



Scientist Online Production and Research

AEC 6932

Spring 2024 – 3 Credit Hours

Instructor

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Office Location: 121D Bryant Hall
Office Hours: by appointment

Class Times

Thursdays 12:50-3:50 p.m.

Location

Bryant Hall 107 (Mac Lab)

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

Course Description

This graduate special topic 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 a peer-reviewed academic journal to increase its online engagement?

LO2: Analyze a social science journal's engagement analytics

LO3: Develop and implement an online engagement plan

LO4: Assess the impacts of the online engagement plan

EQ3: How can science communicators work with scientists and PK-12 teachers to develop an online STEM engagement program?

LO5: Create content with program partners

LO6: Develop and implement training materials for teachers

EQ4: What are visual live web-streaming methods to implement and assess an electronic field trip?

LO7: Utilize synchronous video-based online platforms for science engagement

LO8: Produce media for a live web-streamed non-formal program

LO9: Implement a Streaming Science: Scientist Online program

LO10: Develop an assessment plan

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 1) a journal online engagement strategy for Advancements in Agricultural Development? and 2) a Streaming Science: Scientist Online program about veterinary sciences 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.

Requirements

Textbook:

There are no required textbooks for this class. There will be some readings posted in Canvas.

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](#)
- Adobe Creative Cloud – [UF student licensing options](#)
- 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.

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

I am committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. I will grade assignments, with *meaningful feedback* provided, **within one week of your submission**.

Assignments

Assignment Points & Explanation:

Learning Objective	Assignment/Activity	Possible Points
2, 3	Journal Engagement Planning	50
3	Journal Engagement Implementation	50
4	Journal Engagement Assessment	50
5, 6, 7, 8	Pre-Production <ul style="list-style-type: none"> • Content Breakdown, Description and Learning Objectives • Educator Training 	50
7, 8, 9	LIVE Webcast Connections	100
10	Assessment Development, Collection, and Analysis	50
EQ1 - 4	Reflections (x3 @ 20 points each)	60
	Professionalism and Attendance	40
	TOTAL	450

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:

The course grading scale is provided below. Papers and out-of-class assignments must be typed and formatted according to the instructions I provide in Canvas.

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%	

Further information about UF grading policies can be found here:

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

Reading & Assignment Schedule:

Week	Thursday	Online
1 Jan 8	Introductions AAD background Scientist Online background	Review background readings and videos
2 Jan 15	Research AAD and meet Dr. Roberts	Review scientists' backgrounds and publications
3 Jan 22	Develop the online description, learning objectives, and schedule	Learning objective and science comm readings
4 Jan 29	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 11	SPRING BREAK	
11 - 13 March	Go LIVE to participating locations Assessment data collection	Reflection Two Canvas readings
14 - 16 April 8	Assessment analysis	Reflection Three Canvas readings
	FINAL May 3 @ 10am-12pm	

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

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.

Learner Expectations and 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](#).

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.

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](#)