

Design for Learning – Description of Learning Activity

Write a description of something you plan to teach in the near future. Include what you will teach, how you will teach it, and characteristics of the intended audience.

Natalia Bjorklund

I will be teaching Master Gardener training for my first time, beginning in early February through mid- April. Through the course of the training, I will cover basic horticulture topics progressing to more in-depth topics such as insect and disease identification.

Methods used – I will try to use a variety of different methods to keep participants interested and to make the material as relevant as possible to their lives. PowerPoint, guest speakers, hands-on activities, video/YouTube clips, and reading assignments are methods I currently have planned. There is 40 hours of training, 20(ish) that I'm responsible for teaching. The other half is being taught by various extension educators across the state via Adobe Connect. For these classes, I will serve as the facilitator for my county's group, and help my trainees ask questions of the speaker, etc.

Characteristics of learners – Registered participants are all middle-aged, middle- to upper-class, male and female. All seem to be well established in their career and are interested in the MG training as a 'hobby' or special interest they have outside of their jobs.

Megan Burda

4-H Public Speaking Workshop

When: March 2012

Length: 1.5 hours

Audience: 4-H members ages 8 to 15 who do not have much experience with speaking in public

I will teach youth how to write and deliver a speech. A secondary objective is for youth to identify careers related to public speaking.

Delivery method: PowerPoint with basic information, learning activity that encourages youth to write a short speech, a professional guest who uses public speaking skills in her career.

Lindsay Chichester

I will be co-hosting/teaching via a webinar. The topic will cover a new Animal Care Resources webpage that has been developed, in collaboration with Iowa State University Extension. A colleague in Iowa and I will be discussing the features of each state's respective page, how persons can find the page, what materials are available, and features that are included on the new webpage. We plan to show this by sharing our screens and talking; the webinar will also be recorded so persons can access it at later dates if needed. In addition, we will be working closely with our colleagues in each state to work on modifying and updating the sites so that the

most current and relevant information is available, ideally providing them with information that will make their jobs less stressful. The intended audiences will be Extension personnel who work with 4-H and even 4-H leaders/families.

We will also be establishing a monthly webinar on animal welfare issues. As a team we will take turns hosting the webinar, working with the presenters, and ensuring these recorded webinars are added to the previously mentioned site.

Adapting to more online/webinar type teaching is new to me and I am interested to learn tips on making it a good experience for all – including myself.

Heather DePra

What to Teach – Compare current technologies available for feedlot producers (i.e. new antibiotics, feed additives, etc.) and their impact on the industry.

Audience – Mainly feedlot producers but possibly other educators, pharmaceutical sales reps, coop employees, consulting nutritionists.

Characteristics – adults (mainly male but some female), variety of education levels from high school graduates to PhDs, ages ranging from middle 20s to middle 70s.

How to Teach – presentation utilizing power point, group discussion/questions following, one on one interaction during breaks and following program

Michelle Effertz

What I plan to teach in the near future: I will be teaching adults at our 4-H Activity Day in March. This is a regional event and the first time we have offered programs for adult leaders and parents.

I will be teaching: “Getting Your Kids Excited about 4-H Events:” I will help teach a two-hour session to introduce parents to various 4-H events and to give them tips on how to encourage their 4-H youth to participate in these events.

- Consumer Choices – introduce the topic and talk about the contest that helps youth become better consumers and improves their decision making and speaking skills. The parents will actually judge a consumer class and have time to discuss the results and how they might give reasons on the class. We will talk about how this event enhances life skills for their youth.
- 4-H Film Festival – parents will be taught how to use the flip video cameras to produce a video. They will also be taught how to edit the video. Parents will be encouraged to check out the flip video cameras and explore filming at their local club meetings.

- Project Expo – parents will think about three projects in which their child is enrolled. They will then complete a worksheet on how those projects could be developed into a project expo display. A description of the Project Expo program will be provided to the parents along with video or photos of previous project expo displays.
- County Fair – we will talk with parents about what judges are looking for when they judge their child's county fair projects. Parents will engage in mock interview judging on a specific project to gain practical knowledge in how 4-H projects are evaluated.

Characteristics of audience: Audience members are mostly female and parents of 4-H members. Many of them are school teachers and they have very busy lives. Some of these parents will have experience with a few 4-H events. Many of them are new to 4-H and limited knowledge of the various events available to youth. They want succinct, practical information. These parents are interested in providing new experiences for their youth as they are willing to bring their children to our multi-county activity day and pay the cost for the classes. This audience wants us to simplify the 4-H program and help them define their role within the 4-H program.

