School of Education Graduates are:

- **RESPONSIVE to student needs,**
- **RELEVANT in their approach to education, and**
- **REFLECTIVE practitioners ready to lead**

CAL POLY AGRICULTURE	**Agricultural Education and Communication Department** ***Course Syllabus***	California Polytechnic State University San Luis Obispo, Ca.
Course Number & Title: **AGED 410 Computer Applications in Agricultural Education**		**Term & Year:** **WINTER 2018**
Instructor: **Mrs. Erin Gorter** **Instructor**	**Office:** **10-239** **Office Hours:** **By Appointment**	**Phone:** **756-5362** (Gorter's Office) **756-2803** (Ag Ed office) **Email:** **ekthomps@calpoly.edu**

Course Description:
Development of computer literacy for teaching agriculture. Analysis and specialization of hardware. Instruction in digital technology, network systems and software applicable to teaching agriculture at the secondary level. Prerequisite: AGED 102, Minimum junior/senior status, or consent of instructor. Recommended: AGED 303 and for Agricultural Science majors and required for teaching credential candidates in agriculture.

Course Learning Outcomes ***Candidates will know, understand, and be able to do:***	**STANDARD (TPEs)**	**SOE LEARNING THEMES**	**SOE DISPOSITION**
1. Explore, evaluate, and use computer/technology resources including applications, tools, and educational websites/software to develop curriculum assignments and electronic presentations.	1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.5, 3.6, 3.7, 3.8, 4.4, 4.8, 5.4, 6.1, 6.6	INFORMED EMPOWERED ENGAGED TRANSFORMED	1.4, 1.5, 2.1
2. Demonstrate knowledge of uses of computers and technology in agricultural education classrooms.	1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.5, 3.6, 3.7, 3.8, 4.4, 4.8, 5.4, 6.1, 6.6	INFORMED EMPOWERED CONNECTED	1.4, 1.5, 2.1
3. Practice responsible, ethical, and legal use of technology, information, and software resources.	1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.5, 3.6, 3.7, 3.8, 4.4, 4.8, 5.4, 6.1, 6.6	INFORMED EMPOWERED CONNECTED GROUNDED TRANSFORMED	2.4
4. Improve and vary teaching methods through the use of technology.	1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.5, 3.6, 3.7, 3.8, 4.4, 4.8, 5.4, 6.1, 6.6	INFORMED EMPOWERED ENGAGED CONNECTED TRANSFORMED	1.5, 2.2
5. Utilize technology for professional development purposes, *including acquisition of instructional resources.*	1.2, 1.3, 1.5, 2.2, 3.6, 3.8, 4.8, 6.6	INFORMED EMPOWERED ENGAGED CONNECTED GROUNDED TRANSFORMED	1.5, 2.2

DATE	TOPICS & ASSIGNMENTS ASSIGNMENT	ASSESSMENT METHOD	STANDARD (TPEs)	LEARNING OUTCOME
Module 1 Week 1 January 9th & 11th	**TOPICS** Introductions AGNR Curriculum and Standards Presentations Using Technology Agricultural Education Technology in Education **ASSIGNMENTS** Student Introductions (1/9) (10 points classroom participation) Course Syllabus & Outline (1/9) (credit/no credit PolyLearn) Presentation Topic Sign Up (credit/no credit PolyLearn) Internet Resource Presentations (quarter long) Technology in Education Discussion Thread (1/16) Presentations Using Technology in Agricultural Education (1/30)	*Classroom Participation/Student Introductions* *Course Syllabus PolyLearn Viewing* *Internet Resource Presentations* *Technology in Education Discussion Thread*	1.2, 1.3, 1.4, 1.5, 3.1, 3.6, 4.8	1,2,3,4
Module 2 Week 2 January 16th & 18th	**TOPICS** Educational Resources Electronic Resource Tools Technology to Support Academic Vocabulary Effective Teaching with Technology **ASSIGNMENTS** Internet Resource Presentations (quarter long) Effective Teaching with Technology Discussion Thread (1/23) Presentations Using Technology in Agricultural Education (1/30)	*Classroom Participation* *Internet Resource Presentations* *Effective Teaching with Technology Discussion Thread*	1.3, 1.4, 3.5, 3.6, 3.8, 4.4, 4.8	1,2,3,4
Module 3 Week 3 January 23rd & 25th	**TOPICS** Ethical use of Resources in the Educational Setting Social Media in the Classroom Developing Handouts to Accompany Digital Presentations Developing Interest Approaches with Technology **ASSIGNMENTS** Internet Resource Presentations (quarter long) Ethics and Technology in the Classroom Discussion Thread (1/30) Presentations Using Technology in Agricultural Education (1/30)	*Classroom Participation* *Internet Resource Presentations* *Ethics and Technology in the Classroom Discussion Thread*	1.2, 1.3, 1.5, 2.2, 3.7, 4.4, 4.8	1,2,3,4

