

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF AGRICULTURE AND LIFE SCIENCES**

**SCHOOL of HUMAN SCIENCES  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	AIS 8403
<b>Course Title:</b>	Directing Learning Experiences
<b>Credit Hours:</b>	3 hours
<b>Type of Course:</b>	Lecture/Laboratory
<b>Catalog Description:</b>	Two hours lecture. Two hours laboratory. Theory and practice in directing learning activities. Using instructional technology. Delivering instruction for formal and non-formal groups.

**Course Objectives**

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

1. Practice the responsibilities of educators in formal and non-formal educational settings.
2. Identify learning theories that best relate to one's own personal philosophy of teaching and learning.
3. Utilize the characteristics of effective teachers and the principles of teaching and learning in a formal or non-formal educational settings.
4. Plan a course of study for an appropriate group of learners.
5. Develop instructional objectives for educational settings.
6. Select appropriate teaching/instructional techniques for educational settings.
7. Examine appropriate educational research related to scholarship of teaching and learning in agricultural education.
8. Use appropriate strategies to develop student interest in learning.
9. Use appropriate methods for evaluating student learning in educational settings.
10. Reflect of your practices and experiences as a teacher.

**Required Textbooks**

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven researched-based principles for smart teaching*. San Francisco: John Wiley & Sons.

Glanz, J. (2009). *Teaching 101: Classroom Strategies for the Beginning Teacher (Second edition)*. Thousand Oaks, CA: Corwin Press.

Additional references and readings will be posted on the course website using myCourses. You will need your university Net ID and Banner password to access this site. Go to the website <http://mycourses.msstate.edu> to access course information.

### **Academic Misconduct**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>

### **Cell Phone Policy**

In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phone in the silent mode and stow in backpack while attending class and laboratory sessions. Cell phones may not be used as calculators or clocks at any time during class.

### **How to Participate in an Interactive Video Class**

**Interactive** - *adjective* 1. acting one upon or with the other. 2. of or pertaining to a two-way system of electronic communications, as by means of television or computer 3. (of a computer program or system) interacting with a human user, often in a conversational way, to obtain data or commands and to give immediate results or updated information

Some of you may have participated in an interactive video class before while for others this may be the first time. In order for this class to be successful for everyone, we must establish some ground rules for participation:

1. Come to class ready to participate.
2. Avoid having individuals come into the interactive video room to disturb you. Only you or another classmate should be in the interactive video room. Remember this is your class time and many of you are probably on educational leave to take this class. This means that you are a student during this time and should engage in the class like a student.
3. Avoid using any other technologies (other than the interactive video system) while you are in class. The cell phone policy stated above is applicable for an interactive video class.
4. Participate when called upon by the instructor. I need feedback from you to determine if you understand what is being taught each night. To provide feedback means to respond to questions

and/or ask questions through each class session.

5. Remember that you are a professional. Act in a way that you would expect your peers, professors, and others to act.

### **Assessment of Student Progress**

#### **1. Class Attendance and Participation (5% of the final grade)**

Students are expected to be in class each week, arrive to class on time, and participate in class discussions and activities.

#### **2. Weekly Activities (10% of the final grade)**

Each week you will have an activity to complete related to teaching and learning. One week you will participate in a discussion board activity and the other week you will complete an on-line quiz based on the readings and lectures in the course.

#### **3. Initial Teaching Philosophy (5% of the final grade)**

Many of you have probably never thought about what teaching is. With this first assignment at the beginning of the semester, I want you to develop a statement about your beliefs regarding teaching. This assignment will provide a foundation on which you will build your philosophy throughout the.

Please see the assignment sheet on myCourses for further instructions and details regarding this assignment.

#### **4. Principles of Teaching and Learning Paper (10% of the final grade)**

Select one basic principle of teaching and learning from the literature. Defend or refute the theory for a particular group of learners. Cite references for your position. This paper should be two to five pages in length.

