



Instructor: Dr. Anna L. Ball
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Schedule: Arranged

Course Description

This course will use contemporary and foundational theory and research on teaching and learning processes in the application and organization of instructional methods and techniques in formal and non-formal educational settings particularly in agriculture, food and natural resources disciplines.

Course Objectives

At the conclusion of this course, students shall be able to:

1. Examine learning theories and consider their implications for providing instruction in agriculture, food, and natural resources disciplines.
2. Analyze the components of and evaluate the effectiveness of selected learner-centered teaching methods in the learning process.
3. Deconstruct student motivation as a psychological concept and devise procedures for significantly enhancing motivation.
4. Develop innovative lessons on selected learner-centered teaching methods.
5. Reflect upon teaching, learning, and learning to teach and create a project that transforms learning about teaching, learning, and/or learning to teach.

Course Materials

1. Handouts and materials made available from the course website on Blackboard.
2. Bransford, J.D., Brown, A.L., and Cocking R.R., (Eds.) (2004), *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

Policies

1. Students with Disabilities-If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary, please register with the Office of Disability Services (<http://disabilityservices.missouri.edu> <<http://disabilityservices.missouri.edu>>), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.
2. Academic Honesty – 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.
3. Participation – Regular participation is expected. In a distance delivered format, this includes regular electronic communication with your instructor, consulting and engaging with your course materials on a weekly basis, and turning in assignments on time. Late assignments will not be accepted other than due to an emergency or extenuating circumstance approved by the instructor.

Assignments

1. Learning Theories Analysis – You will analyze the learning theories from class and construct a 5 page paper that discusses which theories you subscribe to as a teacher and which ones you don't. Provide rationale and evidence for your decisions.
2. Theory and Method Matrix – You will be responsible for developing a matrix or a graphic organizer that compiles and depicts all concepts, theories, and applications used in this course. This project will be ongoing and will be graded three times throughout the semester.
3. Questioning Strategies Analysis – You will utilize the questioning strategies evaluation materials provided in the course materials to analyze the questioning strategies of a selected instructor (this could be a video-taped session of your own teaching). Write a 2-page reflection on your analysis.
4. Advanced Method Plan, Implementation, and Reflection- You will select a particular learner-centered method, develop that method into an innovative educational setting, implement the method, measure, and reflect on its success. For individuals teaching in a formal classroom setting, this typically involves selecting an innovative (learner-centered) method to teach, planning for the instruction, measuring the success of the instruction with the learners, and reflecting on the success of your instruction. For individuals in a nontraditional classroom setting, this might evolve slightly and the plan for this should be discussed with the instructor ahead of time to accommodate for diverse instructional settings.
5. Research on Methods Reading-Select a topic in this class that interests you and select an article from a peer-reviewed research journal that studies that topic. Summarize the article AND your thinking about the article in a 2 page paper.
6. Transformational Learning (Creative Works Project) and Poster Presentation- As the final project for this course, you will be asked to depict the transformation of your thinking in regard to a key question of learning or one of the major theories of learning or methods of teaching discussed in this class. This will be a creative work, where you must represent the major concept in a manner OTHER than through written words. Examples could include a video, an audio narrative, a graphic model, or even a website or module. You will present your creative works project in the form of a poster proposal and presentation session at the end of the semester.