Carrie Hammer

Later this spring I plan to teach a Horse Judge's Certification Workshop. The workshop covers a variety of topics including the rules for different 4-H classes and judging etiquette. Presentations are mainly by PowerPoint, however, I do one session on types of legal and illegal tack that is more of a "show and tell" type of activity. Also, I show video clips to practice and enforce what has been taught. I try to keep the audience very engaged and encourage them to ask questions, share experiences, and participate in the lectures. The topic lectures take place in the morning, with a written knowledge exam and practical judging test taking place in the afternoon.

The audience will be adults, majority female, with a wide age range (18-50 has been common in the past). Usually there are 8-15 in attendance. Other demographics (household income, education, etc) will be quite varied – the common factor is horse experience and a desire to judge 4-H horse shows.

Bobbi Holm

What: Waterwise Yard and Garden session which will include an overview of storm water and storm water pollution, ways to capture and use storm water on a homeowner's property and why it's a good idea, making a rain barrel and installing a rain garden, and I also plan to include composting and environmental stewardship

How: The dreaded PowerPoint and lecture, hopefully lots of question and answer, a rain barrel and some examples of parts of a rain barrel they can look at, compost bin for display, some handouts, a couple of YouTube videos to add some variety and humor, potentially a quiz/survey at the beginning to find out their level of storm water awareness and whether they ever think about it, looking for other suggestions here

Intended Audience: Master Gardener trainees as well as veteran master gardeners, this audience is already involved in yard and garden work with lots of practical knowledgeable on the subject

Jan Hygnstrom

In March, I will be teaching a 3-hour session on Pesticide Safety Education to 3 different Master Gardener classes. It seems that people are becoming more complacent in their use of pesticides, and I hope to help train the trainers to educate people to not take pesticides lightly. I plan to cover the risks of pesticides, including synthetic and natural pesticides, using the risk formula $\text{Risk} = \text{Toxicity} \times \text{Exposure}$. Participants will learn how to reduce risk by using least toxic pesticides and reducing exposure through careful application, as well as proper selection and use of personal protective equipment. In addition, proper storage and transport will reduce risk of exposure.

Teaching will be face-to-face using PowerPoint to organize the flow. I will incorporate learning activities that involve action, demonstrations, videos, discussion of participants' personal experiences, real-world examples of poor decisions, health research reports, and problem-solving.

Each audience consists of 20 to 35 new to experienced Master Gardeners. They range in age from 30-year olds with young families, to retired people, often with post-high school degrees. They share a passion for gardening and sharing that passion with others. As adult learners, they enjoy sharing their experiences and have a great number to share.

Elizabeth Killinger

I will be teaching a session of a Master Gardener Program series. The program series offers education about many aspects of gardening including turf, trees, pests, and soils. I will have a 3 hour time block to teach about edible plants and how to incorporate them in the landscape. Participants will learn about edible weeds and making them palatable, common edible plants, utilizing edible plants in containers/planters and how to incorporate edible plants into their existing landscape.

The audience will consist of adults; a majority will be at or above retirement age. Participants already have a general interest in the topic and in gardening in general. Some come to build upon their previous knowledge about the topic. A break is scheduled half way through the presentation so participants can use the restroom and to refill their refreshments.

I will be teaching using a lecture with PowerPoint. The lecture will have a large amount of pictures to show the plant material and how it is utilized, as well as utilized a larger print for the text on the slides. Participants will receive a handout of my slides to take notes on and the presentation will be posted online for later viewing and downloading. At the end of the series, the participants will be given a written test about the main topics covered, including questions about Edible Plants.

Amy Lorenzen

I am planning a Go Red for Women program (to educate women about heart-related diseases and ways to prevent and recognize cardiac or stroke incidents) in the near future. My target audience is women, ages 18-70+, and because I am hoping a lot of younger working women will attend, I need to make the program short, relevant and meaningful. I am planning a short (1 hour or less) lunch and learn type program. This program fits well into my nutrition, health and safety responsibilities. I have received extensive materials from the American Heart Association and will be using those, as well as featuring a guest speaker who has experienced a heart attack. I hope by using a guest speaker who has actually had a heart attack, the attendees will realize the importance of the differences of the signs of heart attacks between men and women. My goal is for them to go away from this educational program with new insights and awareness of the importance of diet, exercise and just being aware of the signs of heart-related diseases. I will be using a PowerPoint, guest speaker, and will have heart-healthy snacks available. I hope to make this program as successful as the Think Pink Breast Cancer Awareness Program in my county and district.

Brandi Nelson

Kansas Environmental Leadership: Undergraduate Intercession.

I will be team teaching a 3-4 week course about water resources in Kansas the development of citizen leadership skills. The class is listed as with Environmental Communications unit of the Department of Communications and Agricultural Education. Students will likely be upper level to graduate status.

