

ABOUT THE COURSE

Family Life Education (FLE) is the effort made by professionals to strengthen families through social science education. Help students *identify, apply, and practice* the skills and strategies needed to become: 1) a healthy individual, partner, parent, and child; and, 2) an influential educator and practitioner in empowering families to use the skills, strategies, and resources available to develop healthy relationships and improve well-being.

INSTRUCTOR:

Victor William Harris, Ph.D.
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TEACHING ASSISTANT

TBD

OFFICE HOURS:

By appointment

Department of Family, Youth
and Community Sciences

UNIVERSITY COURSE DESCRIPTION:

Educational techniques for family life educators and human service providers who will help individuals and families address key issues of development and human relationships at each stage of the life cycle.

TEACHING PHILOSOPHY AND INSTRUCTION:

My teaching philosophy and instruction are designed to challenge you, the students, to apply the principles of family, youth, and community sciences to your personal lives as you contribute to the improvement of yourselves, your relationships, and your surrounding communities. I value class participation and seek to balance teaching presentations with the opportunity for you to demonstrate your grasp and practical application of the subject matter. Each course, unit, and/or presentation is, therefore, designed with the following three teaching principles in mind: 1) Make learning fun and interesting; 2) Communicate new information and elicit new perspectives about old information; and, 3) Create opportunities to identify, apply, and practice new potential life skills.

COURSE OBJECTIVES:

1. **Identify** basic concepts, definitions, and approaches that are used in the study of family life education.
 - **Discover** effective curriculum building strategies and methods including using the *Attention, Interact, Apply, Invite – Fact, Think, Feel, Do* teaching methodology.

- **Recognize** types and needs of individuals and families of various backgrounds.
 - **Understand** how to support and empower individuals, families, and communities through respectful, reciprocal relationships.
2. **Apply** knowledge of context, human development, family studies, program design, evaluation, and teaching strategies to implement effective methods of family life education.
- **Develop** methodologically sound curriculum plans and teach these plans effectively in class and in the community.
 - **Gain** a basic ability to develop, implement, and evaluate family life education programs in various settings.
 - **Internalize** ethical and professional practices within the family setting including applying the ethical decision-making process to working with families.
3. **Demonstrate** the communication and facilitation skills necessary to educate individuals, couples, parents, and children about how to improve family relationships in healthy ways and increase well-being.
- **Communicate** effectively in written form including the correct use of APA style.
 - **Design** educational programs and curricula.
 - **Improve** oral presentation skills, interpersonal skills, and teamwork skills.

COURSE RESOURCES:

Text (Bookstore and Course Reserve in Library West)

Darling, C.A. & Cassidy, D. (2014, or latest version). *Family life education: Working with families across the life span* (3rd or latest ed.). Long Grove, IL: Waveland Press. (ISBN 1-57766-465-5)
(Required)

Gonzalez-Mena, J. (2014, or latest version). *50 strategies for communicating and working with diverse families* (3rd or latest ed.). New Jersey: Pearson. (ISBN 978-0-13-700231-3)
(Required)

Harris, V.W. (2010). *Marriage tips and traps: 10 secrets for nurturing your marital friendship*. Plymouth, MI: Hayden-McNeil. (ISBN 978-073804002-8) **(Not Required)**

Supplemental Readings (Posted on e-Learning/Canvas)

COURSE ACTIVITIES AND POLICIES:

Class Notes & Digital Tools

If you miss class for any reason, you will need to get the notes from a classmate. Cell phones should be stored away from view during class. Laptops should be used for instructional purposes only.

