

AGEE 441 - *Methods and Materials in Extension Education*
Agricultural and Extension Education
Fall Semester 2007

Course Time and Location

- Lecture:** Tuesday & Thursday – 12:30 – 1:45 p.m.
2055 – Agricultural Sciences
- Lab:** Wednesdays 2:00 p.m. – 5:00 p.m. **
G101 – Agricultural Sciences
** No student will be excused from the laboratory until everyone has completed their teaching activities.
- Web Page:** <http://www.caf.wvu.edu/resm/ae/courses/agee441/>

Instructor

Deborah A. Boone, Ph.D.
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Office Hours: By appointment preferred - drop-ins welcome

Textbooks (Required)

Newcomb, L. H., McCracken, J. D., & Warmbrod, J. R. (2004). *Methods of teaching agriculture*. Interstate Publishers, Inc.: Danville, Illinois

Hedges, L. E. (2000). *What being a teacher is all about*. Ohio Agricultural Education Curriculum Materials Service: Columbus, Ohio.

Other Requirements

- Recommend: Student Membership in NAAE (Provides Professional Liability Insurance, Cost \$5.00 July-June)
- Video media – TBA

Course Description

Organization and preparation for teaching in Extension educational program settings.

Course Objectives

Upon completion of this course, the student will be able to:

1. Relate philosophy, history, and ideals of education in Cooperative Extension Service
2. Select and utilize effective methods and materials for learning to take place.
3. Prepare appropriate lesson plans.
4. Maintain participant interest.
5. Maintain and prepare reports and records.
6. Conduct an effective public relations program.
7. Set-up and manage a classroom teaching environment.
8. Recognize and display professional attitudes required in an Extension educator.

MIX Account:

All students are required to activate and maintain their MIX account. MIX will be used on a regular basis to communicate with students in this course. Failure to maintain and check your MIX account will not be accepted as an excuse. If your MIX account is inactive for 120 days, it

will be disabled. You will need assistance with MIX, please call the OIT [HelpDesk](#) at 293-4444 ext 1.

Grading

Grades will be based upon preparation and presentation of lessons and lesson plans, occasional quizzes, midterm and final examinations, visual materials, course of instruction, peer critiques, and a class notebook. ***English usage, grammar, and spelling will be considered in assigning grades.*** The final grade will be determined as follows:

Item	#	Points Each	Total Points	Percent of Grade
Class Activities			450	48.9%
CDE Activities	2	25	25	
Student Teacher Reflective Panel	1	25	25	
Quizzes	4	25	100	
Exams	2	100	200	
Laboratory Lessons (Form)	1	25	25	
Revised Lesson Plans (Electronic)	1	50	50	
Laboratory Activities			420	45.7%
Lesson Plans - Lab Assignments	6	10	60	
Lesson presentations	6	50	300	
Lesson Introduction				
Discussion				
Problem Solving				
Problem Solving – Alternatives				
Demonstrations				
Illustrated Lecture				
Teaching Critiques (Peer and/or Self)	6	10	60	
Lab Attendance (non-teaching days)		(-25)		
Field Activity			50	5.4%
On-Site Observation Report	1	50	50	
Signature agent/program instructor(Form)	1	(-25)		
Total Points			920	100.00%

The instructor reserves the right to change elements in this document at any time during the semester.

Grading Scale:

A+	=	97%	-	100%
A	=	94%	-	96%
A-	=	90%	-	93%
B+	=	87%	-	89%
B	=	84%	-	86%
B-	=	80%	-	83%
C+	=	77%	-	79%
C	=	74%	-	76%
C-	=	70%	-	73%
F	=	<=	-	69.5%

Late Work Policy

All assignment deadlines will be strictly enforced. **NO ASSIGNMENT WILL BE ACCEPTED AFTER THE DUE DATE UNLESS PRIOR APPROVAL HAS BEEN GRANTED BY THE INSTRUCTOR.** Deadline exemptions will be limited to medical/family emergencies, etc.

Social Justice Statement

“West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.”

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangement with Disability Services (293-6700).”

Academic Honesty Statement

All acts of plagiarism, cheating, forgery, misrepresentation, or other dishonest practices will be handled in accordance with official West Virginia University policies.

