Roberts (2011) Roberts (2006)	
Week 2 1/17	*No Class – MLK Day*		
Week 3 1/24	• Direct Instruction • Developing & Using Educational Resources • Facilitating Learning • Knowing Your Audience	Nilson, Ch 9, 11, 12 NFE Ch 4, 5, 6, 7 Telg (2009) Telg (2010a) Telg (2010b)	
Week 4 1/31	**8:30 to 9:15 – Class Time** • Interactive Learning • Technology-mediated Learning Activities **9:15 to 11:30 Student Presentations**	Nilson, Ch 13 Hill (2016) Martin et al. (2019)	Presentation #1 – Demonstration
Week 5 2/7	**8:30 to 9:15 – Class Time** • Active & Cooperative Learning • Approaches to Guiding Reflection **9:15 to 11:30 Student Presentations**	Nilson, Ch 15 Groseta & Myers (2006)	Presentation #2 – Lecture & Questioning/Discussion
Week 6 2/14	*Roberts Out - Online Session* • Community-based Learning • Real-World Learning Activities	Behrendt & Franklin (2014) Medora & Roy (2017) Rodriguez & Roberts (2011)	
Week 7 2/21	**Student Presentations**		Presentation #3 – Cooperative Learning/Active Learning
Week 8 2/28	• Inductive Learning Activities • Developing and Using Case Studies	Nilson, Ch 16, 17, 18, 19 Groen & Fitzsimmons (2011)	Additional Presentation #3 if necessary
Week 9 3/7	*No Class – Spring Break*		
Week 10 3/14	**Student Presentations**		Presentation #4 – Inductive Learning
Week 11 3/21	• Project-based Learning • Value-Added Learning	Nilson, Ch 14 Mashburn et al. (2008) O'Neil & Lima (2003) Roberts & Harlin (2007) Smith & Rayfield (2016)	Additional Presentation #4 if necessary
Week 12 3/28	*Meet at Lake Wauburg Challenge Course* • Outdoor/Adventure Learning	Goldenburg (2001)	
Week 13 4/4	*Roberts Out – Online Session* • Being a Reflective Practitioner		
Week 14 4/11	**Student Presentations**		Presentation #5 – Student Choice
Week 15 4/18	**Student Presentations**		Presentation #5 – Student Choice

Course Assignments and Grading

	Due Date	Points Possible	Points Awarded
Presentation 1: Demonstration	Week 4	50	
Presentation 2: Lecture & Questioning/Discussion	Week 5	50	
Presentation 3: Cooperative Learning/Active Learning	Week 7	75	
Presentation 4: Inductive	Week 10	75	
Presentation 5: Student's Choice	Week 14/15	200	
Attendance and Participation	Throughout	50	

Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 1 week past the due date and will be penalized 10%/day.

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.

Make–up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make–up exams or assignments should be made upon return to class.

Grading Scale

A = 475 - 500	B+ = 435 - 449	C+ = 385 - 399	D+ = 335 - 349	E = 0 - 299
A- = 450 - 474	B = 415 - 434	C = 365 - 384	D = 315 - 334	
	B- = 400 - 414	C- = 350 - 364	D- = 300 - 314	

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

Assignment Details				
Presentation	Title	Description	Time	Points
1	Demonstration	Create and present a demonstration following guidelines presented in class. The lesson should include preflection and reflection activities.	10 - 15 Min	50
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	50
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	75
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	75
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
Participation	This course will employ a lecture/discussion format. Students are expected to come to class prepared to discuss the assigned readings. Additionally, during the presentations, the rest of the class will serve as the "students" being taught. Students are expected to actively engage in all class sessions.			50

Notes:
- At least 2 of your presentations must be targeted for a formal audience and 2 targeted for a nonformal audience. You may decide which presentations are for which audience.
- For all presentations, an instructional plan should be submitted to the instructor prior to presentation.
- All your presentations will be recorded. Within 1 week after each presentation, you should 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.
- Within 1 week after presentation, submit a half-page reflection on the lesson.

Grades and Grade Points
For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

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/.

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. S2

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, https://disability.ufl.edu/

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

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.