Comment [VM1]: 3.1, 3.6, Subject Specific Pedagogy I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM2]: 1.2, 1.3, 1.4, 1.5, 4.8 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM3]: 1.4, 3.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM4]: 3.5, 3.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM5]: 1.3, 3.6, 3.8, 4.4, 4.8 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM6]: 3.7 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM7]: 1.2, 1.3, 1.5, 2.2, 4.8 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM8]: 1.3, 1.5, 4.4 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Module 4 Week 4 January 30th & February 1st	**TOPICS** Presenting Digital Presentations Evaluating Student Work with Technology Media Creation **ASSIGNMENTS** Internet Resource Presentations (quarter long) The Digital Classroom Discussion Thread (2/6) Presentations Using Technology in Agricultural Education (1/30) Media Creation Project (3/15)	*Classroom Participation* *Internet Resource Presentations* *Presentations Using Technology in Agriculture* *The Digital Classroom Discussion Thread*	1.5, 1.8, 4.4, 5.4	1,2,3,4
Module 5 Week 5 February 6th & 8th	**TOPICS** Collaborative Tools – Blogging, Twitter, Communities of Practice Webquests in the Classroom **ASSIGNMENTS** Internet Resource Presentations (quarter long) Webquest Topic Sign Up (credit/no credit PolyLearn) The eLearning Environment Discussion Thread (2/13) Webquest Project (2/22) Media Creation Project (3/15) Gorter Gone-2/8	*Classroom Participation* *Internet Resource Presentations* *The eLearning Environment Discussion Thread*	1.2, 1.3, 1.5, 2.2, 4.8, 6.6	1,2,3,4,5
Module 6 Week 6 February 13th & 15th	**TOPICS** Google Classroom Technology Acquisition Considerations Grant Funding for Technology in Education **ASSIGNMENTS** Internet Resource Presentations (quarter long) Funding Technology Discussion Thread (2/20) Webquest Project (2/22) Media Creation Project (3/15)	*Classroom Participation* *Internet Resource Presentations* *Funding Technology Discussion Thread*	1.2, 1.3, 1.5, 2.2, 3.6, 3.8, 4.8, 6.6	1,2,3,4,5
Module 7 Week 7 February 20th & 22nd	Monday 2/20 **CLASSES FOLLOW MONDAY SCHEDULE*** **TOPICS** Webquest Sharing **ASSIGNMENTS** Internet Resource Presentations (quarter long) Flexible Learning Environments Discussion Thread (2/27) Webquest Project (2/22) Technology Acquisition Project (3/6) Media Creation Project (3/15)	*Classroom Participation* *Internet Resource Presentations* *Flexible Learning Environments Discussion Thread* *Webquest Project*	1.2, 1.5, 4.8	1,2,3,4

Comment [VM9]: 1.5, 1.8, 4.4, 5.4 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM10]: 1.2, 1.3, 1.5, 2.2, 4.8, 6.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM11]: 1.2, 1.3, 1.5, 2.2, 3.6, 3.8, 4.8, 6.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM12]: 1.2, 1.5, 4.8 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Module 8 Week 8 February 27th & March 1st	**TOPICS** Use of Cell Phones as a Teaching Tool and Etiquette Philosophy of Technology in Education **ASSIGNMENTS** Internet Resource Presentations (quarter long) Cell Phones in the Classroom Discussion Thread (3/6) Technology Acquisition Project (3/6) Media Creation Project (3/15)	*Classroom Participation* *Internet Resource Presentations* *Cell Phones in the Classroom Discussion Thread*	3.6	1,2,3,4,5
Module 9 Week 9 March 6th & 8th	**TOPICS** Presenting in Formal Settings with Technology Resume/Portfolio Development with Technology Philosophy of Technology in Education **ASSIGNMENTS** Internet Resource Presentations (quarter long) Philosophy Discussion Thread (3/13) Technology Acquisition Project (3/6) Media Creation Project (3/15) Philosophy of Technology in Education (3/15) Resume/Portfolio Development with Technology (3/15)	*Classroom Participation* *Internet Resource Presentations* *Philosophy Discussion Thread* *Technology Acquisition Project*	6.1, 6.6	1,2,3,4,5
Module 10 Week 10 March 13th & 15th	**TOPICS** Presenting in Formal Settings with Technology Resume/Portfolio Development with Technology Philosophy of Technology in Education **ASSIGNMENTS** Media Creation Project (3/15) Philosophy of Technology in Education (3/15) Resume/Portfolio Development with Technology (3/15)	*Classroom Participation* *Media Creation Project* *Philosophy of Technology in Education* *Resume/Portfolio Development with Technology*	6.1, 6.6	1,2,3,4,5

Comment [VM13]: 3.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM14]: 6.1, 6.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

