

Delivering Educational Programs in Agricultural Settings

AEC 6211

Spring 2024 – 3 credits
(Section 0036)



AGRICULTURAL
EDUCATION AND
COMMUNICATION

Instructor

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Office hours: By appointment (email to schedule)

Class Times

Thursday, Periods 6 – 8 (12:50 – 3:50 pm)

Location

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. Design and deliver an educational program appropriate for a formal setting
3. Design and deliver an educational program appropriate for a nonformal setting
4. Reflect on their performance as an educator

Course Design

This course is designed as an in-person application-based approach. Students will be asked to design and deliver educational programs in performance assessments throughout the semester to apply what they learned from the lecture/discussion format.

Requirements

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.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite Knowledge:

There are no pre-requisite courses required to take AEC6211. There is no pre-requisite educational delivery knowledge or experience required to be successful in the course.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor is committed to responding to your Canvas and email messages **within 48 hours** when feasible during the work week, Monday through Friday, *except holidays*. You can also meet with me via Zoom by emailing for an appointment; links provided in the Contact section above. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Assignments

Assignment Points & Explanation:

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

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 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.

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 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.

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.

Course Grading:

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	

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Reading & Assignment Schedule:

Date	Topics	Readings	Assignments
Week 1 1/11	<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 1/18	<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 1/25	<ul style="list-style-type: none"> - Interactive Learning Activities: <i>Questioning & Discussion</i> - Active Learning Activities: <i>Cooperative Learning & Group Activities</i> - Approaches to Guiding Reflection - Being a Reflective Practitioner 	Nilson, Ch 13, 15 Dyer (2008) Groseta & Myers (2006) Hill (2016)	

Week 4 2/1	Student Presentations		Presentation #1 – Demonstration
Week 5 2/8	- Technology-mediated Learning Activities: <i>Classroom Technologies & Teaching in an Online Environment</i>	Nilson, Ch 4 Grant & Thornton (2007) Keengwe & Kidd (2010) Martin et al. (2019)	
Week 6 2/15	Student Presentations		Presentation #2 – Lecture & Questioning/ Discussion
Week 7 2/22	- Inductive Learning Activities: <i>Inquiry/Discovery/Problem Solving</i> - Developing and Using Case Studies	Nilson, Ch 16, 17, 18, 19	
Week 8 2/29	Student Presentations		Presentation #3 – Cooperative Learning/ Active Learning
Week 9 3/7	- 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)	<i>Presentation #3 cont. as needed</i>
Week 10 3/14	No Classes – Spring Break		
Week 11 3/21	- 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)	
Week 12 3/28	Student Presentations		Presentation #4 – Inductive Learning
Week 13 4/4	- 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)	<i>Presentation #4 cont. as needed</i>
Week 14 4/11	Student Presentations		Presentation #5 – Student Choice
Week 15 4/18	Student Presentations		Presentation #5 – Student Choice

Academic Integrity

UF’s Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Institutional Policies

Recording Statement

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 guest 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. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

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/>

Student Services

Health & Wellness

- 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.
 - 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.
- 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).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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](#).

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, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)
[Zoom Accessibility Information](#)