

Principles of Teaching for Animal Shelters

VME 6814

3 credits

University of Florida Distance Education Graduate Program in Shelter Medicine

Instructor:

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Please contact your instructor via the Inbox in Canvas and allow 48 hours for a response.

Course Coordinator:

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Course Description

Introduces skills necessary for effectively teaching in the setting of an animal shelter.

Course Content

Shelter professionals are often expected to teach and supervise volunteers, staff, and students completing externships or internships in animal shelters. However, few shelter professionals have had the opportunity to develop their teaching skills. This course will prepare students to (a) plan for instruction, (b) teach, (c) give appropriate feedback, and (d) coach others to develop important knowledge, values, and skills for the animal shelter setting. Students in this course will learn about current educational learning theory and develop necessary pedagogical skills for effectively teaching important concepts in the practice of shelter medicine (i.e. animal handling, population management, physical exams, spay/neuter surgery.)

Course Pre-requisites/Co-Requisites

None

Course Website

<https://onlinesheltermedicine.vetmed.ufl.edu/>

Course Objectives

By the end of this course, students will be able to:

1. Develop lessons for teaching in the animal shelter environment that incorporate brain-based learning as described in the educational literature.
2. Apply the basic principles of curriculum development to instruction for the animal shelter setting. (including Backward Design, Bloom's Taxonomy, and Curriculum Alignment)
3. Differentiate between learning activities that foster higher or lower-order cognitive skills.
4. Recognize that students come to the class with prior knowledge that affects how they

- acquire new knowledge.
5. Discuss how learning styles, emotions, and teaching styles influence teaching in animal shelters.
 6. Propose adjustments to lessons that incorporate more learning styles and promote inclusion.
 7. Match learning objectives to the cognitive, affective, or psychomotor domains.
 8. Propose ways to increase student motivation for learning.
 9. Create a personal teaching philosophy and apply it to instruction in animal shelters.
 10. Give feedback that is timely, specific, and appropriate for coaching students.
 11. Distinguish between an evaluative (summative), and a coaching/mentoring (formative) style for interacting with various types of learners in the animal shelter.
 12. Create a digital teaching portfolio.

Materials and Supplies Fees

see below

Required Textbooks and Software

1. Zull J.E. (2002). The art of changing the brain: enriching the practice of teaching by exploring the biology of learning. Sterling VA: Stylus.

(This text is available free in the UF Course Reserves or you can buy a personal copy in the UF Bookstore or through online booksellers such as Amazon:

https://www.amazon.com/Art-Changing-Brain-Enriching-Exploring/dp/1579220541/ref=sr_1_1_tw_i_pap_1?ie=UTF8&qid=1497384998&sr=8-1&keywords=zull)

2. Students are expected to pay the costs for taking the online assessments (the LTM, \$15 and the HMI \$12, from aboutlearning.com)
 - Sign up and pay \$15 to take the Learning Type Measure (LTM) online here:
<https://www.4mationweb.com/4mationweb/assessment/signup.php>
 - Sign up and pay \$12 to take the Hemispheric Mode Indicator (HMI) online here:
<https://www.4mationweb.com/4mationweb/assessment/signup.php>

Other required readings are posted within the course and available for free in the UF Course Reserves.

Required Technology: Computer with reliable, high speed internet access; your preferred web browser; video player with ability to play MP4 videos; speakers and/or headphones and working sound; PDF reader. For more information on hardware and software necessary to run Canvas, visit <https://community.canvaslms.com/docs/DOC-2059> (Links to an external site.). Canvas offers mobile applications for both [Apple](#) (Links to an external site.) and [Android](#) (Links to an external site.) products. These apps may be downloaded in the respective app stores. Depending on the device and your equipment, not all Canvas features may be available on the app at this time. For more information on Canvas apps, visit <https://community.canvaslms.com/docs/DOC-1542> (Links to an external site.).

Recommended Materials

Recommended readings as posted on the course Canvas website.

