

**AEC 4200**  
**Teaching Methods in**  
**Agricultural Education**  
**(3 credits)**  
**Spring 2023**



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**Instructors**

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**Office Hours:** By appointment (email to schedule)

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Jason Dossett, [j.dossett@ufl.edu](mailto:j.dossett@ufl.edu)

**Office Hours for all:**  
By appointment

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**Time and Location**

Lecture: Monday, Period 2 (8:30 – 9:20 am), Rolfs 306/PEPC Building 102

Section A (Plant City): Monday, Periods 3 – 5 (9:35 am – 12:35 pm), PEPC Building 102 – Dr. Barry

Section B (Gainesville): Monday, Periods 3 – 5 (9:35 am – 12:35 pm), Rolfs 306 – Heather Nesbitt

Section C (Gainesville): Thursday, Periods 4 – 6 (10:40 am – 1:40 pm), Rolfs 306 – Jason Dossett

**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 Prerequisites**

AEC 4323 & AEC 4228

**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: 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>

## **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...

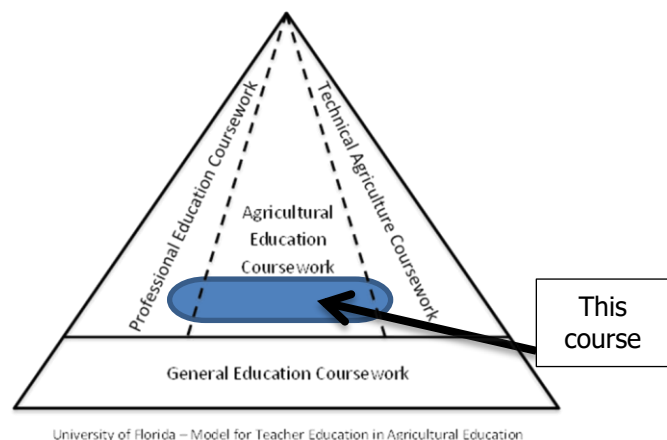
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher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



## DESCRIPTION OF COURSE ASSIGNMENTS

### **Attendance**

Attendance is mandatory, and you are expected to be an active participant in the class discussions and exercises. Each absence that does not align with UF policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>), will result in a 15% reduction in your final grade and each tardy will result in 10% reduction in your attendance points. If you must miss class, you must let us know as soon as possible.

### **Field Observations**

One way to improve your own teaching is to watch others. You will make arrangements to observe your anticipated cooperating teacher (or internship site) focusing on the teaching aspect. Reflections will be done through journaling to document your observations. At minimum there must be 3 on-site visits conducted and a minimum of 15 hours completed. These hours will be submitted in two installments, see course calendar.

### **Teaching Presentations**

As part of each teaching presentation – there needs to be a pre-conference meeting with your Presentation Session TA. The focus of the pre-conference meeting is to have discussion and verbally think through the lesson as you walk the TA through your lesson. Additionally, you will complete a post-teaching reflection after you have watched your video.

**Presentation 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 lesson introduction should be 5-8 minutes and not more than 12 minutes.

**Presentation 2 - Demonstration:** Create and present a demonstration following the guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be 15-20 minutes; not more than 25 minutes. Visual aids are required.

**Presentation 3 - Lecture with Discussion:** Create and present a lecture that includes a discussion element following 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.

**Presentation 4 – Cooperative Learning:** Create and present a cooperative learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

**Presentation 5 – Problem-based Learning:** Create and present a problem-based learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

**Presentation 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 a lesson introduction, 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)
Participation	100	Throughout
Teaching Philosophy Assignment	75	Week 4
Teaching Presentation 1	50	Week 5
Teaching Presentation 2	100	Week 7
Field Observations (5 hours)	25	Week 9
Teaching Presentation 3	100	Week 9
Teaching Presentation 4	125	Week 11
Teaching Presentation 5	125	Week 13
Special Needs Research	100	Week 14
Field Observations (10 hours)	50	Finals Week
Clinical Teaching (Presentation 6)	150	Finals Week

