AGED 5823 – Section 503
Advanced Methods of Teaching Agriculture
Spring Semester 2011

INSTRUCTOR:
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TIME AND LOCATION:
This course will be primarily asynchronous in nature. Course content will be uploaded onto the Desire to Learn (D2L) website. As such, please access the materials at a time frame in which you can be successful. The course can be accessed at: https://oc.okstate.edu/.

COURSE DESCRIPTION:
AGED 5823 – Section 603 is an online course designed for graduate students who have a desire to improve their teaching ability by incorporating a variety of teaching methods into the learning setting. Specifically, this course focuses on various learning theories and teaching methods for both formal and non-formal learning situations.

COURSE MATERIALS
There is no textbook associated with the course. Readings will be posted to the D2L website: https://oc.okstate.edu/.

INSTRUCTIONAL FORMAT:
This online course will be composed of teacher-centered approaches the first half of the semester with a focus on theory. Student-centered approaches will consume the second half of the semester with a focus on the application of teaching methods and an emphasis on reflection. Students will be expected to access the D2L site for course content and discussions.

COURSE OBJECTIVES:
Through both individual and collaborative group efforts, students will be expected to:

1. Identify the learning theories that best relate to one’s own philosophy of teaching and learning.
2. Recognize how the characteristics of effective teaching and the principles of teaching and learning are utilized in formal and non-formal learning situations.
3. Develop a familiarity with designing and critiquing a lesson plan.
4. Plan for and teach a selected method to your colleagues that can be used in a formal or non-formal situation.
5. Conduct a short, qualitative observation on a selected DASNR instructor.
6. Critically examine the literature related to teaching methods and theory.
8. Comprehend the differences in how students perceive the words they read.
9. Reflect on your practice and experiences as a teacher.
### AGED 5823 – Section 603: Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td>Course Introductions Pedagogical and Adragological Learning</td>
<td>(R) Mirriam &amp; Caffarella (1991)</td>
</tr>
</tbody>
</table>
(R) Doolittle & Camp (1999)  
(R) Bella, et al. (2008) |
| 3    | 1/27 | Characteristics of Effective Teachers and Principles of Teaching and Learning | (A) Learning Theory Paper  
(R) Buriak, McNurlen, & Harper (1996) |
| 4    | 2/3  | Learning Taxonomies and Conceptual Models Lesson Planning and Implementation Domains of Learning | (A) Assess Video for Effective Teaching  
(R) Whittington (1998)  
(R) Furst (1981) |
| 5    | 2/10 | Lesson Study and Integrated Learning Model | (A) Instructor Interview Protocol  
(R) Alvine, Judson, Schein, & Yoshida (2008)  
(R) Parr, Edwards, & Leising (2006) |
(R) Savery & Duffy (2001) |
| 7    | 2/24 | Traditional Teaching Methods  
- Demonstration/Simulation  
- Lecture/Discussion  
- Independent Study  
- Case Study | Readings will be forthcoming. |
| 8    | 3/2  | Traditional Teaching Methods (Cont.)  
- Brainstorming (Think-Pair-Share)  
- Role Play  
- Cooperative Learning  
- Debates | Readings will be forthcoming. |
| 9    | 3/9  | Traditional Teaching Methods (Cont.)  
- Field Trip (Educational Tour)  
- Guest Speaker/Panel Discussion  
- Socratic Dialogue/Questioning Method | Readings will be forthcoming.  
(A) Teaching Methods Research Paper Review Assignment |
| 10   | 3/16 | Service Learning | (R) Robinson & Torres (2007)  
(R) Roberts (2006) |
| 11   | 3/23 | No class | |
| 12   | 3/30 | Inquiry-based and Experiential Learning Methods | (A) Lesson Plan and Microteaching Presentation  
(R) Kolb (1981)  
(R) Roberts (2006) |
| 13   | 4/6  | Distance Education (Centra platform) Reading Comprehension | (A) Microteaching Reflection  
(R) Park & Osborn (2006) – both articles |
| 14   | 4/13 | Motivating and Engaging Students | (A) Instructor Interview Due |
| 15   | 4/20 | Reflection in Teaching Teaching Evaluations | (R) Schön (1992)  
(R) Kitchel, Robinson, & Jenkins (2007) |
| 16   | 4/27 | Interview Findings Discussion Course evaluations | (A) Instructor Interview Paper  
(A) Poster Abstract and Prezi Presentation |

