



**AEC 6932 Special Topics in Agricultural Education and Communication
Scientist Online Production and Research**

Spring 2023 – 3 Credit Hours

Department of Agricultural Leadership, Education, & Communication

Instructor

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Office Location: 121D Bryant Hall

Office Hours: by appointment

Class Times

Thursdays 12:50-3:50pm

Location

Bryant Hall 107 (Mac Lab)

This is a flipped class. You are expected to actively participate in face-to-face and online activities. *It is important you attend all class meetings, unless the absence is excused.

Course Description

This graduate special topics course emphasizes: 1) science communication via a dialogic model, 2) instructional design for non-formal science education online programs, 3) live multimedia video production, 4) collaboration with PK-12 stakeholders and audiences, and 5) non-formal science engagement assessment.

Essential Questions (EQs) and Learning Objectives (LOs)

EQ1: What is science communication?

LO1: Describe science communication

EQ2: How can science communicators work with scientists and PK-12 teachers to develop an online STEM engagement program?

LO2: Contact and engage with scientists in a variety of research settings

LO3: Contact and engage with PK-12 agricultural science and STEM teachers

LO4: Use social media for promotion and recruitment

EQ3: What are visual live web-streaming methods for implementing an electronic field trip?

LO5: Utilize synchronous video-based online platforms for science engagement

LO6: Produce media for a live web-streamed non-formal program

LO7: Implement a Streaming Science: Scientist Online program

EQ4: What are ways science communicators can research impacts of synchronous online STEM engagement programs?

LO8: Assess live the web-cast, non-formal science education program

You will practice and demonstrate theories and skills through in-class, online, and project-based assignments.

Course Design

This course is structured following a project-based learning (PjBL) design. Our driving question this semester will be: *How can we as science communicators and leaders create, implement, and research a Streaming Science: Scientist Online program about aquaponics and related STEM careers?*

PjBL steps include:

(Buck Institute for Education: <http://www.bie.org>)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product



This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

Required Course Materials

Required Texts:

There are no required textbooks. All readings will be provided in Canvas.

Software and Hardware:

- A computer with an internet connection
- Canvas: <https://elearning.ufl.edu/>
- GatorCloud: OneDrive
- Adobe Creative Cloud
- Your smartphone / laptop / iPads / DSLR cameras for check out in the Mac Lab

Assignments

| Instructional Goal | Assignment/Activity | Possible Points |
|---------------------------|--|------------------------|
| 1,2 | Content Breakdown, Description and Learning Objectives | 100 |
| 3, 4 | School Recruitment and Registration | 100 |
| 3, 4, 7 | Teacher Training | 100 |
| 5, 6, 7 | LIVE Webcast Connections | 150 |
| 8 | Assessment Development, Collection, and Analysis | 150 |
| 1, 7, 8 | Reflections (x3 @ 20 points each) | 60 |
| | Professionalism and Attendance | 40 |
| | TOTAL | 700 |

Content Breakdown, Description and Learning Objectives

You will meet with scientists, review their research, collect their existing related media, and write a program description and learning objectives for their approval to be used on the program website and related materials.

School Recruitment and Registration

Develop Skype in the Classroom site and Streaming Science site, as well as recruit schools via email and social media. Support teacher registration via Skype and Streaming Science sites.

Teacher Training

Develop multimedia materials to introduce teachers to the program and how it works, as well as materials they can use to prepare their students for the program.

LIVE Webcast Connections

Test, set up, and run mobile gear from scientists' live research locations to connect with schools via live webcast.

Assessment Development, Collection, and Analysis

Develop data collection protocol, gain IRB approval, implement program assessment, as well as preliminary results analysis.

Reflections

Write four different short reflections throughout the semester about your learning and experiences during the course.

Professionalism and Attendance

Attend all classes, unless excused, and maintain professionalism throughout the semester by working with classmates to meet deadlines and effectively implement and assess the program.

Course Grading and Assignments

The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by the instructor.

Grading Scale

| | | |
|------------------|------------------|---------------|
| A = 93-100% | C+ = 76 – 79.99% | F = Below 60% |
| A- = 90 – 92.99% | C = 73 – 75.99% | |
| B+ = 86 – 89.99% | C- = 70 – 72.99% | |
| B = 83 – 85.99% | D+ = 66 – 69.99% | |
| B- = 80 – 82.99% | D = 63 – 65.99% | |
| | D- = 60 – 62.99% | |

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/>.

General Course Expectations

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/ugrad/current/regulations/info/attendance.aspx>

Learner Expectations and Attendance

You are expected to **attend every class and arrive on time**. If you must miss class, please keep up with the assigned readings, recordings of class meetings, and online activities, so you can make meaningful contributions. If you must miss class and are unable to speak with me in person, send me an e-mail as soon as possible. I expect all students to attend 80% of class meetings and to receive full professionalism points. However, I understand in current times that life has disruptions that sometimes we cannot avoid. You can miss **THREE** class meetings – as excused, without a deduction in professionalism points. If you miss more than three classes, you will be required to submit a one-page single spaced summary of the recorded synchronous lecture. This will be due by the end of the semester to be considered eligible for full professionalism credit.

Professionalism

Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions. You are expected to be self-directed in reviewing the weekly module content and assignments as well as to reach out to me with any questions when directions in Canvas may be unclear or information is missing.

Late Assignments

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless you receive prior permission from me. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Late assignments will receive a 5% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 2.5 points (5% of the total grade) per each day it is late. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines.

Instructor Response and Feedback

You can expect to typically receive a response from me to emails and voice mails within one to two days. I will also strive to grade and provide feedback on assignments within one week of your submission.

Zoom Class Recording Privacy Policy

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 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.

Online Course Evaluation Process

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>.

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, www.dso.ufl.edu/drc/

Health and Wellness Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources.

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- E-learning technical support: [Contact the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

AEC 6932 Advanced Agricultural Communication Production

Spring 2023 Tentative* Course Schedule

| Week | Thursday | Online |
|-------------------------------------|--|---|
| 1 Jan 9 | Introductions Scientist Online background | Review background readings and videos |
| 2 Jan 16 | Research and meet the scientists | Review scientists' backgrounds and publications |
| 3 Jan 23 | Develop the online description, learning objectives, and schedule | Learning objective and science comm readings |
| 4 Jan 30 | Develop the online description, learning objectives, and schedule | Learning objective and science comm readings |
| 5 - 9 February & March | Develop promo, teacher training, and LIVE materials Recruitment and registration Assessment development | Reflection One Canvas readings |
| 10 Mar 13 | SPRING BREAK | |
| 11 - 13 March | Go LIVE to participating locations Assessment data collection | Reflection Two Canvas readings |
| 14 - 16 April 10 | Assessment analysis | Reflection Three Canvas readings |
| | FINAL May 2 @ 10am-12pm | |

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.