University of Puerto Rico
Mayagüez Campus
College of Agricultural Sciences
Department of Agricultural Education

OFFICIAL SYLLABUS

METHODS IN THEACHING VOCATIONAL AGRICULTURE

EDAG 4005

Credit Hours: 3	**Contact Hours:** One hour of lecture per week
Prerequisites: Junior standing	**Co-requisites:**

Course Description (English):

This course is intendend to help students develop a sound philosophy of all day instruction in vocationl agriculture. It emphasizes the preparation of annual teaching calendars, job analyzing, the learning process, methods and techniques of teaching, lesson planning and evaluation of learning.

Learning Objectives:

At the end of the course the students will be able to decribe, present and interpret:
Part I. Scientific Bases of Education (Intasc # 1; PRPST # 1.1,)
 A. Fundamentals of Epistemology
B. Perspectives on the Effectiveness of Teaching in the 21st Century
Part II. Educational Psychology: ATool for Effective Teaching (Intasc # 1, # 3; PRPST # 1.5, 2.1,2.2, 2.3, 2.4, 2.10, 2.12)
 A. Stages of human development: Physical development
 B. Stages of human development: Cognitive development , Piaget's Theory and Vygotsky's Theory
 C. Socio-emotional Development within Bronfembrener's Ecological Theory
 D. Socio-emotional Development within Erikson's Life Cycle Theory
 E. Social Contexts of Development within Families, Peers and Schools
 F. Emotional Contexts in Development within of Emotional Development
Part III. Student Diversity (Intasc # 2, # 3; PRPST # 2)
 A. Individual Differences
 B. Sociocultural Differences
Part IV. The Agricultural Education Program (Intasc # 4, # 5; PRPST # 1.1, 1.2, 1.3, 1.4 1.5)
 A. The Components of the Program to Reinforce Learning:
 B. The Classroom
 C. Applying Learned Content within Laboratory or school farm
 D. Applying Learned Content wihtin Supervised Experience Program
 E. The Application of Learning within FFA Organization

Content Outline and Time Distribution:
Toics to be covered
I.   **Scientific Basis of Education**

Part V. Interactive Aspects of Teaching (Intasc # 2, # 3, # 8; PRPST # 2, # 3)
 A. Instructional strategies and motivation
 B. Planning and Conducting the Presentation
 C. Teaching Strategies: Teacher Focused
 D. Teaching Strategies: Student-Centered
 E. Teaching Strategies: Content-Focused
 F. Teaching Strategies: Group Focused
 G. Teaching Strategies: Focused on Independent Study
Part VI. Instructional Materials and Technological Resources (Intasc # 6, # 8; PRPST # 7.1, 7.6)
 A. Technological Resources and Instruction
Part VII. Methods of Instructional Assessment (InTASC # 6 PRPST # 6.1, 6.2, 6.3, 6.4, 6.5)
 A. Evaluation as an Integral Part of Teaching
 B. Types of Assessment : Formative and Summative
 C. Implementation of Evaluation Strategies

a		Fundamentals of Epistemology
b		Aspects of Education
c		Complex and Accelerated Nature of Teaching
d		Perspectives on the Effectiveness of Teaching in the 21st Century
e		Importance of Effective Teaching in the Teaching-Learning Process
f		Communication and Interpersonal skills
II.		**Educational Psychology a Tool for Effective Teaching**
a		Definition of Educational Psychology
	b	Processes and Periods of Human Development
	1	Physical Development
	2	Cognitive Development
	a	Piaget's Theory and Vygotsky's Theory
3		Socioemotional Development
	a	Bronfenbrenner's Ecological Theory
	b	Erikson's Life Cycle Theory
	c	Social Contexts of Development
	1	Families, Peers and Schools
	d	Emotional Contexts in Development
	1	Emotional Development
III.		**Diversity of Students**
	a	Individual Differences
	1	Intelligence and Creativity
	2	Learning Styles
	3	Disabilities and Special Needs (in general)
	b	Socio-cultural Differences
	1	Culture, Socioeconomic Status, Ethnicity
	2	Bilingual Education
	3	Gender
IV.		**The Agricultural Education Program**
	a	Relationship between the Program and Learning Theories (Pragmatist learning)
	b	The Components of the Program to Reinforce Learning
	1	The Classroom
	2	Applying Learned Content within Laboratory or School farm
	3	Applying Learned Content within the Supervised Experiences
	4	Applying Learned Content within Organization FFA
V.		**Interactive Aspects of Teaching**
	a	Instructional and Motivational Strategies
	b	Theoretical and Empirical Foundations
	c	Planning and Delivering Presentations
	d	Definition of Teaching Strategies
	1	Direct Method
	2	Deductive and Inductive Method
	3	Instruction based on Questions and Practice
	4	Group Discussion Methods
	5	Methods of Discovery

6	Teaching Concepts and Flowcharts
7	Cooperative Learning
8	Problem-Based Learning
9	Instructional group strategies
a	Large Group Instruction
b	Small Group Instruction
10	Independent Study Strategies
VI.	**Instructional Materials and Technology Resources**
a	Usage of Technological Resources and Instruction
b	Planification , Selection and Usage of the Internet
VII.	**Methods of Assessment of Instruction**
a	Evaluation as an Integral Part of Teaching
b	Conducting High Quality Assessments
c	Types of Assessment (Formative and Summative)
d	Evaluation vs.Assessment
e	Evaluation Strategies
1	Traditional Tests
2	Alternative Evaluations

Total hours: (equivalent to course contact period)

Instructional Techniques:

☒ conference   ☐ discussion   ☐ computation   ☐ laboratory
☐ seminar with formal presentation   ☐ seminar without formal presentation   ☒ workshop
☐ art workshop   ☒ practice   ☒ trip   ☐ thesis   ☐ special problems
☐ tutoring   ☒ research   ☒ Project Agytu

Learning Resources and Minimum Facilities Available or Required:

Woolfolk, A. (2011). *Psicologia educativa*. Prince Hall.

Evaluation Techniques and Relative Weight:

	Percent
☐ Exams (10.5 % each)	21%
☐ Quizes	11%
☐Oral Presentation	11%
☐Creative Presentation Report	5%
☐Project Agytu	
Preparation	5%
Presentation	5%
☐Assingments	11%
☐Attendance	11%
☐Final Test	**25%**
TOTAL: 100%	**100%**

Reasonable Accommodation:

Students will identify themselves with the Institution and the instructor of the course for purposes of assessment (exams) accommodations. For more information please call the Department of Counseling

and Psychological Services at the Dean of Students Office (DE-21) at (787) 265 - 3864 or (787) 832 - 4040 extensions 3772, 2040 or 3864. Email: pura.vicenty@upr.edu.

Academic Integrity:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Grading System:

☒ Quantifiable (letters) ☐ Not Quantifiable

Standard Curve
100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

Bibliography:

Author, A., and Author, B. (20XX) The Book's Title. City, State: Publisher. ISBN. Include the textbook as the first bibliography. Include recent publications (5 years or less and electronic references). (Justify otherwise)

Includes attachments:
Yes   ☐
No   ☐