



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

ALEC 434—Methods of Teaching Agriscience, Fall 2019

University of Tennessee, Knoxville

Course Section: 001 and 002

Meeting Time and Place: Wednesdays 2:30-5:35pm or 4:40-7:35pm
Ellington 128

Course Credit Hours: 3 Credits

Faculty Contact Information:

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Course Description/Information: Methods and techniques for teaching agriculture, preparing lesson plans and units of instruction, developing activities for agriculture programs, and utilizing resources, multimedia, and computer technology into instruction. Includes a lab component. <https://catalog.utk.edu/content.php?catoid=26&navoid=3425>

Professional Competencies, Attitudes, and Dispositions (ProCADs): All teacher candidates at UTK are expected to demonstrate a commitment to the Professional Competencies, Attitudes, and Dispositions (ProCADs) in coursework and field experience settings related to their teacher preparation program. Instructors, supervisors, and mentors (both school and University-based) can report ProCAD Areas for Refinement in accordance with the information provided in this website:

<https://sites.google.com/utk.edu/procadsforstudents>. Teacher candidates are encouraged to carefully read this information about ProCADs and the expectations and procedures pertaining to them. Failure to develop and maintain acceptable ratings on the expected competencies, attitudes, and dispositions can result in removal from the teacher preparation program, regardless of academic performance.

Value Proposition: This course will introduce you to foundational concepts in education and allow you to develop pedagogical skills through microteaching experiences.

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

Objective	Related Standard(s) InTASC, SAP, TN Literacy
Describe the role of the instructor in the learning process, including characteristics of effective instructors and teaching.	
Identify factors affecting individual learner differences.	
Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.	
Develop and teach lessons using the appropriate learning activities.	
Prepare lesson plans that address diversity in student populations.	
Describe the characteristics and uses of selected educational technology.	

Learning Environment: This is an applied pedagogy course that allows you to develop your pedagogical skills by practicing various methods of instruction. In your lab, you will role play with your peers as the student and teacher. In the lecture portion of the course, the instructor will demonstrate methods of instruction and allow you to ask questions and discuss the demonstrated method. You will also watch online lectures to improve your knowledge of each instructional method before class.

Course Communications: Please email or call for content or assignment assistance with the course. For technical issues, contact the OIT HelpDesk via phone (865) 974-9900 or online at <http://help.utk.edu/>.

How to Be Successful in This Course:

Student’s Responsibility

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

Instructor’s Responsibility

- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Undergraduate Grading Scale/Graduate Grading Scale:

Grading Scale				
A = 95 to 100%	B+ = 87 to 89%	C+ = 77 to 79%	D+ = 67 to 69%	F = 0 to 59%
A- = 90 to 94%	B = 83 to 86%	C = 73 to 76%	D = 63 to 66%	
	B- = 80 to 82%	C- = 70 to 72%	D- = 60 to 62%	

Supplemental Texts and Resources:

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. (2008). *Handbook on agricultural education in public schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

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

Learning Activity Videos on YouTube:

http://www.youtube.com/user/tgradyroberts?feature=results_main

edTPA The Easy Way on YouTube: <https://www.youtube.com/user/shelbykflowe>

Course Requirements, Assessments, and Evaluations:

[This section includes class attendance and tardiness policy, evaluation methods and grading system, i.e., points, percentages, rubrics, tests, quizzes, weighting, curve, or UT grading distribution information, grade appeals to instructor, etc.; it may also include the policy for incompletes and withdrawals.]

Major Assignments and Exams (names and due dates)

Course Assignments			
Course Assignments	Due	Points Possible	Points Awarded
Quiz 1	9/4	25	
Microteaching 1	9/4	25	
Quiz 2	9/4	25	
Microteaching 2	9/11	50	
Quiz 3	9/11	25	
Microteaching 3	9/18	50	
Quiz 4	9/18	25	
Quiz 5	9/18	25	
edTPA Scoring 1	9/25	50	
Microteaching 4	9/25	75	
edTPA Scorings 2 & 3	10/2	100	
Microteaching 5	10/9 or 10/23	100	
Quiz 6	10/23	25	
Clinical Teaching Experience 1	10/30	100	
Microteaching 6	11/6 or 11/13	100	
Quiz 7	11/6	25	
Quiz 8	11/13	25	
Microteaching 7	11/20 or 12/4	100	
Clinical Teaching Experience 2	12/4	150	
<p>Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10%/day.</p> <p>Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made upon return to class.</p> <p>No extra credit opportunities are available.</p>			
Assignment Details (Non-Microteaching Assignments)			
Title	Description	Points	

edTPA Scorings Task 1 and 3	There will be three edTPA example submissions for task 1 and 3 that you will score with the edTPA rubrics. Each edTPA scoring is worth 50 points.	150
Quizzes	There will be eight online YouTube video that must be completed prior to the class sessions indicated in the schedule. For each video, there will be an accompanying quiz taken at the beginning of that week's class. You will need your laptop in class each week to take the quiz. Each quiz is worth 25 points.	200

