AED 100
Concepts in Agricultural & Environmental Education
Winter 2014

Location: Hoagld 113
Monday 3:10-5:00/Lecture
Wednesday 3:10-6:00/Activity Lab

Course Description and Goals

The primary goal of the course is to introduce education with an emphasis on agricultural and environmental education to students interested in teaching as a career in either a traditional or non-traditional educational setting. This course focuses on school and community based programs in agricultural and environmental education. Topics include psychological and development considerations for use in working with students at elementary, secondary, and post secondary level; structure K-14 education in California; introduction to agricultural organizations, 4-H and the FFA; and a survey of non-formal education entities. Meets general education social science and writing requirements.

Instructor
Lynn Martindale, Lecturer/Supervisor of Teacher Education
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Entry Level Prerequisites

This course is recommended for sophomores, juniors, seniors and graduate students interested in exploring formal and non-formal agriculture and environmental education. AED 100 or an equivalent course is required for the agricultural education credential program.

Text Required (available on smart site)


Course Objectives

Upon completion of this course, students will be able to:

1. Describe the purpose and scope of school and community based agricultural and environmental education programs in California.
2. Explain the role of land grant colleges and cooperative extensions in agricultural education in California.
3. Know the components of a lesson plan
4. Write and present a lesson from a lesson plan
5. Discuss interaction of academic curricula through agricultural and environmental subjects.
6. Discuss the role of agricultural and environmental education in serving disadvantaged and handicapped students.
7. Describe the curriculum commonly taught in agricultural and environmental education and programs and the equipment and facilities required for teaching in these areas.
8. Describe the role and responsibilities of instructor in various types of agricultural and environmental education programs including the role of a secondary Career and Technical agricultural instructor in the classroom, school and community.
9. Discuss the history and importance of agricultural and environmental education in California.

Course Format and Requirements

2 hours of lecture/discussion & 3 hours of field/exercises per week

1. Participation two hours of lecture/discussion and 3 hours scheduled field laboratories. Students are encouraged to attend all lectures/discussion and to participate fully in laboratory exercises.
2. **High School Visits (Age appropriate visits)** - 3pts/hour. Students will select a high school classroom for observations or other activities, which meet their interest in agricultural and environmental education to fulfill the 30 hours of observation. This can include a visit to a classroom at any level, attending a 4-H/FFA/Grange meeting/activity or other learning activities where you can observe students. Your report should include: 30 hours
   a. Date, Length and Location of Observation
   b. Name of instructor/teacher/advisor/leader, and signature Number of students observed
   c. Type of Lesson Observed
   d. Activity of student and teacher

3. **Learning Theory Paper** - 50 pts. Paper content should be 3-5 double-spaced pages. The bibliography should include 3 annotated bibliographies. Paper should conform to APA style (Purdue Owl can assist in APA)
   - Paper should include:
     a. Theorist & short history
     b. Elements of learning theory
     c. How the theory may be implemented in engaging a classroom/meeting room

4. **Current Educational Issue Paper** – 50 pts. Length should be 4-5 pages, double-spaced and type written. Must cite at least 4 sources (2 sources pro and 2 sources con). Students will complete a paper on a topic related to education should include both pro and cons as it effects agricultural and/or environmental education and solution. Paper should conform to APA style. (May be done with one partner)

5. **Presentation of Educational Issue Pro & Con, and Solution** – 25 pts. Oral presentation of the Current Issues paper (limited to 5 minutes). (May be done with one partner)


7. **Lesson Presentation** – 25 pts./lesson plan & 25 pts./lesson presentation. Each student will prepare one presentation designed to introduce a topic related to agriculture and or environmental science aligned with the State Standards for Science or Agriculture in California. The presentation should include agriculture/environmental information, a student activity and evaluation. A written lesson plan will be submitted 1 week before the lesson is presented submitted for each presentation.

8. **Quizzes** (50 pts/quiz) Quizzes will be based on the readings, guest speakers and in class conversations.

9. **In Class Projects/Peer Reviews**

10. **Final-Agricultural Department Program Plan** – 100 pts./written proposal, 100 pts/oral presentation. In groups a presentation of an agricultural program plan will be presented in both oral and written form.

| FINAL GRADE DETERMINED BY PERCENT OF TOTAL POINTS |
|---------------------------------|------|------|------|------|------|
| A+                | >97%  | B+   | >87-89.9%| C+   | >77-79.9%| D+   | >67-69.9% |
| A                 | 93-96.9%| B    | 83-86.9%  | C    | 73-76.9%  | D    | 63-66.9%  |
| A-                | 90-92.9%| B-   | 80-82.9%  | C-   | 70-72.9%  | D-   | 60-62.9%  |