Comment [VM15]: 6.1, 6.6 I/P (Introduced in readings and classroom presentations, practiced through classroom assignments and discussion thread)

General Comments:
Please see me or email me as soon as possible if you require special accommodations in class or for any assignment due to: learning disabilities, religious practices, physical requirements, medical needs, or for any other reason. **Services Available at Cal Poly:** Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include: • Academic Skills Center, Building 35 – Kennedy Library, 756-1256 • Career Services, Building 124, 756-2501 • Counseling Services, Building 27, Room 136, 756-2511 • Sexual Assault-Free Environment Resource (SAFER), Building 65 – University Union, Room 217, 756-2600 **Accommodations for students with disabilities:** Students requesting classroom accommodations must first complete the appropriate documentation through the Disability Resource Center (Building 124, Room 119A, 756-1395). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations.
Required Course Texts/Materials: Professional Binder (received in AGED 102) and USB memory storage device

Assignments/Grading Policy:

#1 – Digital Media Presentation (PowerPoint/Prezi - 80 points; Hand Out – 10 points; Oral Presentation – 10 points = 100 points)

Using the California Career Technical Education Model Curriculum Standards, you will develop an electronic presentation that is suitable for use in the secondary agricultural classroom. You will use PowerPoint software to create a teaching presentation. The goal for the class is to develop a series of presentations that may be shared with educators. You are strongly encouraged to start as soon as possible. The assignment requires the use of: at least 10 slides, 10 digitized images, clip art, transitions, video clips, and sounds specific to your topic. In addition, students will apply the principles of effective teaching into the PowerPoint and the principles of developing academic language into the PowerPoint. Lastly, the student will develop a corresponding handout to coordinate with the PowerPoint.
Handout should be uploaded to PolyLearn. PowerPoint/Prezi will be presented in class, and uploaded to PolyLearn. Please note dates and times on previous detailed grid and PolyLearn. Rubric will be available on PolyLearn.

#2 – Webquest Development Project (Webquest = 100 points)

Using the California Career Technical Education Model Curriculum Standards, you will develop a webquest that is suitable for use in the secondary agricultural classroom. You will use Microsoft word to create an educational experience. The goal for the class is to develop a series of webquests that may be shared with educators. You are strongly encouraged to start as soon as possible. The assignment requires the use of the six critical components: Introduction, Task, Process, Resources, Guidance, and Conclusion). Webquests are designed to develop students' ability to compare, classify, induce, deduce, analyze errors, construct support, develop abstraction, and analyze perspectives.
Webquest should be uploaded to PolyLearn. Please note dates and times on previous detailed grid and PolyLearn. Rubric will be available on PolyLearn.

#3 - Technology Acquisition Collaboration Project (written – 75 points; oral – 25 points = 100 points)

Based on your understanding of computer terms, hardware configurations, and software specifications, you and your "teaching partner(s)" will collaborate to develop and present a Technology Acquisition Proposal. Through a special Agricultural Incentive Grant Program, you have up to $20,000 to spend.

You will be required to: provide an itemized budget of expenditures,

- specific hardware and software information,
- working diagram of your computer classroom configuration,
- a course outline,
- rationale for purchase, and
- samples of student learning activities you wish to implement.

You will present a written proposal to the "District Superintendent" and an oral presentation to the "Board of Education". A well written document is expected: your oral presentation should incorporate electronic presentation methods learned in class.
Please note dates and times on previous detailed grid and PolyLearn. Written reports (hard copies) and presentations are due via PolyLearn. Rubric will be available on PolyLearn.

#4 - Electronic Resume (Website = 50 points)

Using a current resume, you will develop an electronic resume suitable for use in pursuing a career in agricultural education as a high school teacher. You will use one of two suggested websites (or a different website with instructor approval) to create a digital resume. The resume will not be published and is a tool for you to use in pursuing a career. You will walk the class through your digital resume and its features. Access to digital photos and documents may be necessary to enhance your resume.
Please note dates and times on previous detailed grid and PolyLearn. Each group will present theirs to the class on the last day. Rubric will be available on PolyLearn.

Comment [VM16]: Assignment includes demonstration and assessment of 1.3, 1.5, 3.1, 3.5, 3.6, 3.7, 3.8, 4.8

Comment [VM17]: Assignment includes demonstration and assessment of 1.3, 1.5, 3.1, 3.5, 3.6, 3.7, 3.8, 4.8

#5 – Internet Based Educational Resource Presentation (25 Points)

Students will share with their classmates a new Internet Based Educational Resource of their choosing. Students will sign up for their presentation day. The task is to introduce a new website or online-tool that could be used in the 21st century high school classroom to enhance learning. The presentation will be approximately 3-5 minutes long and will occur at the beginning of the assigned class period.
Please note dates and times on previous detailed grid and PolyLearn. Students will sign up for their presentation date. Rubric will be available on PolyLearn.

