Teaching Methods in Agricultural Education

AEC 4200/5206

Spring 2025 – 3 credits
(Sections C681, R870, J915)

UF|IFAS
UNIVERSITY of FLORIDA

AGRICULTURAL
EDUCATION AND
COMMUNICATION

Instructors

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Office Hours:
By appointment

Class 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 – Cassie G.
Section B (Gainesville): Monday, Periods 3 – 5 (9:35 am – 12:35 pm), Rolfs 410 – Suzanna B.

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 Objectives

Students enrolled in this course will:
1. Discuss how teaching and learning theories are utilized in educational settings.
2. Identify factors affecting individual learner differences.
3. Prepare lesson plans which accommodate diversity in student populations.
4. Demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
5. Develop and teach lessons using the appropriate learning activities.
6. Describe the characteristics and uses of selected educational technology.

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 Text (See Canvas for Reading Schedule)

Whittington, M. Susie, Rick Rudd, and Jack Elliot, ed. (2023). *The Art and Science of Teaching Agriculture: Four Keys to Dynamic Learning*. Blacksburg: Virginia Tech Department of Agricultural, Leadership, and Community Education. https://doi.org/10.21061/teachagriculture. Licensed with CC BY NC 4.0.

Supplemental Texts

Phipps, L.J., Osborne, E.W., Dyer, J.E., & Ball, A.L. (2008) *Handbook on agricultural education in public schools (6th 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

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:

AEC 4323 & AEC 4228

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:

Participation
Attendance and active participation are expected. Each absence or tardy that does not align with UF policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext), will result in a 10% reduction to your participation points. If you must miss class, let us know as soon as possible.

Field Observations
One way to improve your own teaching is to watch others. 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 – 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 4 – 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 5 - 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.

COURSE ASSIGNMENTS	Graded Points	Due Date (by class meeting time)
Participation	150	Throughout
Teaching Philosophy Assignment	75	Week 5
Teaching Presentation 1	50	Week 6
Teaching Presentation 2	100	Week 8
Teaching Presentation 3	100	Week 9
Field Observations (5 hours)	50	Week 11
Teaching Presentation 4	125	Week 12
Special Needs Research	100	Week 13
Field Observations (10 hours)	100	Finals Week
Clinical Teaching (Presentation 5)	150	Finals Week

Grading Scale				
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	

Further information about UF grading policies can be found here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Reading & Assignment Schedule:

Week	Topics	Assignment Due
1 Jan 13	First day of learning & Effective Teaching	
	Becoming scholars of teaching & learning	
2 Jan 20	No Classes - MLK Jr. Day	

3 Jan 27	Review of Lesson Planning & Writing Objectives	
	Motivating Learners & Establishing anticipatory sets	
4 Feb 3	No F2F Session – Facilitating discussions (online	
	No F2F Session – Asking effective questions (online)	
5 Feb 10	Using demonstrations for learning	Teaching Philosophy
	Learning through Lecture & Teaching with Instructional Technology	Presentation 1 Pre-Conference Mtg
6 Feb 17	Cooperative Learning Techniques	
	Presentation 1: Lesson Introductions	Presentation 1
7 Feb 24	Resilience and Mindset as Teachers	
	Managing a Positive Classroom Environment/Behavior Management	Presentation 2 Pre-Conference Mtg
8 March 3	Differentiated Instruction/Accommodations + Advising Session	
	Presentation 2: Demonstrations	Presentation 2 & Presentation 3 Pre-Conference Mtg
9 March 10	Problem-based Learning	
	Presentation 3: Cooperative Learning	Presentation 3
10 March 17	No Classes – Spring Break	
11 March 24	Experiential learning	5 Field Observation Hours
	Additional Group & Individual Teaching Techniques	Presentation 4 Pre-Conference Mtg
12 March 31	Presentation 4: Problem-based Learning	Presentation 4
13 April 7	Special Needs Roundtables	Special Needs
		Presentation 5 Pre-Conference Mtg
14 April 14	No F2F Session – Presentation 5: Clinical Teaching Experience	Presentation 5
15 April 21	No F2F Session – Complete Presentation 5 if needed still and final Field Observation Hours	Presentation 5 10 Field Observation Hours

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

Florida Educator Accomplished Practices (FEAPs)

This course is designed for the **Microteaching** and **Resiliency Implementation Assignments** to provide an assessment of the following Florida Educator Accomplished Practices:

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;

d. Selects appropriate formative assessments to monitor learning; and,

g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

c. Conveys high expectations to all students;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and,

j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

d. Modify instruction to respond to preconceptions or misconceptions;

f. Employ questioning that promotes critical thinking;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; and,

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.

5. Continuous Professional Improvement. The effective educator consistently:

b. Examines and uses data-informed research to improve instruction and student achievement; and,

e. Engages in targeted professional growth opportunities and reflective practices.

FEAP		Assessment
1a	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity.	Lesson Plans
1d	Selects appropriate formative assessments to monitor learning.	All Teaching Presentations
1g	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state	All Teaching Presentations

FEAP		Assessment
	academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	
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 5
2g	Integrates current information and communication technologies.	Teaching Presentation 5
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
2j	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Teaching Presentations 4 & 5
3a	Deliver engaging and challenging lessons.	All Teaching Presentations
3d	Modify instruction to respond to preconceptions or misconceptions.	Teaching Presentation 4 & 5
3f	Employ questioning that promotes critical thinking.	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 5
3h	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	Special Needs Report; Teaching Presentation 5
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