

ADULT EDUCATION IN AGRICULTURE AND NATURAL RESOURCES

Agricultural and Extension Education 431

Fall 2008

1. Course Information

Description: Principles and concepts used in planning and preparation for teaching adult classes. Characteristics of the adult learner and factors to consider in selecting appropriate methods for course instruction.

Time: 8:00-8:50 T-F, Rm 2055 AGS

Level: Undergraduate/Graduate

Credit: Two semester hours

References: Talbert, B.A., Vaughn, R., Croon, D.B., and Lee, J.S. (2007). Foundations of Agricultural Education (2nd ed.). Professional Educators Publications, Inc.

Birkenholz, R.J. (1999). Effective Adult Learning. Prentice Hall Interstate.

Phipps, L.J., and Osborne, E.O. (1988 or 1972). Handbook on Agricultural Education in Public Schools (5th ed.). The Interstate Printers and Publishers, Inc., Danville, IL.

Heimlich, J.E. and Norland (1994). Developing Teaching Style in Adult Education. (1st ed.). Jossey-Bass, Inc., San Francisco, CA.

Kahler, A., Morgan, B., Holmes, G. E., and Bundy, C. E. (1985). Methods in Adult Education (4th ed.). The Interstate Printers and Publishers, Inc., Danville, IL.

Morgan, B., Holmes, G.E., and Bundy, C.E. (1985). Methods in Adult Education (4th ed.). The Interstate Printers and Publishers, Inc., Danville, IL.

Bender, R., McCormick, R., Woodin, R., Cunningham, C., and Wolf, W. (1972). Adult Education in Agriculture. Charles E. Merrill Publishing Company, Columbus, OH.

2. Instructor

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3. **Upon the successful completion of this course, each student will be able to demonstrate:**

- a. Proficiency in developing an acceptable written course of instruction for:
 - (a) a group of young agriculturists; (b) a group of adult agriculturists and
 - (c) a group of off-farm agriculturists.
- b. Proficiency in developing an acceptable lesson plan (teaching plan) which may be used to instruct adult agriculturists.
- c. His/her ability to organize, initiate and secure approval to operate a class for out-of-school agriculturists which meets the standards for such a class in agricultural education and/or education meetings conducted by extension personnel as well as those conducted by other professional agriculturists.

4. **Students will be able to share verbally and in writing :**

- a. The Need for and Importance of Education for Young and Adult Agriculturists (History, Philosophy, Legislation, etc.)
- b. Principles of Adult Education
- c. Fundamentals in Developing Effective Continuing Education Programs for Young and Adult Agriculturists
- d. Developing Courses of Instruction for Young Farmer, Adult Farmer and Off-Farm Agricultural Occupations Classes
- e. Developing Instructional Units for Young Farmer, Adult Farmer and Off-Farm Agricultural Occupations Classes
- f. Contacting, Recruiting, Enrolling and Providing Individual Instruction for Persons Enrolled in Continuing Educational Classes in Agriculture
- g. Methods in Teaching Adults
- h. Formulating and Using Advisory Committees in Agriculture Departments

5. **Students will obtain and share information on the following topics:**

Total Program Concept

History of Land Grant Colleges and Ag & Extension Education

Philosophies General Ed., types of adult education, secondary ag education, extension education, postsecondary education, adult education in agriculture

Review of Journal Articles and other readings related to adult education in agriculture

Purposes of Education

Laws of Learning

Principles of Adult Learning

Diffusion/Adoption Process

Writing Objectives

Developing Adult Programs

Surveying Your Community

Advisory Committees

Who to Inform

Characteristics of Education Programs

Parts of the Curriculum of Instruction

Curriculum Models

Model for Program Development

 Selecting the Type of Meeting

 Instructional Methods

 Lesson Planning

 Interest Approaches

 Delivery

Young Farmer Education Association, PAS, FFA Alumni

Advertising Meetings

Supervision

Evaluation

ADULT EDUCATION IN AGRICULTURE AND NATURAL RESOURCES

Situation: You are the new agriculture teacher in the school. The philosophy in WV is that ag teachers should be actively involved in adult education in agriculture and natural resources. You have a new school administration who is not familiar with the importance of adult education in agriculture. You have been asked to plan, develop and deliver an educational program to the administration so that they better understand adult education in agriculture and its importance. The following questions should prove valuable in preparing your presentation.

Questions 1-3 are due, Wednesday, Aug. 20th (oral & written format). [50pts]

1. **Compare** and **contrast** adult education, adult basic education, post-secondary education, continuing education, extension education in agriculture, and adult agricultural education? [25pts]

Read *Foundations of Agricultural Education* – pages 334-339.

2. **Who** are we classifying as adults in agriculture and **what** are their characteristics? [5pts]

Read *Foundations of Agricultural Education* – pages 334-339.

3. What is adult education and why is it important? What types of groups/organizations/disciplines provide adult education and in what form do they offer it to the adult population? [20 pts]

Read *Foundations of Agricultural Education* – pages 339-342.

Read *Methods in Adult Education* – pages 1-11.

Read *Phipps and Osborne* – pages 473-485.