GRADING

Your grade will be based on the following components and calculated using the scale below:

Components	Points
Assessment 1 (25 Total Assessments–Drop 5) @ 5-10 pts. each	100
Assessment 2A (20); 2B (50); 2C (50); 2D (30)	150
Assessment 3A ((60); 3B (40)	100
Assessment 4A (100); 4B (100); 4C (100); 4D (50)	350
Comprehensive Exam	150
Total Points	850

Grade Scale	Percentage Range	~Points
A	93 - 100%	787 – 850
A-	90 - 92%	761 – 786
B+	87 - 89%	736 – 760
B	83 - 86%	702 – 735
B-	80 - 82%	676 – 701
C+	77 - 79%	651 – 675
C	73 - 76%	617 – 650
C-	70 - 72%	591 – 616
D+	67 - 69%	566 – 590
D	63 - 66%	531 – 565
D-	60-62%	506 – 530
E	59% and below	505 or less

Area of Specialization in Family Life Education

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida's Certified Family Life Education Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare students to meet standards for provisional certification as a family life educator. You may email Dr. Jennifer Doty, the CFLE advisor, at jennifer.doty@ufl.edu for details.

COURSE SCHEDULE:

*Zoom Link: <https://ufl.zoom.us/my/victorwharris> Textbooks: **Family Life Education; ***50 Strategies; ****Marriage Tips & Traps

UNIT	WEEK	DATE	TOPIC (Mapped Objectives 1-3)	READINGS & ASSESSMENTS (Mapped Objectives 1-3)	Total Pts.	
	1	M 1/9*	<ul style="list-style-type: none"> • Introductions • Course Overview (Mapped Objectives 1 & 2) • FLE Education in the Real-World – The SMART Couples Project 	<ul style="list-style-type: none"> • Teaching Object Lesson 1. Top 5 Q & A “Look for” & “Mark” Syllabus Activity Submit Top 5 (5 pts.) 		
		W 1/11	PART I: FIELD OF FAMILY LIFE EDUCATION (FLE) <ul style="list-style-type: none"> • What is Family Life Education? • Welcoming Everybody? (Objectives 1 & 2) 	<ul style="list-style-type: none"> • 2. Quiz-Chapter 1 (FLE**) & 1-5 (50***) (5 pts.) Due Before or in Class (see instructor) 		
		F 1/13	<ul style="list-style-type: none"> • Brief History of Learning • Mace’s Model of Change • AIAI-FTFD Teaching Model - Targeting Skills & Learning Outcomes (1 & 2) 	<ul style="list-style-type: none"> • 3. Quiz-Readings 1-2 (5 pts.) • In Class Assessment AIAI-FTFD Mini-Teaching Outline; Model of Change 		
	2	M 1/16	<ul style="list-style-type: none"> • Holiday (No Class) 			
		W 1/18	<ul style="list-style-type: none"> • 8 Skills Every Teacher Should Have • The Art and Science of Teaching • Do’s and Don’ts of Teaching • AIAI-FTFD & 5-min Presentations (In Groups of Two) (1, 2, 3) 	<ul style="list-style-type: none"> • 4. AIAI-FTFD Mini-Teaching Outline (5 pts.) • 5. Quiz-Reading 3 (5 pts.) • Introduce Assessment 6 & 7 Review #2A, #2B, & #2C 		
		F 1/20	<ul style="list-style-type: none"> • Professional Development • AIAI-FTFD Preparation and Delivery – You Teach Me! • Review AIAI-FTFD Teaching Model (1 & 2) 	<ul style="list-style-type: none"> • No Quiz-Chapter 2 (FLE) 6 & 7. Practice Teaching Outline Due Ch. 2 (10 pts.) • Review Assessment #2A, #2B, & #2C 		
	3	M 1/23	PART II: PRACTICE OF FLE <ul style="list-style-type: none"> • Teaching Topic/Teaching Philosophy • Understanding Your Audience Honoring and Working w/ Diversity (Mapped Objectives 1 & 2) 	<ul style="list-style-type: none"> • 8. Quiz-Chapter 3 (FLE) & 15-21 (50) (5 pts.) • #2A: Teaching Topic/ Teaching Philosophy Due (20 pts.) 		
		W 1/25	<ul style="list-style-type: none"> • AIAI-FTFD Teacher Evaluation (Discussion Groups) (1 & 2) 	<ul style="list-style-type: none"> • 9. Quiz-Reading 4 (5 pts.) • #2B: Teacher Evaluation Due (50 pts.) (Note: You must evaluate a teacher outside of the FYCS Dept.) 		
		F 1/27	<ul style="list-style-type: none"> • Introduction to U-MET • Assign U-MET Groups • U-MET Review & Preparation (1 & 2) 	<ul style="list-style-type: none"> • U-MET (MT&T****) • #2C: Research Lit. Review Due (50 pts.) (Minimum of 10 references for your topic) 		
	4	M 1/30	<ul style="list-style-type: none"> • Work in U-MET Groups (1 & 2) 	<ul style="list-style-type: none"> • Work in Groups 		