AGEE 441 Teaching Assignments (Tentative)

All lessons will be delivered using a lesson plan developed in the approved class format. All lesson plans will represent *your best original work* (You may look at existing plans for ideas, however, all lesson plans and visuals used in AGEE 441 must be your original work.) When you are not teaching, you will assume the role of an Extension audience member/ or high school student as appropriate for the presentation being given. In addition, you will be expected to prepare a critique (self and/or peer) on each lesson presented.

Date	Activity	Time	Setup	Lesson Plan Due
August 22	No Lab Activities			
August 29	Class Meeting (lecture)			
September 5	Class Meeting (lecture)			
September 12	Introduction/Interest Approach	10	3	Sep 4
September 19	CDE Activities			
September 26	Problem Solving	19	3	Sep 18
October 3	Problem Solving /Problem Solving Alternative	19	3	Sep 27
October 10	Problem Solving Alternative	19	3	
October 17	Discussion	25	4	Oct 9
October 24	Discussion	25	4	
October 31	Illustrated Lecture	25	4	Oct 23
November 7	Illustrated Lecture	25	4	
November 14	Demonstration	40	5	Nov 6
November 21	Thanksgiving			
November 28	Demonstration	40	5	
December 5	Demonstration	40	5	

Students are expected to wear professional “teaching” attire during all laboratory teaching activities.

All equipment and materials must be set up prior to 2:00 p.m. All files must be loaded on the computer at this time. Because of the large number of students in the laboratory and the limited time available to deliver the lessons, you will have approximately 2-3 minutes to switch teachers.

You are expected to complete each teaching assignment. If you are absent, you are responsible for arranging for a classroom, students (minimum of four of your peers), video equipment, and the videotaping of your lesson. *All make-up assignments must be completed within seven calendar days of the assignment deadline.*

A “hard copy” of all lesson plans must be turned by the posted deadline. If the lesson plan is not turned in on time, **YOU WILL NOT BE ALLOWED TO TEACH DURING THE LABORATORY SESSION.** Missing a teaching assignment by failing to turn in the lesson plan on time cannot be made up. *A corrected “electronic” version (including all handouts) of all lesson plans will be submitted on December 6, 2007.* The original graded copy must also be turned in at that time.

Class Schedule

Date		Topic	Suggested Readings	Internet Resources	Assignments Due
Aug	8/21	Orientation to Materials and Methods History & Philosophy of Agricultural Education -- Objectives of Today's Secondary Agricultural Education	Newcomb: 3-24	<i>Our Fractured Philosophy</i>	
	8/22	No Lab Activities			
	8/23	Stating Objectives	Newcomb: 91-94	<i>Learning Styles: Multiple Intelligences</i> <i>Learning Styles: Another Approach</i>	
	8/28	Creating Interest	Newcomb: 94-111 Hedges: 6-12	<i>A Process to Improve Teaching</i>	
	8/29	Lesson Planning and Lesson Plans			
	8/30	Principles of Teaching and Learning	Newcomb: 25-48 Hedges: 5, 45-56	<i>Students Learn in Different Ways</i>	
Sep	9/4	Learning as Problem Solving	Newcomb:72-82 Hedges: 8, 58, 62-64	<i>Lecturing, Telling and Talking Involving Students in Learning</i>	<ul style="list-style-type: none"> ▪ Interest Approach Lesson Plan
	9/5	What an Agriculture Teacher Does the First Day --Functions of a Teacher	Hedges: 1-5	<i>Déjà vu</i> <i>Tips on Beginning a New Year</i>	
	9/6	Using Instructional Media	Newcomb: 114-115 Hedges: 66-77		<ul style="list-style-type: none"> ▪ Quiz 1
	9/11	Group Teaching Techniques – Problem solving and problem solving alternatives			
	9/12	Lab: Interest Approach Lesson			
	9/13	Group Teaching Techniques – Discussions	Newcomb: 120-127 Hedges: 8-12		
	9/18	Group Teaching Techniques – Lectures	Newcomb: 116-120		<ul style="list-style-type: none"> ▪ Problem Solving Lesson Plan ▪ Interest Approach Critique
	9/19	CDE Activities (Mandatory participation)			