Note. Course schedule is subject to change pending unexpected circumstances. * indicates guest speakers who will lead discussion on various occasions throughout the semester pending their availability. Additional readings may be provided in class.
Assignments and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Learning Theory Paper (Due 1-27)</td>
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<tr>
<td>Assess Video for Effective Teaching (Due 2-3)</td>
<td>25</td>
</tr>
<tr>
<td>Interview Protocol Approval (Due 2-10)</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Methods Research Paper Review Assignment (Due 3-9)</td>
<td>25</td>
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<tr>
<td>Microteaching Presentation (Due 3-30)</td>
<td>40</td>
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<tr>
<td>Microteaching Lesson Plan (Due 3-30)</td>
<td>20</td>
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<tr>
<td>Microteaching Reflection Paper (Due 4-6)</td>
<td>50</td>
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<tr>
<td>Instructor Interview Paper (Due 4-13)</td>
<td>50</td>
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<tr>
<td>Poster Abstract (Due 4-27)</td>
<td>100</td>
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<tr>
<td>Prezi Poster Presentation (Due 4-27)</td>
<td>50</td>
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<tr>
<td>Web Discussion Participation (X2; weeks 4 and 12)</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
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Grading Scale (Percent)

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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Assignment Descriptions and Expectations

*****Use the Dropbox feature located in the D2L shell to turn in all assignments.*****

Learning Theory Paper
Reflect on the type of teacher you are and/or hope to be and select a learning theory that best depicts your teaching philosophy. Determine how mastering your learning theory assists, or will assist, you in being an effective teacher. Discuss a learning theory, or theories, you would like to master. This assignment should be ~ 3-4 typed written pages in length.

Assess Video for Effective Teaching
A video will be uploaded onto D2L for your viewing. Please watch that video and assess the instructor's level of effectiveness with the characteristics outlined by Rosenshine and Furst (1970) in mind. Use the OSU template, “Complete Lesson Rubric,” for your assessment.

Instructor Observation
This assignment is designed to get you better acquainted with the instructor you wish to teach for as well as gaining a better understanding for the students and facilities you will be dealing with when you teach your Microteaching Presentation. You will spend a minimum of one class period observing your chosen instructor in action. You will be expected to contact your chosen instructor, set up a time convenient for you and the instructor, and observe a class or workshop he/she is teaching. While observing, look for various methods your instructor is employing. How effective is/are the method(s) for the students? Are they engaged/interested? Which theory(ies) is/are being purported? Your observation can range from a structured, formal classroom experience to a semi-structured non-formal workshop, or anything in between. Once you have observed your instructor, set up a time for an interview (It is recommended that this be the same day. However, this needs to be confirmed with the instructor in advance.). While interviewing, determine how or if the responses you gather support or refute your perceptions of the instructor’s performance based off of your one-
shot observation? Ensure all your questions are fully answered before concluding the interview. During the interview, confirm with the instructor the topic you will be teaching. Also, be sure to know how many students you will be instructing. Once the interview is finished, be sure to have your instructor e-mail Dr. Robinson confirming your observation.

Instructor Interview Questions Protocol
You will be expected to develop an interview protocol consisting of between 10-15 interview questions concerning the teaching and learning process. These questions will be asked to the instructor you decide to observe and teach for. Please use this opportunity to gain important knowledge on how this individual succeeds in areas which you might struggle. This is your chance to create dialogue with and learn from someone you respect. Don’t miss out on this great opportunity. Your interview protocol must be submitted to Dr. Robinson and approved prior to the interview.

Instructor Interview Paper
Based upon the questions you develop and submit for approval, you will be expected to write up the findings of the interview you construct with your selected instructor. This assignment will shed light on what your instructor’s philosophy is concerning teaching and learning and which method(s) he/she purports to use. As you record the responses, consider the following questions: Are the thoughts of your interviewer consistent with your own beliefs as it relates to effective teaching? How so, or not? How has this assignment made you reflect differently on your own philosophy of teaching? Type your interview protocol and responses in ~ 3-4 typed written pages.

