

Special Methods in Teaching Agricultural Education

AEC4224

Spring 2025 – 3 Credit Hours

# Instructors

J.C. Bunch, PhD

Associate Professor

Email: bunchj@ufl.edu

Office location: 307A Rolfs Hall

Deb Barry, PhD

Assistant Professor

Email: [dmbarry@ufl.edu](mailto:dmbarry@ufl.edu)

Office location: CALS @ Plant City

# Class Times Location

See course assignments and descriptions

# Course Description

This course addresses a broad spectrum of topics that are unique to instruction in Agriscience and Natural Resource education. A sound understanding and application of these “Special Methods” is essential to the success of the local program. The emphasis of the course will be on providing student opportunities through a variety of “active learning” teaching methods, creating a positive learning environment, teaching for critical, creative, and evaluative thinking, managing student behavior, applying instructional technology to teaching, using the FFA and SAE as teaching tools, and involving informal settings and volunteers in the instructional program

**AEC Agricultural Education Program (TCH) Mission**

The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

**Values**

The Agricultural Education Program values…

* Excellence in teaching.
* The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
* Instruction both in and about agriculture.
* Teachers being essential to the success of the local school.
* Teacher involvement in the school, local, and professional communities.
* Passion for agriculture and compassion for learners.
* Professionalism in the attitude and actions of all involved in agricultural education.
* The contributions that agricultural educators can make outside of formal education.
* Agriculture’s contribution in addressing societal issues on a local to global scale.

**Learning Principles**

* Learning is both social and individual.
* Learning best occurs when moving from the concrete to the abstract.
* Learning and performance are enhanced by continuous, explicit reflection and feedback.
* Learning is affected by learner motivation, attitude and values.
* Learning occurs at all levels of cognition.
* Learning is purposeful, contextual, and non-linear.
* Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
* Learning is enhanced by addressing a student’s preferred learning style, prior knowledge, and experiences.
* Learning occurs best in a supportive, challenging, and structured environment.
* Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

**Transfer Goals**

* Design an instructional program.
* Create an environment conducive to learning.
* Deliver effective instruction.
* Assess student learning.
* Participate in continuous professional development.
* Act professionally.

# Course Objectives

1. Apply strategies for effectively teaching agricultural subject matter.
2. Develop and implement an effective behavior management plan.
3. Integrate critical, creative, and evaluative thinking techniques into instruction

# Requirements

## Textbook:

## Whitaker, T, Whitaker, M., & Whitaker, K. (2016). Your first year: How to survive and thrive as a new teacher. Routledge Taylor and Francis Group, NY.

## 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader - [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
* Zoom - [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
* 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* View [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/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.

# Assignments

## Course Assignments, Grading, and Schedule

**Course Module**

View all course modules by January 17, 2025.

**Classroom Management Plan**

The Classroom Management Plan applies to your student intern site and will consist of: (1) table of contents, (2) setting description, (3) philosophy of teaching, (4) description of the physical space and rationale, (5) description of plans for establishing classroom community, and (6) description of plans for addressing problem behavior.

**PLC**

Professional Learning Communities will be used to meet the FEAP: “The effective educator consistently examines and uses data-informed research to improve instruction and student achievement.” For this project, you will be grouped with 1-2 other interns. After watching the lecture, decide on a research question and come to the first seminar (2/26) ready to discuss. At the seminar, you and your team will discuss the question and determine methods of data collection. Between the Mid-Point Intern Seminar and Final Intern Seminar, you will collect data. At the Final Intern Seminar, you will create a poster and give a 5-10 minute presentation about your research. You will include: (1) Research Question, (2) Introduction, (3) Methods, (4) Results, (5) Conclusions and Recommendations.

**Seminars**

There will be two mandatory seminars:

* Mid-Point Intern Seminar (on Zoom): 2/26/25 at 4pm EST
* Final Intern Seminar (in-person in GNV): 4/30/25 (all day)

## Course Assignments:

|  |  |  |
| --- | --- | --- |
| **COURSE ASSIGNMENTS** | **Due Date** | **Points** |
| View Course Modules | 1/17 | 100 |
| Classroom Management Plan--draft | 2/7 | 100 |
| PLC Research Question | 2/26 | 0 |
| Classroom Management Plan | 4/17 | 350 |
| PLC | 4/30 | 350 |
| Intern Seminars | 2/26 & 4/30 | 100 |

## Course Grading:

### Grading Scale

|  |  |  |
| --- | --- | --- |
| A = 93-100%  A- = 90-92%  B+ = 86-89%  B = 83-85% | B- = 80-82%  C+ = 76-79%  C = 73-75%  C- = 70-72% | D+ = 66-69%  D = 63-65%  D- = 60-62%  E = below 60% |

Further information about UF grading policies can be found here:

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

# 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.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## 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, orquoting 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.](https://catalog.ufl.edu/UGRD/academic-regulations/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](https://aa.ufl.edu/policies/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](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## 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](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) 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](https://counseling.ufl.edu/) 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.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) 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](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank" \t "_blank) or call 352-273-4450.

## Academic Resources

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu.](mailto:helpdesk@ufl.edu)
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/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](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.ufl.edu/)

## 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.](https://disability.ufl.edu/)

[Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)

[Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)

# Florida Educator Accomplished Practices

In this course, one or more assignments have been selected at “Key Tasks” that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing,” “Accomplished,” or “Exceptional.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an “Unsatisfactory” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: https://my.education.ufl.edu/.

|  |  |
| --- | --- |
| Exceptional | The candidate extensively integrates knowledge to be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The candidate is prepared to apply this skill in a practical setting. |
| Accomplished | The candidate demonstrates knowledge of how to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The candidate is prepared to apply this skill in a practical setting. |
| Developing | The candidate is acquiring the necessary knowledge to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The candidate is not yet prepared to apply this skill in a practical setting. |
| Unsatisfactory | The candidate demonstrates little knowledge of how to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

FEAPs Assessed in this course

1b. Sequences lessons and concepts to ensure coherence and required prior knowledge

1c. Designs instruction for students to achieve mastery

2b. Manages individual and class behaviors through a well-planned management system

3j. Utilize student feedback to monitor instructional needs & to adjust instruction

5f. Implements knowledge and skills learned in professional development in the teaching and learning process