		W 2/1	<ul style="list-style-type: none"> Settings in Family Life Education (1 & 2) 	10. Quiz-Chapter 4 (FLE) (5 pts.)	
		F 2/3	<ul style="list-style-type: none"> Teaching Outline (<i>First Draft</i>) (Discussion Groups) (1, 2, 3) 	<ul style="list-style-type: none"> #3A: Teaching Outline First Draft Due (60 pts.) 	
	5	M 2/6	<ul style="list-style-type: none"> Program Design in Family Life Education (1 & 2) 	11. Parent Education Mini-Assessment (5 pts.) No Quiz-Chapter 5 (FLE)	
		W 2/8	<ul style="list-style-type: none"> Implementation of Family Life Education (1 & 2) 	12. Quiz-Chapter 6 (FLE) (5 pts.) <ul style="list-style-type: none"> Teaching Outlines Returned 	
		F 2/10	Practice Teaching (30-min.) (1, 2, 3)	<ul style="list-style-type: none"> #4A: Teaching (1/5) Due (100 pts.) Evaluation/Discussion in Teaching Groups Due (20%) 	
	6	M 2/13	<ul style="list-style-type: none"> The Art of Storytelling (1, 2, 3) 	<ul style="list-style-type: none"> In Class Storytelling Mini-Assessment Introduced 	
		W 2/15	<ul style="list-style-type: none"> Teaching with Games (1 & 2) 	13. In class Storytelling Mini-Assessment Due (5 pts.)	
		F 2/17	Practice Teaching (30-min.) (1, 2, 3)	<ul style="list-style-type: none"> #4A: Teaching (2/5) Due (100 pts.) Evaluation/Discussion in Teaching Groups Due (20%) 	
	7	M 2/20	<ul style="list-style-type: none"> Using Technology to Teach (1 & 2) 	14. Guest Speaker/Video (In Class Evaluation Due) (5 pts.)	
		W 2/22	<ul style="list-style-type: none"> Collaborative, Cooperative, and Problem-Based Learning (1 & 2) 	<ul style="list-style-type: none"> #2D: Site Visit Due (30 pts.) 	
		F 2/24	<ul style="list-style-type: none"> Evaluation of Family Programs (1 & 2) 	No Quiz-Chapter 7 (FLE) & Reading 6 Assessment 15. Evaluation of Family Programs—Part 1 (5 pts.)	
	8	M 2/27	<ul style="list-style-type: none"> U-MET Preparation (Groups) 	16. *MUST BE IN ATTENDANCE- WORK WITH YOUR GROUP* (5 pts)	
		W 3/1	PART III: CONTENT OF FLE <ul style="list-style-type: none"> Relating Theory to Practice (1 & 2) 	17. I Have a Question Mini-Assignment-Chapter 8 (FLE) (5 pts.)	
		F 3/3	Practice Teaching (30-min.) (1, 2, 3)	<ul style="list-style-type: none"> #4A: Teaching (3/5) Due (100 pts.) Evaluation/Discussion in Teaching Groups Due (20%) 	
	9	M 3/6	<ul style="list-style-type: none"> Approaches to Sexuality Education (1 & 2) 	18. Quiz-Chapter 9 (FLE) & Reading 7 (5 pts.)	
		W 3/8	Practice Teaching (30-min.) (1, 2, 3)	<ul style="list-style-type: none"> #4A: Teaching (4/5) Due (100 pts.) Evaluation/ Discussion in Teaching Groups Due (20%) 	
		F 3/10	Practice Teaching (30-min.) (1, 2, 3)	<ul style="list-style-type: none"> #4A: Teaching (5/5) Due (100 pts.) Evaluation/ Discussion in Teaching Groups Due (20%) 	