#6 - Career Portfolio (Submitted before grade assigned for AgED 410 – I (incomplete grade if not submitted)

Students enrolled in AgEd/Ag Comm courses are required to maintain a professional portfolio of their educational accomplishments.
A portfolio case will be (or has been) provided for you to keep. It must be submitted before a grade will be assigned for the course.
Failure to submit a portfolio will result in an Incomplete (I) being assigned for AgEd 410.
Each student will present theirs to the class on the last day. Please note dates and times on previous detailed grid and PolyLearn.

#7 – Video/Multimedia Quarter Project (100 Points)

Students will, in groups of 3-4, create a 30-40 second MP4 video advertising a component of the Agricultural Education & Communication Department.
Please note dates and times on previous detailed grid and PolyLearn. Each group will present theirs to the class on the last day. Rubric will be available on PolyLearn.

#8 – Philosophy of Technology in Education (50 Points)

Students will, create an infographic describing their philosophy of technology's place in the educational setting.
Please note dates and times on previous detailed grid and PolyLearn. Rubric will be available on PolyLearn.

Attendance & Participation (10 points a day at 20 days=200)
Your attendance and promptness is expected and will be used in the final evaluation (10 points/day x 20 days = 200 points). You must be present at 7:10AM to receive points.

Discussion Posts (9 posts at 10 points each = 90 points)
Students will participate in online discussion threads each week. Dates and times are on PolyLearn, as well as topics and rubric for grading discussion posts. To receive full credit, you will create your own original thread and respond to two classmates.

Grading Policy: No late assignments will be accepted without prior discussion with Instructor

Percentage	Points	Letter Grade	Criteria
92%	750-815	A	Attend class, complete assignments on time, submit quality work, etc.
82%	669-749	B	Everything done but some assignments forgotten, a few classes missed
72%	587-668	C	Attend class most of the time, do most of the work
62%	506-586	D	No real effort, skip class regularly
Below 62%	Less than 506	F	Don't attend class, fail to submit assignments on time

When absent from class, the student must **notify the instructor PRIOR to the absence** by electronic mail.
Students are often able to provide classmates and the instructor assistance with specific shortcuts and/or innovations in software application.
Also, demonstrations of software will be conducted and time will be provided for the completion of laboratory exercises.
This requires student attendance and participation! A big part of life showing up and giving your best effort!

Comment [VM18]: Assignment includes demonstration and assessment of 1.3, 1.5, 4.8

Comment [VM19]: Assignment includes demonstration and assessment of 1.5, 3.5, 3.6, 3.7, 3.8, 4.8

*** This is a tentative syllabus; modifications may be made by the instructor and will be announced in class and/or via email.**

SCHOOL OF EDUCATION

VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

SOE LEARNING THEMES

Informed – Advancing Disciplinary Knowledge

Empowered – Responding To Diverse Learning Needs

Engaged – Building Cultural Responsiveness

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities

Grounded – Demonstrating Professional ism

Transformed – Encouraging Continuous Growth & Reflection

DISPOSITIONS

Ethical Practice

1.1 Diversity and Pluralism – Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Promotes respect for self, students, families, and cultures, and attends to the challenges of teaching or mentoring others whose background differs.

1.2 Professionalism – Acts ethically, responsibly, and with integrity; is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentor, and colleagues. Is open to constructive feedback from others, and manages situations of conflict and their own stress appropriately.

1.3 Creating Positive Climate – Provides choices and upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional. Promotes a climate in which learning is valued and on-going, and in which all are able to share in and contribute to social and intellectual life.

1.4 Accountability – Plans and carries out assessment and evaluation processes appropriate to state and national standards that are focused on student understanding. Periodically shares results with stakeholders and uses results to inform subsequent practice. Documents their own practice as an aid to reflection and continued development.

1.5 Collaboration – Actively engages in a community of learners who develop relationships, programs, and projects with colleagues in P-20 schools and education agencies designed to improve the quality of education for each and every student and education professional.

Shaping Change

2.1 Inquiry – Is prepared to engage in life-long learning, continuous reflection, and research. Maintains currency with professional knowledge, best practices, and scholarship in the field. Creates learning opportunities for themselves and others.

2.2 Innovation – Is creative and self-reliant in finding solutions to problems and managing dilemmas. Tries new methods and tools, and values critical thinking and independent and interdependent problem solving. Uses knowledge-building technologies and experiential approaches to learning.

2.3 Leadership – Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development, acts as a change agent to devise and implement effective improvements, and empowers others to achieve organizational and personal goals. Contributes professionally to the field at local, regional, state, and national levels.

2.4 Social Justice – Develops curricula and programs that provides equitable access to learning opportunities for each and every student through both content and processes. Seeks excellence and equity, and promotes social and environmental responsibility. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities.