

AEC 6210
**Designing Educational Programs in
Agricultural Settings**

Section 1F50
Summer 2021

Instructor

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Time and Location

This course utilizes an online delivery. Asynchronous online content must be completed each week by Sunday evening.

Course Description

This course is designed to engage students in appropriate teaching techniques, curricula and resources. Emphasis will be placed on instruction in both formal (classroom) and non-formal (extension & outreach) settings.

Course Essential Questions

1. How should content be organized to best affect individual learning?
2. How can I help every individual learn?
3. How can I know if my learners know the content?

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the philosophy and theory underlying instructional design.
2. Develop an instructional program plan.
3. Create appropriate tools to assess individual learning.
4. Create an instructional design matrix.
5. Create an instructional guide.
6. Develop an evaluation plan for an educational program.

Required Texts (Available at the UF Bookstore or other approved vendor)

- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction (8th ed.)*. Upper Saddle River, NJ: Pearson Merrill.
- Reiser, R. A., & Dempsey, J. V. (2018). *Trends and issues in instructional design and technology (4th ed.)*. New York, NY: Pearson.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: The University of Chicago Press.
- Ertmer, P. A., Quinn, J., & Glazewski, K. D. (2014). *The ID casebook: Case studies in instructional design (4th ed.)*. Upper Saddle River, NJ: Pearson Education.

*Note: Previous sections of this course used a custom textbook compiled and cited as:

Myers, B. E. & Barrick, R. K. (2013). *Designing Educational Programs in Agricultural Settings*. Boston, MA: Pearson Custom Textbooks.

While some of the chapters are available in this text, there have been updates to the Reiser and Dempsey text and additional readings from both texts are assigned.

Recommended/Reference Texts

Bell, P., Lewenstein, B., Shouse, A. W., & Feder, M. A. eds. (2009). *Learning science in informal environments: People, places, and pursuits*. Washington, DC: National Research Council.

- Estes, T., Mintz, S. L., & Gunter, M. A. (2011). *Instruction: A models approach (6th ed.)*. Boston, MA: Pearson Allyn & Bacon.
- Chasteen, S. V., Perkins, K. K., Beale, P. D., Pollock, S. J., & Wieman, C. E. (2011). A thoughtful approach to instruction: Course transformation for the rest of us. *Journal of Science Teaching*, 40(4). 24-30.
- Dirksen, D. J. (2011). Hitting the reset button using formative assessment to guide instruction. *Kappan*, 92(7), 26-31.
- Duran, E., Duran, L., Haney, J., & Scheuermann, A. (2011, March). A learning cycle for all students. *The Science Teacher*. 56-60
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.
- Killion, J. (2008). *Assessing impact*. Thousand Oaks, CA: Corwin Press, Inc.
- Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press, Inc.
- McTighe, J. & Thomas, R. S. (2003). Backward design for forward action. *Educational Leadership*, 60(5). 52-55.
- Miller, D. L. (2011). Curriculum theory and practice: What's your style? *Kappan*, 92(7), 32-39.
- McTighe, J., & Wiggins, G. (2004). *Understanding by design professional development workbook*. Alexandria, VA: ASCD.
- Sadler, T. D. ed. (2011) *Socio-scientific issues in the classroom: Teaching, learning and research* Dordrecht, The Netherlands: Springer.
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: ASCD
- Wiggins, G. & McTighe, J. (2007). *Schooling by design*. Alexandria, VA: ASCD.

DESCRIPTION OF CORNERSTONE TASKS – Submit via Canvas

Workgroup

Curriculum design is not an individual endeavor. It requires the engagement of the community of scholars. Thus, each student will be assigned a workgroup. The workgroup will provide support, critique, and feedback to each member to assist in the development of the major assignments of the course. Students will be evaluated on their contributions to their workgroup. This involves quality and timeliness of feedback. The workgroup discussion and feedback will be facilitated online at a time arranged by the students.

Assignments

1. Class Discussion Session

Each student will lead an online discussion based on a weekly reading from Ralph Tyler's book or the Case Study book. These will be assigned during the first week of class. To lead the online discussion, the student should post a video that outlines their reactions to the reading and poses discussion questions for the group in a canvas discussion forum. It may also be helpful to provide an outline of the reading including key takeaways. An emphasis on relating the course content to the concepts/applications should be the basis for the discussion. Rubrics and additional assignment details are available on canvas.