#### **5. Annotated Bibliographies on Teaching and Learning (15% of the final grade)**

Each of you will complete three annotated bibliographies on researched-based articles related to teaching and learning. Suggested articles for review will be posted on myCourses.

#### **6. Teaching Technique Paper (10% of the final grade)**

Select a specific teaching technique for study. Locate, cite, and review references that pertain to that technique. Prepare a paper that summarizes the results of your study concerning the technique with reference to specific questions that will be provided later in class. This paper should be five to ten pages in length.

#### **7. Teacher Interview and Observation Paper (10% of the final grade)**

This multi-faceted assignment is designed to get you acquainted with other instructors within your discipline and to evaluate their strengths and weaknesses as a teacher. There are three parts to this assignment. First, you are responsible for observing another instructor or colleague in either a formal or non-formal educational setting. Please contact this individual ahead of time to make the necessary arrangement for observing them. Second, you are to develop a set of 10-15 approved interview questions to ask the person you observed for a personal interview. Third, you are to conduct an interview with the individual you observed. The result of this assignment will be a paper that summarizes the finding of your observations and the personal interview you conducted. Please see the assignment sheet on myCourses for further instructions and details regarding this assignment.

#### **8. Lesson Plan (10% of the final grade)**

Being a good teacher starts with being a good planner. Therefore, each student will develop a lesson plan for either a formal or non-formal educational setting. Please ensure that your plan follows the guidelines discussed in class.

**9. Microteaching Presentation (10% of the final grade)**

“You be the Teacher!” You will be asked to teach a lesson to a group of individuals of your choice.

You are to record this teaching presentation and turn it in for me to evaluate. You will also conduct a reflection of your teaching presentation and submit your reflection for a grade as well.

**10. Final Examination (15% of the final grade)**

A final examination will be given on **Monday, December 9**. The final examination will be based on all reading assignments, class notes, and class discussions since the mid-term exam. The final examination may be made up only if you miss class for university-related business and you contact the instructor in advance.

**Grading Scale**

A = 89.5 to 100.0

B = 79.5 to 89.4

C = 69.5 to 79.4

D = 59.5 to 69.4

F = 0 to 59.4

**Class Schedule**

<b>Discussion Topics</b>	<b>References and Readings</b>
Course Introduction  Introduction to Teaching and Learning  Formal and Non-Formal Teaching and Learning  Roles and Responsibilities of Professional Educators	myCourses Readings Glanz, pp. 1 - 10
Theories Related to Teaching and Learning	Ambrose: Introduction (pp. 1 – 9) myCourses Readings
Characteristics of Effective Teachers	Ambrose: Chapter 2 (pp. 40 – 65) Glanz, pp. 11 - 42
Basic Principles of Teaching and Learning	myCourses Readings
Characteristics of Students Related to Teaching and Learning	Ambrose: Chapter 6 (pp. 153 – 187) Glanz, pp. 43 – 80 Glanz, pp. 151 - 176
Motivating and Engaging Students in Educational Settings	Ambrose : Chapter 3 (pp. 66 – 90)
Learning Taxonomies and Conceptual Models of	myCourses Readings

Teaching and Learning	
Outcomes and Objectives for Educational Plans	Glanz, pp. 81 - 124
Lesson Planning	
Traditional Teaching Methods	myCourses Readings
Traditional Teaching Methods	myCourses Readings
Problem Solving and Problem Based Learning Models	myCourses Readings
Inquiry Based and Experiential Learning Methods	Ambrose: Chapter 4 (pp. 91 – 120)
Educational Technologies in Teaching and Learning	myCourses Readings
Evaluating Teaching and Learning	Ambrose: Chapter 5 (pp. 121 – 152) Glanz, pp. 177 – 206
Reflections in Teaching	Ambrose: Chapter 7 (pp. 188 – 224)
Scholarship of Teaching and learning	

## References

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