	9/20	CDE Activities (Mandatory participation)			
	9/25	Group Teaching Techniques – Demonstrations	Newcomb: 127-135		
	9/26	Lab: Problem Solving Lesson			
	9/27	Exam #1			<ul style="list-style-type: none"> ▪ Problem Solving Alternative Lesson Plan
Oct	10/2	Laboratory Teaching Techniques	Newcomb: 213-242		<ul style="list-style-type: none"> ▪ Quiz 2
	10/3	Lab: Problem Solving/Problem Solving Alternative Lesson			
	10/4	Using field trips effectively	Newcomb: 135-149		
	10/9	Individual Teaching Techniques	Newcomb: 150-185	<i>Cooperative Learning Strategies</i> <i>Cooperation in the Classroom (Cooperative Learning Strategies)</i>	<ul style="list-style-type: none"> ▪ Discussion Lesson Plan ▪ Problem Solving Critique
	10/10	Lab: Problem Solving Alternatives Lesson			
	10/11	Higher Order Thinking – Bloom and others			<ul style="list-style-type: none"> ▪ Quiz 3
	10/16	Research in Teaching and Learning			<ul style="list-style-type: none"> ▪ Problem Solving Alternative Critique
	10/17	Lab: Discussion Lesson			
	10/18	Andragogy verses pedagogy			
	10/23	Assessing Student Learning	Newcomb: 327-365		<ul style="list-style-type: none"> ▪ Illustrated Lecture Lesson Plan
	10/24	Lab: Discussion Lesson			
	10/25	Exam #2			
	10/30	Extension students no longer attend lecture, but will attend labs	Newcomb: 243-285		<ul style="list-style-type: none"> ▪ Discussion Critique
	10/31	Lab: Illustrated Lecture Lesson			
Nov	11/6	Beginning Teacher Retreat optional	101 NRCCE AB		<ul style="list-style-type: none"> ▪ Demonstration Lesson Plan
	11/7	Lab: Illustrated Lecture Lesson			

	11/13	Teaching Special Populations – optional	Newcomb: 289-308		▪ Illustrated Lecture Critique
	11/14	Lab: Demonstration			
	11/15	Teaching Special Populations - optional	Newcomb: 289-308		▪ Site Visit Report Due
	11/20	Thanksgiving Break			
	11/21	Thanksgiving Break			
	11/22	Thanksgiving Break			
	11/28	Lab: Demonstration			
	11/29	Exam			▪ Laboratory Lesson List
	12/5	Lab: Demonstration			
	12/6				▪ Electronic Lesson Plans
	12/14				▪ Demonstration Critique

Additional Resources

Article

Location

Our Fractured Philosophy

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article04.pdf>

Learning Styles: Multiple Intelligences

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article43.pdf>

Learning Styles: Another Approach

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article45.pdf>

A Process to Improve Teaching

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article69.pdf>

Déjà vu

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article46.pdf>

Tips on Beginning a New Year

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article50.pdf>

Students Learn in Different Ways

<http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article42.pdf>

<i>Lecturing, Telling and Talking</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article51.pdf
<i>Involving Students in Learning</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article54.pdf
<i>Cooperative Learning Strategies</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article55.pdf
<i>Cooperation in the Classroom (Cooperative Learning Strategies)</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article56.pdf
<i>Changing Student Behaviors</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article47.pdf
<i>Thoughts on Discipline</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article48.pdf
<i>More on Discipline</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article49.pdf
<i>Be a Professional</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article07.pdf
<i>Gaining Student Acceptance</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article08.pdf
<i>Polishing Agriculture's Image</i>	http://www.caf.wvu.edu/resm/aee/pubs/thoughts/Articles/article65.pdf

On-Site Observation:**November 15, 2007**

You will need to schedule a visit to a county extension office and an educational program (I will help you make connections if needed). During your visit, you will need to observe at least 1 hour of instructional activities and spend about an hour with the agent discussing programs, offerings, audiences and current issues in Extension. Following your visit, you will prepare a three-page report (double spaced, Time Roman 12 point font, 1 inch margins) on your observations. Your observations should include the following items:

- Description of the community
- Description of staffing in the county extension office, if multi-agent, what are responsibilities of each agent
- Type of programs offered (not just what you observed)
- Program offered, who taught the program.
- Agent's teaching schedule, how many classes do they offer
- Teaching techniques/methods used
- Composition of attendees
- Did program occur in conjunction with a meal, if so, who sponsored or paid for the meal.
- Personal observations of visit to program

You must contact the agent several days before the on-site observation. You will dress and conduct yourself as a professional. You are not there to interrogate the agent, but to learn more about Extension from the agent. Regardless of how much 4-H and or FFA experience you have had, you do NOT know all there is to know about Extension programs and programming. Remember ever county is different.