2. Instructional Design Project (see project template for key components of each part)

The instructional design project is the cornerstone task for this course. The project allows students to apply the instructional design components to plan an educational program. Students may choose two options for this assignment:

- Designing a course or program where the designer is the primary person in charge of delivery.
- Designing a course, program, or curricular resources intended to be utilized by other individuals (ie. Designing a curriculum for an Agriscience foundations course).

Part A: Instructional Program Plan

Create a document that outlines the instructional goal(s), instructional analysis, an analysis of learners and contexts, performance objectives, and evaluation plan for the course/program. This could be articulated in a course syllabus, workshop series overview, extension program informational handout, or curricular resource overview guide. A logic model or other appropriate evaluation tool will be used for the evaluation plan.

Part B: Instructional Assessment Guide

Using the criteria provided in class, create a plan for each unit that you identify in the instructional design matrix you created that includes: (a) assessment plan; (b) table of specifications; and (c) a learning plan with the content to be taught for each understanding and essential question.

Unit Test

Create a written Unit/Module Test to be used as part of the assessment in the course/workshop you developed. Based on the criteria presented in class, you are required to use multiple types of questions that address the understandings and essential questions you created for the unit. The Unit/Module Test must be linked to your guiding principles as well as explain how it measures your cornerstone tasks.

Alternative Assessment Tool

Create an alternative assessment tool (rubric) to assess individual learning of a portion of the content included in your course/workshop. The rubric should follow criteria presented in class.

Part C: Instructional Delivery Plan

An overview of the plan for instruction should be completed. This will vary in format depending on the final use instructional program. The plan should include an overview of the entire program and a complete description of at least five days of instruction or what is agreed upon between the instructor and student.

3. Weekly Attendance/Participation

Fifteen points will be given each week for attendance and participation. For student to earn full points, they must complete the materials online, participate in discussions in a meaningful way that indicates and application and processing of the course content. You should prepare an outlined note sheet for the readings from each week that captures the main points from the readings. These can be in shorthand note format. The notes must be submitted on canvas.

Cornerstone Tasks and Grading

Assignment	Points
Workgroup	148
Leading Class Discussion	100
Instructional Design Project	500
Weekly Participation and Discussion (21 each * 12)	252

Attendance and Make-up Exams and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor.

Grading Scale

A = 930-1000	B- = 800-829	D+ = 660-699
A- = 900-929	C+ = 760-799	D = 630-659
B+ = 860-899	C = 730-759	D- = 600-629
B = 830-859	C- = 700-729	E = below 600

Grades and Grade Points

Academic Honesty

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor 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.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: Graduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

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/>.

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.

Campus Helping Resources

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. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Training Programs

Community Provider Database

Career Resource Center, First Floor JWRU, 392-1601, www.crc.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.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

AEC 6210 Course Calendar

Dates	Topics / Learning Experiences	Reference(s)	Weekly Assignment	Major Assignment Due
May 10-16	Pedagogical Design Capacity- Designing for Yourself		Preflection Assignment (6 points) Weekly Assignment (15 points)	
May 17-23	Instructional Design- Designing for Others	ID Case Book (Case Study 3)	Instructional Design Post (6) Discussion post (10) Response to discussion (5)	
May 24-30	Evaluating Educational Programs	Tyler Ch 4	Logic model (21)	
May 31- Jun 6	Instructional Goals, Instructional analysis, & learners and context	ID Case Book (Case Study 6)	Reiser and Dempsey (6) Front-end case study (15)	
June 7-13	Instructional Analysis	ID Case Book (Case Study 9)	Weekly assignment (21 points)	
June 14-20	Analyze Learners and Contexts	ID Case Book (Case Study 11)	Weekly assignment (21 points)	
July 5-11	Write Performance Objectives	Tyler Ch 1	Synthesis of readings (15) Write objectives (6)	
July 12-18	Planning Units of Instruction	Tyler Ch 3	Weekly assignment (21 points)	ID Project Part A
July 19-25	Assessment Strategies (ID Project Part A Peer Review)	ID Case Book (Case Study 22)	Weekly assignment (21 points)	
July 26- Aug 1	Instructional Strategies	ID Case Book (Case Study 14)	Weekly assignment (21 points)	ID Project Part B
Aug 2-8	Instructional Materials (ID Project Part B Peer Review)	Tyler Ch 2	Weekly assignment (21 points)	ID Project Part C
Aug 9-13	Instructional materials for a digital environment (online) ID Project Part C Peer Review		Weekly discussion (21 points)	ID Project Final