March 13-17 SPRING BREAK

11	M 3/20	Marriage & Relationship Education (1 & 2) See <i>smarcouples.org</i>	19. Quiz-Chapter 10 (FLE) & Readings 8-10 (5 pts.)	
	W 3/22	<ul style="list-style-type: none"> • U-MET Day 1 (1, 2, 3) E.C.: <i>Bring Romantic Partners, Friends</i>	<ul style="list-style-type: none"> • Reading: Principles 1&3 (MT&T) #4B: U-MET Presentation/Evaluation (20%) 	
	F 3/24	<ul style="list-style-type: none"> • U-MET Day 2 (1, 2, 3) E.C.: <i>Bring Romantic Partners, Friends</i>	<ul style="list-style-type: none"> • Reading: Principles 2&5 (MT&T) #4B: U-MET Presentation/Evaluation (20%) 	
11	M 3/27	<ul style="list-style-type: none"> • U-MET Day 3 (1, 2, 3) E.C.: <i>Bring Romantic Partners, Friends</i>	<ul style="list-style-type: none"> • Reading: Principle 4&8 (MT&T) #4B: U-MET Presentation Evaluation (20%) #3B: Revised/Detailed Teaching Outline Due-40pts. 	
	W 3/29	<ul style="list-style-type: none"> • U-MET Day 4 (1, 2, 3) E.C.: <i>Bring Romantic Partners, Friends</i>	<ul style="list-style-type: none"> • Reading: Principles 6&7 (MT&T) #4B: U-MET Presentation/Evaluation (20%) 	
	F 3/31	<ul style="list-style-type: none"> • Partnerships with Families and Communication (1 & 2) 	20. Handout-Chapter 6-12, 28-32 (50) Handout Due (5 pts.)	
12	M 4/3	<ul style="list-style-type: none"> • U-MET Day 5 (1, 2, 3) E.C.: <i>Bring Romantic Partners, Friends</i>	<ul style="list-style-type: none"> • Reading: Principles 9&10 (MT&T) #4B: U-MET Presentation/Evaluation (20%) 	
	W 4/5	<ul style="list-style-type: none"> • Family Participation and Education Meetings and Conferences (1 & 2) 	21. Handout-Chapter 22-27, 33-37 (50) (5 pts.)	
	F 4/7	Parenting Education (1 & 2)	22. Quiz-Chapter 11 (FLE) (5 pts.)	
13	M 4/10	Parenting Education (1 & 2)	Chapter 11 (FLE) Discussion Introduce Take Home Assessment	
	W 4/12	<ul style="list-style-type: none"> • International Perspectives on Family Life Education (1 & 2) Study Abroad 	23. Quiz-Chapter 12 (FLE) Introduce Take Home Ethics Assessment	
	F 4/14	<ul style="list-style-type: none"> • Ethics in Family Life Education Working with Specific Issues (1,2,3) 	24. Reading 5 (Canvas) Take Home Assessment Due in Canvas (10 pts.) Required	
14	M 4/17	<ul style="list-style-type: none"> • Working with Parents Around Specific Issues • Challenging Conversations (1 & 2) 	25. Handout-Chapter 38-50 (50) (5 pts.)	
	W 4/19	<ul style="list-style-type: none"> • Thinking/Application Presentations (1, 2, 3) 	<ul style="list-style-type: none"> • #4D: Thinking/Application Paper/Presentation Due In Class (2-min. each) (50pts.) 	
	F 4/21	<ul style="list-style-type: none"> • Thinking/Application Presentations (1, 2, 3) 	<ul style="list-style-type: none"> • #4D: Thinking/Application Paper/Presentation Due In Class (2-min. each)(50pts.) 	
15	M 4/24	<ul style="list-style-type: none"> • Preparation for Final Exam (1, 2, 3) 	<ul style="list-style-type: none"> • Exam Instructions Review (syllabus) #4C: Community Teaching Due 	