Self-Critique Laboratory Teaching Experience

You will be expected to prepare a self-critique on each laboratory teaching experience. **You must view the videotape in order to prepare this critique.** The report will be one to two pages in length, double spaced, Time Roman 12 point font, with 1 inch margins. **YOU MAY NOT USE A FORM. THE REPORT MUST BE IN A NARRATIVE FORMAT.** Your report should address the following items:

Interest Approach

1. Used a creative interest approach
2. Created interest (felt need to know) in the topic
3. Interest approach was appropriate length

Eye Contact

1. Maintained eye contact with students
2. Remained alert to activities of entire room
3. Did not rely on lesson plan/notes

Speech Qualities:

1. Voice quality
2. Enthusiasm
3. Grammar
4. Pronunciation

Mobility

1. Moved throughout the room
2. Supervised student activities

Delivery of lesson

1. Appropriate technique(s) used
2. Technique(s) used appropriately

Questioning strategies

1. Questions were used to stimulate learning
2. Questions were used to direct the learning
3. Questions were used to evaluate learning

Change of pace

1. Different teaching techniques were used to accommodate limited student attention span

Summary/Conclusion

1. Lesson was summarized
2. Appropriate procedures were used to determine student comprehension

Preparation

1. Student was prepared to teach
2. Needed equipment was setup
3. Lesson plan was used
4. All support materials were available

Mastery of content

1. Student was knowledgeable of subject content
2. Student had mastered all skills involve

Site Visit Form

*West Virginia University
Agricultural and Environmental Education
Site Visit Report—AGEE 441*

Name_____

Item	Date	Agent's Signature	Comments
Initial Site Visit			
Agent Interview			

Student's Signature_____

Site Visit Assessment Form

Instructor: _____

Date: _____

_____ Title:

Item	Comments
Interest Approach <ol style="list-style-type: none"> 1. Used a creative interest approach 2. Created interest (felt need to know) in the topic 3. Interest approach was appropriate length 	
Eye Contact <ol style="list-style-type: none"> 1. Maintained eye contact with audience 2. Remained alert to activities of entire room 3. Did not rely on lesson plan/notes 	
Speech Qualities <ol style="list-style-type: none"> 1. Voice quality 2. Enthusiasm 3. Grammar 4. Pronunciation 	
Mobility <ol style="list-style-type: none"> 1. Moved throughout the room 2. Supervised student activities 	
Delivery of lesson <ol style="list-style-type: none"> 1. Appropriate technique(s) used 2. Technique(s) used appropriately 	
Questioning strategies <ol style="list-style-type: none"> 1. Questions were used to stimulate learning 2. Questions were used to direct the learning 3. Questions were used to evaluate learning 	
Change of pace <ol style="list-style-type: none"> 1. Different teaching techniques were used to accommodate limited attention spans 	
Summary/Conclusion <ol style="list-style-type: none"> 1. Lesson was summarized 2. Appropriate procedures were used to determine audience comprehension 	
Preparation <ol style="list-style-type: none"> 1. Instructor was prepared to teach 2. Needed equipment was setup 3. Lesson plan was used 4. All support materials were available 	
Mastery of content <ol style="list-style-type: none"> 1. Instructor was knowledgeable of subject content 2. Instructor had mastered all skills involved 	

Laboratory Teaching Lessons

<i>Teaching Method</i>	<i>Category</i>	<i>Lesson Title</i>
Lesson Introduction		1.
Discussion		2.
Problem Solving		3.
Problem Solving Alternative		4.
Illustrated Lecture		5.
Demonstration		6.
Final Lesson		7.

Category: You must use a different category for each of the seven lessons you deliver as a part of AGEE 441 laboratory exercises. Any student who fails to follow this directive will forfeit all credit for the lesson(s) that repeats a category. Categories that may be used include:

Animal and Veterinary Science
 Aquaculture
 Can I use (SAE)
 Environmental Technology
 Food science and Processing
 Floral Design
 Forestry
 Entomology

Greenhouse Management
 Landscaping/Turfgrass
 Leadership
 Plant Science
 Wildlife and Recreation
 Floriculture
 Others with permission of instructor