Course Schedule

Module/Weeks	Topic/Concepts	Activities/Assignments
1: Getting Started (1 week)	Introductions of faculty, classmates, course technology, course syllabus and expectations	Discussion Begin Digital Teaching Portfolio Introduce Final Project-Recorded Lesson Plans Zull Chapters 1 and 2
2: Overview of Curriculum Development (1 week)	Backward Design Learning Goals and Objectives, Bloom’s Taxonomy Curriculum Alignment	Discussion(s) Assignment(s) Quizzes (formal/informal) Zull Chapter 6
3. Learning Theory (1 week)	Behaviorism Constructivism Kolb’s Learning Cycle 5E’s Learning Cycle Andragogy vs Pedagogy	Discussion(s) Assignment(s) Reflection Quizzes (formal/informal) Zull Chapter 3
4. Experiential Learning (1 week)	Concrete vs Abstract Learning Experiences Active Learning vs Passive Learning Activities	Discussion(s) Assignment(s) Reflection Quizzes (formal/informal) Zull Chapters 8 and 11

<p>5. Learning Styles and Emotions (1 week)</p>	<p>Learning Style Inventories Educational Myths Effect of Feelings and Emotions on Learning 4MAT Model Balanced Learning</p>	<p>Discussion(s) Assignment(s) Reflection Quizzes (formal/informal) Zull Chapters 5 and 12</p>
<p>6. Teaching Styles and Feedback (2 weeks)</p>	<p>Educator Style Profile Feedback, Teaching Philosophy: Facilitator, Expert, Evaluator, or Coaching Roles Mentoring Clinical Setting</p>	<p>Discussion(s) Assignment(s) Reflection(s) Quizzes (formal/informal) Zull Chapter 7, 9</p>
<p>7. Full-Cycle Teaching and Learning (2 weeks)</p>	<p>Motivation Domains of Learning (Affective, Cognitive, Psychomotor) Conditions of Learning Instructional Events Inclusive Learning Environments (Universal Design for Learning) Critical Thinking Effective Questions</p>	<p>Discussion(s) Assignment(s) Reflection Quizzes (formal/informal) Zull Chapters 4, 10</p>
<p>8. Assessments (2 weeks)</p>	<p>Formative vs Summative Authentic Assessments OSCEs Miller’s Pyramid Online Course Assessment Update Final Lesson Plan Assessments Assess and Reflect on Course for Digital Teaching Portfolio</p>	<p>Discussion(s) Assignment(s) Reflection(s) Quizzes (formal/informal) Zull Summaries Parts 1,2, and 3, and Epilogue</p>

9. Course Wrap-Up (1 week)	Presentation and peer review of teaching portfolios and lesson plans	Submit completed Digital Teaching portfolio, Post Final Project Lesson Plans, Peer Reviews Course Reviews Quiz (last one)
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Evaluation Framework

Assignment	Weight	Grading Criteria
Projects (2)	50%	See grading rubrics in e-learning for detailed criteria. The final projects will be initially submitted in drafts that will be peer reviewed throughout the semester. Critiques will then be used for editing and revision before submitting for final review at the end of the term. One final project is the creation of a Digital Teaching Portfolio. The second final project is a recorded presentation that details a lesson plan for teaching a subject of the student's choice in the animal-shelter setting. Criteria for projects develop incrementally throughout the semester.
Quizzes (formal and informal)	25%	Automatically scored in e-learning. Some are timed and open-book. Some are for practice and allow multiple attempts.
Discussions and Assignments	25%	See grading rubric in e-learning for detailed criteria, requires original posts and substantive contributions to further the discussion and provide formative feedback to classmates.

Grading Scale

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 -89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 77.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

EXPECTATIONS AND POLICIES

Students are responsible for meeting all academic objectives as defined by the instructor. Plagiarism ([as defined by the UF Student Honor Code](#)) will not be tolerated. Be sure to cite your sources and references and attribute any verbatim quotations included in your submissions and posts.

[UF Maples Center for Forensic Medicine Code of Conduct and Professionalism \(our Department\)](#)

Instructional Policy:

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas e-learning. (<http://elearning.ufl.edu>)

Attendance: Students must participate in the online discussions, and are required to visit the course e-learning daily for important updates and announcements.

Additional information regarding attendance/absences can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Participation: Students are expected to constructively join in online discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

Due Dates and Late Submissions: Pay close attention to the due dates posted in e-learning on your personal Dashboard and the Canvas Calendar for each assignment. Late submissions are eligible for up to 50% of the available points for each assignment.

This course is designed for working professionals like yourself. So we understand that sometimes life gets in the way of our best plans for juggling work, home, and school. If you anticipate you will likely miss a due date, request an extension in advance of the due date by sending an email through the Canvas Inbox to your instructors that explains the reason you need more time and when you expect to submit the work. Please title these posts clearly with "REQUEST EXTENSION FOR ASSIGNMENT 6A" (or whatever you need). Please avoid overuse of this option as it interferes with your classmate's ability to complete their own assignments.

NOTE: We honor most, but not all, requests for extensions.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the

end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:
Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>