				(100 pts.)	
		W 4/26	• Comprehensive Exam (1, 2, 3)	• Gator/CITT Evaluations: 75%: Extra 10-minutes (total) 90%: Extra 15-minutes (total)	
Final	16	TBD	• Final Grades	• Final Grades	

Exams

A comprehensive exam will be administered for this course synthesizing all you have learned from the textbooks, readings, assessments, activities, media, technology, teacher training, guest speakers, marriage enhancement training, etc. The comprehensive exam will be worth 150 points and will consist of multiple choice and matching questions (1 pt. each; 50 pts.) as well as designing a basic family life education program, including a teaching outline and an evaluation assessment (100 pts.). If 75% of students complete the GatorEval the class will get an extra 10 minutes on the exam and, if a 90% completion rate is reached, then the class will receive an extra 15 minutes.

Class Notes

If you miss class for any reason, you will need to get the notes from a classmate. I do not post notes or PowerPoints online because I expect you to be in class.

Assessments

All assessments must be submitted in person in a hard copy format or in Canvas depending on the class format (in-class or virtually). Assessments are due prior to or in class at the beginning of class on the due date (NO EXCEPTIONS).

- For each assessment, type your UF ID number in the top LEFT-hand corner of the paper (1 pt.).
- Read the requirements closely before turning in the assessment. Use the *Criteria for Grading* sheet listed at the end of the syllabus for specific assessment details. The *Criteria for Grading* sheet will be returned to you with your assessment, your total points, and your final assessment grade.
- Type your assessments using Times New Roman or a similar font, 11-12 point size, with 1 inch margins. All assessments **MUST** be typed.
- Points will be taken off for writing that is not university quality. Make sure to proofread all assessments. Use the APA format and grammar guides at the end of the syllabus.
- **MAKE AND KEEP A COPY OF ALL ASSESSMENTS BEFORE YOU TURN THEM IN.** It is your responsibility to be able to prove you did the assessment if the need arises.

- **LATE ASSESSMENTS MAY ONLY BE ACCEPTED FOR ONE (1) WEEK** after the assessment is due until 11:59 p.m. After these dates, late work will not be accepted for any reason. **NO EXCEPTIONS. All late work will automatically be deducted 20%.**

ASSESSMENTS AND GROUP PRESENTATIONS:

Assessments and Sub-Assessments

Four principle assessments are required with their respective sub-assessments. The assessments are writing intensive so be careful to use appropriate grammar, syntax and, most importantly, APA style when necessary.

Assessment #1: Pre-class or In Class Assessments

Twenty-five (25) assessments including pop quizzes, handouts, reaction papers, mini- or take home assessments, activities, practice teaching outlines, etc. will be administered throughout the semester for a total of 100 points. You will be allowed to drop five (5) if all assessments are attempted (some are mandatory). Attendance and participation will also be included under Assessment #1 and points may be awarded for both. **Late assessments WILL NOT be accepted.**

Quizzes: A quick 5-question pop quiz will be administered prior to, at the beginning of (first 5-minutes), or end (last 5-minutes) of selected classes which will cover the readings for that day. Each quiz will be worth up to five (5) points. If you are late, leave early, or miss the class, the quiz cannot be made up.

Handouts: A one- or two-page (front and back) handout synthesizing the salient concepts from all readings for that day will be turned in prior to or at the beginning (first 5-minutes) of selected classes. Handouts should have an applied focus and be targeted towards a lay audience or other Family Life Educators. Each handout will be worth up to 5 points. Don't forget to **cite all of the authors** using APA format within the text (e.g., Lee, 2008) and to include a reference list of the textbook and/or readings at the bottom of the handout. Don't forget to include your name in the upper left-hand corner.