Questions 4-5 are due, Thursday, Aug. 21st (oral & written format). [50pts]

4. **What** is the difference between *pedagogy* and *androgogy*? **Describe** *adult learning theory*. What do we know about the *ability of adults to learn* according to **Thorndike** and others? What do we know about *the importance of the Laws of Learning and how it impacts the ability to learn by adults*? [30pts]

Read *Methods in Adult Education* – pages 11-19, 21-27

Read *Foundations of Agricultural Education* – pages 343-345.

Read *Phipps and Osborne* – pages 517-530.

5. Why is *adoption* and *diffusion theory* important in promoting learning in adults? [20pts]

Read *Foundations of Agricultural Education* – pages 345-347.

Read *Methods in Adult Education* – pages 38-45.

Question 6 is due, Friday, Aug. 22nd (oral & written format). [10pts]

6. What should be our philosophy about adult education in agriculture?

Read *Phipps and Osborne* – pages 476-479.

Question 7 is due, Tues. & Wed., Aug. 26th & 27th (oral & written format). [55pts]

7. Historically what have been the types of classes/courses that Ag teachers have delivered to their clientele in the communities?

Read all the articles from *The Agricultural Education Magazine* provided to you.

Read *Phipps and Osborne* – pages 487-504.

Please document your findings for the following questions. [5pts. each for a total of 55points]

- a) How can the agricultural education needs of the community be identified?
- b) How will you decide what topics you will teach will compromise their course of instruction?
- c) How will you decide on day, month, time (and duration) and location of instruction?
- d) What other professionals might serve as instructors and what should be your role as the teacher?
- e) Will there be a cost associated with attending classes? If so, how much and for what purpose will the monies be used?
- f) What type of instruction is most desired by adults?
- g) Why is it important to motivate adult learners? What strategies will you use?
- h) What type of feedback &/or recognition, if any, do they desire?
- i) Are refreshments an important attribute of adult meetings?
- j) How will you advertise your meetings? Include your sample letter & flyer.
- k) How can the success/impact of adult classes/programs be evaluated?
- l) **Complete COI for four (4) adult classes which last 1½ - 2 hours in length.**

Read *Methods in Adult Education* – pages 28-38.

Read *Phipps and Osborne* – pages 531-542.

Questions 8-15, are due Thurs. & Fri., Aug. 28th & 29th (oral & written format). [85 pts]

8. **What** program planning model will you follow to ensure success of the program **and why** is it important to follow such a model? [5pts]
9. **What is the role** of the Advisory Committee in organizing and conducting adult classes or programs? *How many* individuals should make up the Advisory Committee and what populations, geographic areas, and agricultural disciplines should they represent? [20pts]
Read *Methods in Adult Education* – pages 49-57.
10. What process do you need to follow in order to legally conduct (or **what is the chain of command or protocol**) formal adult education in agriculture classes or courses? [5pts]
Read *Phipps and Osborne* – pages 488-489.
11. What will be the **cost involved** with conducting your adult classes? [10pts]
12. How can you finance such a program? Can you get any money from the State Department of Education (SDE) or Extension or County Government? [10pts]
13. Does the SDE or County Government have monies available to pay you for teaching &/or organizing these classes/courses? How do you obtain it? [10pts]
14. What is the **relationship between** *adult education classes in agriculture and the Young Farmer Education Association*? [10pts]
Read *Foundations of Agricultural Education* – page 348.
Read *Phipps and Osborne* – pages 482-485, 505-514.
15. What is the **difference between** young farmer education association, postsecondary student association and a FFA Alumni Association? [15pts]
Read *Foundations of Agricultural Education* – page 349.

Questions 16-17 below are due at the time of your final exam (either Sept 2, 3, 4, 5).

16. **What four classes do you plan on offering during your first year?** [25 pts x4=100pts]

17. **Create a detailed lesson plan for your first 1 ½ - 2 hour class.** [100 points]

Read Phipps and Osborne – pages 517-542

The above information and any additional educational &/or valuable information should be submitted in a **3-ring notebook** which includes a **title page, table of contents, dividers and page numbers**. An electronic copy is also required. Due at final exam [50 pts]

Oral Final Exam, Tue.- Sept. 2, Wed- Sept. 3, Thurs- Sept. 4, Fri. Sept 5th. [500pts]

The oral final exam will last 30 minutes to 1 hour.

Course Requirements:

Students will have written & or visual documentation that answers each of the questions associated with the Situation Statement. This Information and any additional educational & or valuable information should be submitted in a 3-ringnotebook which includes a title page, table of contents, dividers and page numbers. An electronic copy is also required. An oral final exam will be conducted in an interview format. You will assume the role of a new ag teacher who is needing to inform and educate the new principal as to the history and importance of teaching adults in the community. You must be able to share everything you have read and prepared for your notebook.

Grading Policy:

Late Work

Fifty percent (50%) of the total points possible for any assignment will be deducted for being submitted or performed late. Exceptions will be made by the instructor only for extenuating circumstances.

University policy will be followed regarding incompletes and academic misconduct.

Points Accumulation to determine final grade:

<u>Assignment:</u>	<u>Point Value:</u>
Questions 1-3	50
Questions 4-5	50
Question 6	10
Question 7	55
Questions 8-15	85
Course of Instruction (4@25)	100
Lesson Plan	100
Notebook	50
Final Oral Exam	<u>500</u>
TOTAL	1000

90% = A 1000-900

80% = B 899-800

70% = C 799-700

60% = D 699-600

59% = F 599 and below