



ANSC 5308
Instructional Strategies/ Teaching
Adult Learners in Agricultural
Education
Fall 2019



Instructor

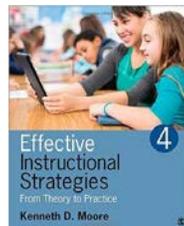
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Course Description

This course is designed for teacher education professionals (pre-service and in-service) and others to provide them with the background to supply the foundation and advanced tools needed to make intelligent decisions about selecting appropriate instructional and assessment strategies, planning instructional lessons, implementing learning activities, and assessing students' success. Extension professionals and students involved in training and development, government, and non-profit organizations will benefit from the transferrable skills that will be developed in this course.

Required Textbook

Moore, K.D. (2014). *Effective instructional strategies 4th Edition*. Thousand Oaks, CA: Sage Publications, Inc.



Style Manual

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.



Supplemental Course References

Additional course resources will be provided through the Internet and other electronic media.

Incompletes

No incompletes will be given for the course, unless extenuating circumstances dictate the granting of one by the instructor.

(ANSC) Program Learning Outcomes

Student will demonstrate that he/she is able to:

1. Demonstrate the basic skills of interpreting information gathered in a research setting,
2. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries, and
3. Demonstrate the ability to communicate through written, spoken, and graphical methods.

TEA AFNR Educator Standards

The AFNR teacher understands:

1. the foundations of agricultural education,
2. how to advise and assist students in career planning and development and how to promote student development through SAE, and
3. how to promote student growth through student leadership development organizations.

Attendance and Make-up Exams and Assignments

Online participation is mandatory. You are to check your blackboard daily to view whether questions, assignments or discussions are presented. Any assignments turned in late will not receive credit. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor if they are expecting to be unable to meet a deadline. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

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!

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: Ferguson 112, 837-8203.

Course Schedule

Modules	Week of	Topic
	August 25th	Icebreaker assignment (will be posted on blackboard)
1	09/1	Getting Ready for the Classroom
2	09/8	Teaching Diverse Students
3	09/15	Managing the Classroom Environment
4	09/22	Engaging and Motivating Learning
5	09/29	Using Classroom Technology
6	10/6	Planning and Organizing Instruction
7	10/13	Developing Unit and Daily Lesson Plans
8	10/20	Evaluating and Measuring Learning
	10/27	Spring Break
9	11/3	Constructing and Grading Tests
10	11/10	Using Teacher-Centered Teaching Methods
11	11/17	Using Authentic Teaching Methods
12	11/24	Happy Thanksgiving
13	12/1	Using Integrated Teaching Methods
14		Course Review

Learning Activities

1. Icebreaker Assignment, Blog-This assignment requires you to introduce yourself to the class and identify one teacher that touched your life and why do you remember this particular teacher. Be sure to include one picture and 3 interesting facts about yourself. (100 points) ***Due: August 30th***

2. Students are required to select one article to review from the journal articles list. You will respond to the questions that are provided to help you analyze the article effectively. Your review must include the citation for the article, your name on the assignment, the questions, and your responses. Be sure to write complete sentences and use correct grammar. No more than 2 pages double spaced, Times New Roman (12) Font, must be used for this assignment (100 points) ***Due: Sept. 15th***

3. Effective online discussions share several characteristics. They support the learning objectives of the course through careful planning and presentation, and they generate and maintain student interest and motivation through the use of provocative questions that facilitate critical thinking, not “just the facts.” The material presented and discussed should be applied to everyday life or professional goals. You will have five video discussions this semester. You are to respond to at least two of your classmates reviews. Your summary should be no less than 400 words with a response of no less than 150 words. (100 points each)
Due: Sept. 22 Sept. 29th Oct. 6th Nov. 3rd Nov. 17th

4. Students are to develop a philosophy of teaching. A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. In addition to general comments, your teaching philosophy should discuss how

you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom. This assignment should be no longer than 2 pages, double-spaced, Times New Roman (12) font. If references are used, be sure to document your sources according to APA6th edition. (100 points)

Due: November 8th

5. Teacher Interview: Interview one teacher (middle/ high school or elementary). You will be required to report on how the teacher defines effective teaching and learning. How does the teacher know when it has occurred in his or her classroom? How does the teacher measure effective teaching and learning? Are there differences between what the teacher reported and what you read in your textbook or other literature? You are responsible for contacting the teacher, scheduling a date (this interview can take place face-to-face-, by phone, or online via Skype, etc). You are also responsible for developing additional questions that may be needed. The assignment should be no longer than four pages and should be written in a report format, double-spaced, Times New Roman (12) font. Be sure to include the demographic information of the teacher, you can change the name to protect his or her identity. (100 points)

Due: November 22nd – If you are already an agricultural education teacher you are required to visit with a county extension agent or Farm Bureau agent.

6. A final examination will be given to measure each student's knowledge in relation to the course content. (100 points)

Grading Scale

The instructor expects all students to participate in the online-class, to complete readings and assignments on time. *Furthermore, all written assignments should be typed and exemplify clear and efficient communication. All files should be saved with your last name and the name of the assignment.*

Learning Activities

Assignment	Due Date	Weight	Points Possible
Icebreaker	08/30	5%	50
Article Review	09/15	5%	50
Video Discussions (1-5)	09/22 09/29 10/6 11/3 11/17	30%	500
Philosophy of Teaching	11/8	15%	100
Teacher Interview	11/22	15%	100
Final Exam	TBD	30%	200
		100%	1000

Changes in the schedule may be made by the instructor with notice to the students

Note: There will be no assignments accepted after the due date, so you are encouraged to turn your assignments in early if you expect something to alter completion. No assignments will be accepted via email. You are highly encouraged to call me if your responses requires more than a short answer.