

AEC 6211
Delivering Educational Programs
in Agricultural Settings
(3 credits)
Spring 2023



Instructor

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Office Hours: By appointment (email to schedule)

Time and Location

Tuesday, Periods 8 – 10 (3:00 PM – 6:00 PM); Rolfs Hall 306

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

Supplemental 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 Wiley & 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.

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>

Dyer, J. E. (2008). Effective questioning techniques (EDIS Publication WC 084). Gainesville, FL: IFAS.

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.

- Grant, M. R., & Thornton, H. R. (2007). Best practices in undergraduate adult-centered online learning: Mechanisms for course design and delivery. *MERLOT Journal of Online Learning and Teaching*, 3(4), 346-356.
- 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.
- Keengwe, J., & Kidd, T. T. (2010). Towards best practices in online learning and teaching in higher education. *MERLOT Journal of Online Learning and Teaching*, 6(2), 533-541.
- 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>
- Myers, B. E., & Jones, L. (2004). Effective use of field trips in educational programming: A three stage approach (EDIS Publication AEC 373). Gainesville, FL: IFAS.
- 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.

Tentative AEC 6211 Course Calendar*

Date	Topics	Readings	Activities/Assignments
Week 1 1/10	<ul style="list-style-type: none"> - The Learning Environment - The Learning Cycle - Planning the Educational Session - Lesson Introduction - Establishing Interest & Motivation 	Nilson, Ch 1, 7, 8 NFE Manual, Ch 1, 4 Johnston & Roberts (2011) Roberts (2006)	
Week 2 1/17	<ul style="list-style-type: none"> - Direct Instruction Learning Activities: <i>Lecture & Demonstration</i> - Developing & Using Educational Resources - Facilitating Learning - Knowing Your Audience 	Nilson, Ch 9, 11, 12 NFE Manual, Ch 2, 5, 6 Telg (2009) Telg (2010a) Telg (2010b)	
Week 3 1/24	3:00 to 3:45 – Class Time <ul style="list-style-type: none"> - Interactive Learning Activities: <i>Questioning & Discussion</i> 4:00 to 6:00 – Student Presentations	Nilson, Ch 13 Dyer (2008) Hill (2016)	Presentation #1 – Demonstration
Week 4 1/31	<ul style="list-style-type: none"> - Active Learning Activities: <i>Cooperative Learning & Group Activities</i> - Approaches to Guiding Reflection - Being a Reflective Practitioner 	Nilson, Ch 15 Groseta & Myers (2006)	<i>Presentation #1 cont. as needed</i>
Week 5 2/7	Jagger out – Online Session <ul style="list-style-type: none"> - Technology-mediated Learning Activities: <i>Classroom Technologies</i> 	Nilson, Ch 4	
Week 6 2/14	Student Presentations		Presentation #2 – Lecture & Questioning/Discussion
Week 7 2/21	Jagger out – Online Session <ul style="list-style-type: none"> - Technology-mediated Learning Activities: <i>Teaching in an Online Environment</i> 	Grant & Thornton (2007) Keengwe & Kidd (2010) Martin et al. (2019)	
Week 8 2/28	Student Presentations		Presentation #3 – Cooperative Learning/Active Learning
Week 9 3/7	<ul style="list-style-type: none"> - Inductive Learning Activities: <i>Inquiry/Discovery/Problem Solving</i> - Developing and Using Case Studies 	Nilson, Ch 16, 17, 18, 19	<i>Presentation #3 cont. as needed</i>
Week 10 3/14	No Classes – Spring Break		
Week 11 3/21	<ul style="list-style-type: none"> - Application-oriented Learning Activities: <i>Project-based Learning</i> - Lab-based Learning Activities: <i>Facilitation & Safety</i> 	Groen & Fitzsimmons (2011) Roberts & Harlin (2007) Smith & Rayfield (2016)	
Week 12 3/28	Student Presentations		Presentation #4 – Inductive Learning
Week 13 4/4	<ul style="list-style-type: none"> - Value-added Learning Activities: <i>Service Learning</i> - Outdoor/Adventure Learning Activities: <i>Ropes Courses, Camps, & Adventure Learning</i> 	Nilson, Ch 14 Goldenburg (2001) Mashburn et al. (2008) O’Neil & Lima (2003)	<i>Presentation #4 cont. as needed</i>
Week 14 4/11	<ul style="list-style-type: none"> - Community-based Learning Activities: <i>Field Trips & Guest Speakers</i> - Real-world Learning Activities: <i>Internships & Study Abroad</i> 	Behrendt & Franklin (2014) Medora & Roy (2017) Myers & Jones (2004) Rodriguez & Roberts (2011)	
Week 15 4/18	Student Presentations		Presentation #5 – Student Choice
Week 16 4/25	Student Presentations		Presentation #5 – Student Choice

*This schedule is subject to change at any point during the semester.

COURSE ASSIGNMENTS AND GRADING

	Due Date	Points Possible	Points Awarded
Presentation 1: Demonstration	Week 3	80	
Presentation 2: Lecture & Questioning/Discussion	Week 5	80	
Presentation 3: Cooperative Learning/Active Learning	Week 7	100	
Presentation 4: Inductive	Week 10	100	
Presentation 5: Student's Choice	Week 13	200	
Attendance and Participation	Throughout	90	
<p>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.</p> <p>Students requesting classroom accommodations 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 accommodations.</p> <p>Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing assignments should be made upon return to class.</p>			

Grading Scale				
A = 617 - 650	B+ = 565 - 584	C+ = 500 - 519	D+ = 435 - 454	E = 0 - 389
A- = 585 - 616	B = 539 - 564	C = 474 - 499	D = 409 - 434	
	B- = 520 - 538	C- = 455 - 473	D- = 390 - 408	
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 prefection and reflection activities.	10 - 15 Min	80
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 prefection and reflection activities.	10 - 15 min	80
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 prefection and reflection activities.	20 - 25 min	100
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 prefection and reflection activities.	20 - 25 min	100
5	Student Choice	Create and present a lesson using a <u>variety of activities</u> of your choice. The lesson should include prefection 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.			90
<p>Notes:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 pay close attention how well you demonstrated the characteristics of effective teaching. Within 1 week after presentation, submit a half-page reflection on the lesson. 				

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
 - 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 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/

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.

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/>