Microteaching Assignment Details				
Microteaching	Title	Description	Time	Points
1	Lesson Introduction	Create and present an activity designed to stimulate student interest.	3 – 5 min	25
2	Lecture	Create and present a lecture following guidelines presented in class. The lesson should include an introduction and a summary activity.	5 – 8 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 and 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 a summary activity.	10 – 12 min	75
5	Math-Enhanced Lesson	Create and present a lesson that incorporates the seven elements of a math-enhanced lesson. Additional learning activities may also be used. The lesson should include an introduction and a summary activity.	20 – 25 min	100
6	Cooperative Learning	Create and present a lesson that includes 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 a summary activity.	20 – 25 min	100

	<p>Clinical Teaching Experiences</p>	<p>You will make arrangements to deliver and video record a lesson to a class of high school or middle school agricultural education students. You must use 2 or more of the learning activities presented in class, and the lesson should include an introduction and a summary activity. Additionally, you are to create and administer a pre/post student assessment of learning. You will submit a summary of the assessment results and discuss students' development of knowledge and skills in agriculture as a result of your chosen instructional methods. You will also be required to explicitly cite evidence of students' academic language use, which includes communicating discipline-specific information, during instruction and on the required assessment by providing time-stamps and descriptions of students using academic language and communicating discipline-specific information from the video of your lesson and by highlighting and citing evidence from the pre/post student assessment of learning. Then based on your analysis of student learning and your video recorded lesson, you will practice describing next steps in student learning and supporting their next steps with evidence and principles from educational research and/or theory. You will also reflect on how to improve the lesson/use of instructional strategies related to students acquiring, comprehending, and communicating with discipline-specific information through reading, viewing, listening, speaking, and writing. Furthermore, your suggested continuance or changes to instructional strategies that require reading, viewing, listening, speaking, and/or writing will be supported with evidence and principles from educational research and/or theory.</p>	<p>1 class period</p>	<p>100 and 150</p>
<p>For all microteachings, the following must be submitted to your laboratory instructor prior to presentation:</p> <ol style="list-style-type: none"> 1. A daily lesson plan 				

2. A lesson overview sheet

All your microteachings will be recorded and posted on canvas. Within 1 week after each microteaching presentation, you should watch yourself teaching using the following sequence:

1. Watch your microteaching once and get a general feel for your presentation.
2. Watch your microteaching a second time, paying attention to your mannerisms.
3. Watch your microteaching a third time and pay close attention to how well you demonstrated the characteristics of effective teaching.

Next, the following must be submitted within 1 week after each microteaching:

1. Self-evaluation using the appropriate grading rubric
2. Half-page reflection on the lesson

Academic Integrity: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement: Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Disability Services: “Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

Your Role in Improving Teaching and Learning Through Course Assessment: At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources for Students:

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)

- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

Course Outline:

Date	Topics	Homework	Assignments Due
8/21	How people learn. Learning modalities. Multiple intelligences. Learning activities overview. Effective teaching.	Ch. 12 YouTube Part 2	
8/28	Teacher immediacy. The learning environment. Facilitating a learning environment. Cognitive engagement. Dale's cone of experience. Establishing interest and motivating students.	Ch. 13 & 14	
9/4	Planning for daily instruction. Creating a daily plan. Lecture as a learning activity. Microteaching 1: Lesson introduction/interest approach.	YouTube Part 1 YouTube Part 3 Ch. 16	Microteaching 1 Quiz 1 Quiz 2
9/11	Demonstration as a learning activity. Microteaching 2: Lecture.	YouTube Part 4	Microteaching 2 Quiz 3
9/18	Questioning as a learning activity. Discussion as a learning activity. Microteaching 3: Demonstration.	YouTube Part 5 YouTube Part 6	Microteaching 3 Quiz 4 Quiz 5
9/25	edTPA scoring 1 Online lecture: Creating and using visual aids and video. Microteaching 4: Lecture and questioning.	Ch. 18	Microteaching 4 edTPA Scoring 1
10/2	edTPA scoring 2 Math-in-CTE. Develop math-enhanced lessons.		edTPA Scorings 2 & 3
10/9	Using guest speakers and field trips as a learning activity/Field trip planning. Microteaching 5: Math-enhanced lesson (Group A).	Myers & Jones	Microteaching 5
10/16	No Class		
10/23	Cooperative learning activities. Microteaching 5: Math-enhanced lesson (Group B).	YouTube Part 7	Quiz 6 Microteaching 5
10/30	No Formal Class Session (See Canvas): The amazing teen brain Supports, accommodations, and modifications for high school	Giedd	Clinical Teaching Experience #1

	Academic language review		
11/6	YouTube only: Using individual application as a learning activity. Microteaching 6: Cooperative learning (Group A).	YouTube Part 9	Quiz 7 Microteaching 6
11/13	Using inquiry as a learning activity. Microteaching 6: Cooperative learning (Group B).	YouTube Part 8 Ch. 15 & 20	Quiz 8 Microteaching 6
11/20	Integrating case studies into a learning activity. Microteaching 7: Inquiry (Group A).		Microteaching 7
11/27	No Class		
12/4	Microteaching 7: Inquiry (Group B). TEAM. Being a reflective teacher. Reflecting on the ALEC 434/534 experience.		Microteaching 7 Clinical Teaching Experience #2

Standard Alignment	
Date	Related Standards InTASC, SAP, TN Literacy

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes