



ANSC 3318
Teaching Methods in Agricultural
Education
Spring 2016



Instructor

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Office Hours: M,W,F 8:00am-10:30am
Or by appointment

Time and Location

M – 11:00-11:50, W – 11:00-12:50 – 135 RAS

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

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

1. Describe the role of the instructor in the learning process, including characteristics of good instructors and teaching.
2. Identify factors affecting individual learner differences.
3. Correctly demonstrate the use of teacher-centered, social interaction, and student-centered learning activities.
4. Develop and teach lessons using the appropriate learning activities.
5. Prepare lesson plans that address diversity in student populations.
6. Describe the characteristics and uses of selected educational technology.

(ANSC) Program Learning Outcomes:

Student will demonstrate that he/she is able to:

1. Recognize and be able to utilize animal breeds from a variety of domestic species
2. Comprehend the role of nutrition in the production of food animals
3. Understand the processes involved in producing meat products from a variety of domestic food animals
4. Select breeding animals using genetic information

TEA AFNR Educator Standards

Standard I. The AFNR teacher understands the scope of agriculture and the foundations of AFNR education and applies the process of scientific discovery to the various disciplines of agriculture.

Required Texts (Available at the SRSU Bookstore or online)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Recommended Texts (Available online)

Reardon, M., & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago, IL: Zephyr Press.

DESCRIPTION OF COURSE ASSIGNMENTS

Daily Lesson Plan

Using the criteria provided in class, you will create a daily lesson plan that outlines the learning activities for 1 class period. You will be required to turn in all supporting materials with the lesson (handouts, graphic organizers, etc.).

PowerPoint Presentation

Using the criteria provided in class, you will create a PowerPoint presentation that will serve as a visual supplement for lab 6, 7, 8, or 9.

Reflection Journal

You will be required to watch a video recording of your teaching performance and reflect upon your performance.

Participation, Attendance, and other assignments

You are expected to begin acting like a professional educator. This includes attending all class sessions and actively participating in all class activities.

COURSE ASSIGNMENTS	Due	Points
Daily Lesson Plan	May 2	150
Lab 1: Lesson Introduction	February 12	25
Lab 2: Lecture	February 19	50
Lab 3: Demonstration	February 26	50
Lab 4: Lecture & Questioning	March 5	75
Lab 5: Lecture & Discussion	March 19	75
PowerPoint Presentation	March 26	50
Lab 6: Video & Cooperative Learning	April 2	100
Lab 7: Inquiry	April 16	100
Lab 8: Demonstration & Individualized Instruction	April 23	100
Lab 9: Clinical Teaching Experience	TBA	200
Attendance & Participation	Throughout	25

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are required. No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor or assistant if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Honesty

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."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd.

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: UC 211, 837-8178.

ANSC 3318 Course Calendar

	Dates	Topics / Learning Experiences	Due/Readings
Week 1	Jan 20	Introduction; How People Learn	pp. 183-185 189-191
Week 2	Jan 25	Effective Teaching; The Learning Environment	pp. 191-194; 202-214
	Jan 27	Teacher Immediacy; Cognitive Engagement; Dale's Cone of Experience	
Week 3	Feb 1	Establishing Interest and Motivating Students	pp. 187-188; 229-231
	Feb 3	Planning for Daily Instruction; Creating a Daily Plan	pp. 259-274
Week 4	Feb 8	Lecture as a Learning Activity	
	Feb 10	Lab 1: Lesson Introduction	Lab 1
Week 5	Feb 15	Demonstration as a Learning Activity	
	Feb 17	Lab 2: Lecture	Lab 2
Week 6	Feb 22	Questioning and Discussion as Learning Activities	
	Feb 24	Lab 3: Demonstration	Lab 3
Week 7	Feb 29	Creating and Using Visual Aids	pp. 291-301
	Mar 2	Lab 4: Lecture and Questioning	Lab 4
Week 8	Mar 7	Integrating Videos into a Learning Activity	
	Mar 9	Lab 5: Lecture and Discussion	Lab 5
Week 9	Mar 14- Mar 16	Spring Break – No Classes	
Week 10	Mar 21	Cooperative Learning Activities; Audio/Visuals	
	Mar 23	Integrating Case Studies into a Learning Activity	PowerPoint Presentation
Week 11	Mar 28	Using Inquiry as a Learning Activity	pp. 237-256; 333-336
	Mar 30	Lab 6: Video and Cooperative Learning	Lab 6
Week 12	Apr 4	SRSU CDE – No Class	
	Apr 6	Using Individualized Application as a Learning Activity	
Week 13	Apr 11	Integrating Computers into a Learning Activity	pp. 291-301
	Apr 13	Lab 7: Inquiry	Lab 7
Week 14	Apr 18	Being a Reflective Teacher	
	Apr 20	Lab 8: Demonstration and Individual Application	Lab 8
Week 15	Apr 25	Clinical Teaching Experience (Lab 9)	
	Apr 27	Clinical Teaching Experience (Lab 9)	
Week 16	May 2	Clinical Teaching Experience (Lab 9)	Daily Lesson Plan
	May 4	Clinical Teaching Experience (Lab 9)	

Lab Assignment Details				
Lab	Title	Description	Time	Points
1	Lesson Introduction	Create and present an activity designed to stimulate student interest.	5 – 8 min	25
2	Lecture	Create and present a lecture following guidelines presented in class. The lesson should include an introduction and a summary activity. Visual aids are optional .	8 – 10 min	50
3	Demonstration	Create and present a demonstration following guidelines presented in class. The lesson should include an introduction and a summary activity	8 – 10 min	50
4	Lecture & Questioning	Create and present a lecture following guidelines presented in class. Integrate at least 10 questions throughout the lecture. The lesson should include an introduction and summary activity. Visual aids are required .	10 – 15 min	75
5	Lecture & Discussion	Create and present a lecture following guidelines presented in class. Integrate at least 4 discussion activities. The lesson should include an introduction and a summary activity. Visual aids are required .	10 – 15 min	75
6	Video and Cooperative Learning	Create and present a lesson that includes a video presentation and cooperative learning. Additional learning activities may also be used. The lesson should include an introduction and a summary activity.	20 – 25 min	100
7	Inquiry	Create and present an inquiry lesson that follows guidelines presented in class. Additional learning activities may also be used. The lesson should include an introduction and summary activity.	20 – 25 min	100
8	Demonstration & Individualized Application	Create and present a lesson that includes a demonstration and individualized instruction. Additional learning activities may also be used. The lesson should include an introduction and a summary activity.	20 – 25 min	100
9	Clinical Teaching Experience	Working with your instructor, you will make arrangements to deliver a lesson to a class of high school agricultural education students. You must use 2 or more of the learning activities presented in class. The lesson should include an introduction and a summary activity.	1 Class Period	200
<p>For all labs, the following must be submitted prior to your presentation:</p> <ol style="list-style-type: none"> 1. A daily lesson plan 2. A lesson overview sheet <p>All of your labs will be recorded. Within 1 week after each lab presentation, you should watch yourself teaching using the following sequence:</p> <ol style="list-style-type: none"> 1. Watch once to get a general feel for your presentation. 2. Watch a second time, paying attention to your mannerisms. 3. Watch the third time and pay close attention how well you demonstrated the characteristics of effective teaching. <p>Next, the following must be submitted within 1 week after presentation:</p> <ol style="list-style-type: none"> 1. Self-evaluation using the appropriate grading rubric 2. Half-page reflection on the lesson 				