<b>Grading Scale</b>				
A = 930 - 1000	B+ = 870 - 899	C+ = 770 - 799	D+ = 670 - 699	E = 0 - 599
A- = 900 - 929	B = 830 - 869	C = 730 - 769	D = 630 - 669	
	B- = 800 - 829	C- = 700 - 729	D- = 600 - 629	
University of Florida Grading Policy: <a href="https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/">https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/</a>				

### **Attendance and Assignments**

Students' class attendance is required. No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor or teaching assistant if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events are considered legitimate and with proper documentation will not be considered an absence in line with the University of Florida attendance policy <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>. Seeking an extended deadline due to the above-mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made as soon as possible. Students may have a reasonable amount of time to provide make-up work to the instructor per UF policy.

### **Use of technology during instruction**

The use of personal cell phones, iPads, computers, and other electronic devices may be utilized during instruction. However, the use of these items should be limited to appropriate and designated times during the course. Misplaced text messaging will be noted by the instructor, ONE warning will be given, after which unauthorized texting (use of an electronic device) will be counted as an absence and will result in a 5% total reduction of the final course grade.

### **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.

### **Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general wellbeing 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](http://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/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>
- Student Complaints:
  - Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
  - Online Course: <https://distance.ufl.edu/state-authorization-status/#student-complaint>

### **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.

Location: 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### **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.

### **In-class recordings**

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 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.

### **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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **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 _____.

<b>FEAP</b>		<b>Assessment</b>
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.	Special Needs Research Round Tables

## Tentative AEC 4200/5206 Course Calendar\*

Week	Topics	Assignment Due
1 1/9 – 1/13	First day of learning Becoming scholars of teaching & learning	
2 1/16 – 1/20	No Lecture- MLK Jr. Day No Presentation Sessions- Field Observation hours <sup>1</sup>	
3 1/23 – 1/27	Effective teaching How learning works	
4 1/30 – 2/3	Review of Lesson Planning & Writing Objectives Establishing anticipatory sets	Teaching Philosophy Presentation 1 Pre-Conference Mtg
5 2/6 – 2/10	Motivating Learners Presentation 1: Lesson Introductions	Presentation 1
6 2/13 – 2/17	Using demonstrations for learning Facilitating discussions & Asking effective questions	Presentation 2 Pre-Conference Mtg
7 2/20 – 2/24	Learning through Lecture Presentation 2: Demonstrations	Presentation 2
8 2/27 – 3/3	Cooperative Learning Techniques Managing a Positive Classroom Environment & Behavior Management	Presentation 3 Pre-Conference Mtg
9 3/6 – 3/10	Resilience with Dr. Osborne Presentation 3: Lecture with Discussion	5 Field Observation Hours Presentation 3 & Presentation 4 Pre-Conference Mtg
10 3/13 – 3/17	No Classes – Spring Break	
11 3/20 – 3/24	Problem-based Learning Presentation 4: Cooperative Learning	Presentation 4
12 3/27 – 3/31	Experiential learning Differentiated Instruction/ Accommodations	Presentation 5 Pre-Conference Mtg
13 4/3 – 4/7	Teaching with Instructional Technology Presentation 5: Problem-based Learning	Presentation 5
14 4/10 – 4/14	Special Needs Roundtables No Presentation Sessions- Make-up date if needed for presentations	Special Needs Presentation 6 Pre-Conference Mtg
15 4/17 – 5/3	Additional Group Teaching Techniques Presentation 6: Clinical Teaching Experience (Completed off Campus & Recorded)	Presentation 6
16 4/24 – 4/26	Additional Individualized Teaching Techniques	10 Field Observation Hours

Notes: <sup>1</sup> Field observations should be scheduled and completed throughout the semester as needed. Some time has been set aside for you in this course, but you will need to schedule additional time besides what is already designated.

\*This schedule is subject to change at any point during the semester as needed, all changes will be communicated via class and in Canvas