

Instructor:

Dr. Christopher Stripling
320B Morgan Hall
865-974-3344
cstripling@utk.edu

Time and Location:

Wednesdays 4:40 – 7:35pm
Morgan Hall 212A

Office Hours by Appointment:

Please contact Mrs. Ownby (rneal4@utk.edu) to schedule an appointment.

Course Description: 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.

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 effective instructors and teaching.
 2. Identify factors affecting individual learner differences.
 3. Correctly demonstrate the use of the 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.
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Supplemental Reading: 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>

Date	Topics	Homework	Assignments Due
8/22	How people learn. Learning modalities. Multiple intelligences. Learning activities overview. Effective teaching.	Ch. 12 YouTube Part 2	
8/29	Teacher immediacy. The learning environment. Facilitating a learning environment. Cognitive engagement. Dale's cone of experience. Establishing interest and motivating students.	Ch. 13 & 14	
9/5	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
9/12	Demonstration as a learning activity. Microteaching 2: Lecture.	YouTube Part 4	Microteaching 2 Quiz 3
9/19	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
9/26	edTPA scoring 1 Online lecture: Creating and using visual aids and video. Microteaching 4: Lecture and questioning.	Ch. 18	Microteaching 4 edTPA Scoring 1
10/3	edTPA scoring 2 Math-in-CTE. Develop math-enhanced lessons.		edTPA Scorings 2 & 3
10/10	Using guest speakers and field trips as a learning activity/Field trip planning. Microteaching 5: Math-enhanced lesson (Group A).	Myers & Jones	Microteaching 5 edTPA Assessment (Group B)
10/17	Cooperative learning activities. Microteaching 5: Math-enhanced lesson (Group B).	YouTube Part 7	Quiz 6 Microteaching 5 edTPA Assessment (Group A)
10/24	No Formal Class Session (See Canvas): The Amazing Teen Brain. Supports, accommodations, and modifications for high school	Giedd	Clinical Teaching Experience #1
10/31	YouTube only: Using individual application as a learning activity. Microteaching 6: Cooperative learning (Group A).	YouTube Part 9	Quiz 7 Microteaching 6 edTPA Instructional Commentary (Group B)
11/7	Using inquiry as a learning activity. Microteaching 6: Cooperative learning (Group B).	YouTube Part 8 Ch. 15 & 20	Quiz 8 Microteaching 6 edTPA Instructional Commentary (Group A)
11/14	Integrating case studies into a learning activity. Microteaching 7: Inquiry (Group A).		Microteaching 7
11/21	No Formal Class Session (See Canvas): Online Module Teaching in Laboratory Settings. Academic language review	Ch. 19	
11/28	Microteaching 7: Inquiry (Group B). TEAM. Being a reflective teacher. Reflecting on the ALEC 434/534 experience.		Microteaching 7 Clinical Teaching Experience #2

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%	

Course Assignments			
Course Assignments	Due	Points Possible	Points Awarded
Quiz 1	9/5	25	
Microteaching 1	9/5	25	
Quiz 2	9/5	25	
Microteaching 2	9/12	50	
Quiz 3	9/12	25	
Microteaching 3	9/19	50	
Quiz 4	9/19	25	
Quiz 5	9/19	25	
edTPA Scoring 1	9/26	50	
Microteaching 4	9/26	75	
Science and Mathematics Teaching and Learning Literature Review	9/28	200	
edTPA Scorings 2 & 3	10/3	100	
Microteaching 5	10/10 or 10/17	100	
edTPA Assessment	10/10 or 10/17	50	
Quiz 6	10/17	25	
Clinical Teaching Experience 1	10/24	100	
Microteaching 6	10/31 or 11/7	100	
edTPA Instructional Commentary	10/31 or 11/7	50	
Quiz 7	10/31	25	
Quiz 8	11/7	25	
Microteaching 7	11/14 or 11/28	100	
Clinical Teaching Experience 2	11/28	150	
Best Practices in Agriscience Teaching and Learning	12/6	200	
<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
edTPA Assessment	You will be given 3 student work samples to provide feedback. You will be assessed based on the quality of your student feedback.	50
edTPA Instructional Commentary	You will complete edTPA task 2 commentary using microteaching 5 (see edTPA handbook).	50
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
Science and Mathematics Teaching and Learning Literature Review	Conduct a literature review on science and mathematics teaching and learning – approximately 10-12 double spaced pages.	200
Best Practices in Agriscience Teaching and Learning Guide	Develop a best practice in agriscience education guide based on relevant and current research in agricultural education.	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	20 – 25 min	100

		activities may also be used. The lesson should include an introduction and a summary activity.		
	Clinical Teaching Experiences	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	100 and 150
<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 <p>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:</p> <ol style="list-style-type: none"> 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 play close attention to how well you demonstrated the characteristics of effective teaching. <p>Next, the following must be submitted within 1 week after each microteaching:</p> <ol style="list-style-type: none"> 1. Self-evaluation using the appropriate grading rubric 2. Half-page reflection on the lesson 				

Academic Honor:

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/>.

Dispositions Statement

All teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

Students with Disabilities

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

Key Campus Resources for Students:

- [Undergraduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Graduate Catalog](#)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)

- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)
- [Student Health Center](#) (visit the site for a list of services)
- OIT Help Desk: (865) 974-9900

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