Teaching Methods Research Paper Review Assignment
A “good” teacher is a lifelong learner. Understanding how teaching methods “work” pragmatically is important. As such, choose any method that peaks your curiosity. Once you have identified a method, go to the literature base and find a research study (in a peer-refereed journal) where that method was tested. Glean the most important pieces of that research and share them with me in a 3-4 page paper. Was the method impactful to those with whom it was used? Did the method make a difference in student learning? What future research should be conducted while using this method? Be sure to attach the article you reviewed.

Microteaching Lesson Plan
Being a good teacher starts with being a good planner. Therefore, develop a lesson plan for your Microteaching Presentation. Ensure your plan follows the guidelines discussed in class. Be sure to include teacher preparations, steps, and overall set-up when presenting your information. While planning your presentation, include at least five different teaching methods in your lesson. This presentation can be as technical and/or specific as you wish, but, at a minimum, should be applicable to your situation as an educator. The presentation should be ~45 minutes in length.

Microteaching Presentation
“You be the Teacher!” Select a formal or non-formal learning environment (i.e., an actual class at a grade school or high school, workshop, seminar, etc.) and work with that instructor to develop a lesson topic in which you will teach. Have the instructor of record assess you using the OSU template, “Teaching Evaluation Rubric.”

Microteaching Reflection Paper
Reflection is a key to effective teaching. Upon presenting your Microteaching, prepare a 1-2 page reflection paper on your experience. Be sure to reflect on the five teaching methods you chose to use during your presentation and your perception of their effectiveness. Include your thoughts on the level of engagement of the students while you presented your information as well as any feedback.
you received from the "lead" instructor. Be sure to tie your reflection back to concepts discussed and learned in class. Use the OSU template, "Self-Critique Guidelines," to develop your reflection.

**Poster Abstract**
Based upon your instructor interview and observation, condense your findings into a two-page abstract. The abstract should focus on the major "findings" you heard and observed, as well as some type of reference to the level of student interest and engagement throughout the lesson. Use the teacher observation critique (see D2L) as a reference for the write-up of your abstract. **Abstracts should be well written, clean, with no grammatical errors, and worthy of submission to a research conference.** List a minimum of two citations per this assignment.

**Prezi Poster Presentation**
Part of being scholarly is sharing ideas with a greater body of knowledge. One opportunity for sharing ideas is via poster presentations at research conferences. This assignment will enable you and your colleague to develop a creative and engaging "poster" via prezi. Please visit the prezi website to learn how to create and use prezi as a presentation tool ([http://prezi.com](http://prezi.com)). If possible, overlay voice onto your Prezi and "walk me through" your presentation. You will have the latitude and freedom to design your prezi "poster" any way you wish.

**Web Discussion Participation**
Four times throughout the course of the semester, you will be asked to participate in an asynchronous web discussion. The web discussions will be open for your responses for the entirety of one week starting on the date they are assigned. Therefore, you will have one week to craft your responses and participate in each web discussion. Specifically, questions will be uploaded to the D2L website. To accumulate your points, you will be expected to accomplish three criteria: 1) Respond to the questions asked; 2) Ask a separate, related question in which you are seeking an answer; 3) Respond to two of your colleagues' questions. As you make your responses, please do so by connecting your response to theory, *readings, and/or content in which you have been exposed to during the course.*

*Note. The readings will be uploaded for you to read at your own leisure. They will serve as the "text" for the course. Please stay current on your readings as they will assist you in responding to your assignments.
Professionalism Statement
Professionals are guided by certain values and characteristics. Professional characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

Professionals must also manage their time and expectations. Therefore, assignments are due in class the day they are to be turned in to the instructor and will be reduced by 10% for each day they are late. You are a professional. Professionals are expected to show up to work on time every day and complete quality work. Therefore, as a professional, you will be held to this same standard. Additionally, there will be no make-up grades on missed assignments unless notification is given by the student in advance of the class being missed. In this case, make-up grades will be at the discretion of the instructor.

Academic Integrity Policy
Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. For a brief overview of the policy you can watch the video or contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

Accessibility Statement
If you have a documented disability which requires academic accommodations, please see the instructor. Arrangements will be made in an effort to satisfy each person in class concerning disabilities.

Equal Opportunity Statement
Oklahoma State University is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.
Required Readings