The official course description is as follows: This class focuses on understanding the value and importance of protecting watershed resources and the environment through the implementation of leadership theory.

The course will meet M-Th from 9:00 am to 12:00pm. This will be a course with class participation as a main tool; there will be guest speakers, field trips and a mandatory group project. The project will be a class effort addressing a water issue utilizing the leadership skills they'll have learned over the term.

The course does not require a text book but will be supplemented by readings deemed appropriate by myself and my co-instructor. We felt it would be most beneficial for students to use a fee (we have not set that yet) in implementing whatever group project they choose. Students will be asked to write in journals where they will reflect on the concepts learned, field trips taken and class discussions.

We will give a quiz gauging knowledge before and again gauging knowledge after the completion of the course. The final requirements are a group evaluation and team presentation related to their service learning projects.

Chris Petty

On February 18th (weather permitting) I will be teaching a tree pruning workshop. I will explain the "Why's" and "How's" of pruning landscape and fruit trees. This will be a hands on activity where we will actually prune a variety of trees. I will explain and demonstrate proper techniques. The intended audience will be area homeowners with established tree plantings.

Tina Remig

- A. Something that I plan to teach in the near future: Use of our "cloud" for Communities Preventing Childhood Obesity,
- B. Include what you will teach: i.e. where to post items, how to develop project objectives if they're not already identified, how to retrieve, etc.
- C. How you will teach it: most likely via email postings, phone discussions
- D. Characteristics of the intended audience: mostly graduate students on the project with us as well as faculty.
Obviously need more thought about best way to achieve goal- skill based as well as knowledge.

Kathleen Schmaltz

The audience is public school educators and staff, who are looking for new techniques to work with "difficult children" within the school settings. The audience will include 15 individuals, who work in different capacities within the schools such as principals, counselors, classroom teachers and aides, and a social worker. Male and female school district employees with a wide range of income levels and educational backgrounds will be present. Some individuals attending will be on-call for other teachers during the training session. The audience is responsible for reporting back to administration what they learn at the presentation and whether or not in-depth training on the subject matter would be helpful for all school district staff.

The history and research behind the Nurtured Heart Approach (NHA), why the approach has been used in schools, what a NHA classroom looks like, the impact of the NHA on the child and the school culture, and techniques to implement the approach will be taught.

Lecture with power point, a two person team activity, interactive group discussion, group activity around the table, visualization activity and question and answer session are planned.

Kristina Snyder

In the next two months, I will teach a class on Radon measurement including the health statistics of Radon exposure, the physics of Radon gas, and basic Radon measurement techniques and procedures.

The course will be offered online through viewing self-paced PowerPoint with narration, quizzes, hands-on self-paced exercises, supplemental slides and reference documents, and online interactions such as discussion groups, online chats, and possibly online classrooms.

The audience is mostly male, and mostly working in the home inspection, construction, plumbing, or HVAC industry. Many are taking the course to meet state credential requirements (in some cases, the state requirements are recently implemented). Many have been providing Radon measurement services for many years. Others are new to the Radon measurement industry and have no experience. Most find the portion of the course on the physics of Radon somewhat challenging and out of the normal for what they generally deal with. Some feel they already know what the course will teach though often they have forgotten some details or been misinformed and will have to unlearn "facts" and procedures.

It will be important to set up regular times for participants to discuss course content among themselves and with knowledgeable experts in Radon measurement as this is a key part of the in person course.

Todd Weinmann

I will be teaching how to construct a container garden and then how to grow and care for vegetables that are produced in it. The intended audience is clientele who are or will be growing vegetables for themselves and in some cases for a business.

Roger Wilson

Determining the cost of direct marketing is a challenging but vital component of managing a local food producer's business. Part of the challenge is maintaining adequate marketing records during their busiest seasons. Another challenging part is allocating fixed costs associated with marketing to the various commodities being marketed.

A 'Local marketCALC' spreadsheet is available that addresses the allocation challenge. It is being converted into a web-based, combination record keeping and cost allocation tool. Teaching producers how to access, use, and interpret results from this tool is my project for this workshop.

Students will be current and prospective producers of locally grown food who market their produce through farmer's markets, community supported agricultural arrangements, or other direct market channels. The advantage of this group of learners is they will be motivated as participation will be voluntary and producers have expressed a lot of interest already. The problems that must be overcome include participants are dispersed over a wide geographic area and will have limited time to participate. Because of these characteristics, the internet appears to be a viable educational medium, which introduces a number of challenges such as overcoming the barriers created by using a technology with which some may not be comfortable and teaching using a non-traditional format.

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