Reaction Paper: A one- or two-page (front and back) reaction paper synthesizing the salient concepts from all the readings/or an event will be turned in prior to or at the beginning (first 5-minutes) of selected classes. Each reaction paper will be worth up to 5 points. Include your name in the upper left-hand corner.

Mini-Assessments – Activities: A take home mini-assessment or an in-class activity may be administered during selected classes. Each mini-assessment or activity is worth from 5-10 points.

Practice Teaching Outlines: Practice teaching outlines will be due prior to or at the beginning of selected classes (first 5-minutes) synthesizing information from the readings that you would like to teach to a lay

audience or to Family Life Educators. You will use the AIAI-FTFD teaching methodology to prepare your outlines. Each teaching outline is worth up to 5 points.

Attendance and Participation: Being on time to class and participation is required. Due to the nature of this course, attendance, participation, and practice with the assessments are essential to preparing to become future Family Life Educators. Therefore, you are expected to come to class ready to offer insights and examples relevant to the course readings and topics for the day.

Assessment #2: Preparation for Teaching

Assessment #2A: Topic Selection/Teaching Philosophy (see below for details)

Assessment #2B: AIAI/FTFD Teacher Evaluation Reaction Paper (see below for details)

Assessment #2C: Literature Review (see below for details)

Assessment #2D: Site Visit (see below for details)

Assessment #3: Teaching Outlines

Assessment #3A: Teaching Outline (First Draft) (see below for details)

Assessment #3B: Revised/Detailed Teaching Outline (see below for details)

Assessment #4: Teaching

Assessment #4A: Practice Teaching/Evaluation (in class) (see below for details)

Assessment #4B: U-MET Group Teaching/Evaluation (in class) (see below for details)

Assessment #4C: Community Teaching/Evaluation (in the community) (see below for details)

Assessment #4D: Thinking/Application Paper Presentation (see below for details)

Extra Credit: U-MET and Teaching (15 points total)

Up to fifteen (15) extra credit points will be awarded at the discretion of the instructor.

1. U-MET: Bring your romantic partner or good friend to the U-MET group presentations (Up to 2 pts. per visit)
2. Teaching: Complete an Extension training (Up to 5 pts.).
3. Complete an IRB-approved survey assessment (Up to 5 pts.).

*“Tell Me and I Forget, Teach Me and I Remember, Involve Me and I Learn”
~Benjamin Franklin*

Assessment #2A: Topic Selection/Teaching Philosophy. *Topic Selection (7 points):* The successful completion of this assessment requires the following: 1) Choosing a Family Life Education (FLE) teaching topic below addressed within the framework of one of the four major life stages: 1) Childhood; 2) Adolescence; 3) Adulthood; 4) Later Adulthood (**see Darling & Cassidy, 2014, Appendix A & B for specific topic details**).

Family Life Education Topic Areas

- | | |
|----------------------------------|----------------------------------|
| A. Families in Society | E. Interpersonal Relationships |
| B. Internal Dynamics of Families | F. Family Resource Management |
| C. Human Growth and Development | G. Parent Education and Guidance |
| D. Human Sexuality | H. Family Law and Public Policy |
| | I. Ethics |

When deciding which developmental stage (i.e., Childhood, Adolescence, Adulthood, or Later Adulthood) and FLE topic area (see A-I above) to teach, please be aware of the following considerations:

1. The topic you choose will also be the topic that you use to teach with in Assessments #4A (i.e., Practice Teaching/Evaluation) and #4C (i.e., Community Teaching). It is also the topic you will use to complete Assessment #2C.
2. Approval of the topic selection is due as outlined in the syllabus. You must write a brief paragraph about how your research topic will be of benefit to you as an educator and how you will develop and use this topic to teach and to serve the community. Bring it with you to class. You will turn it in then.
3. The topic must be specific in its scope. Possible examples include the following:

Topic Selection

- a. Helping Children Understand, Express, and Regulate Their Emotions.
- b. 10 Keys to Enhancing Parent-Adolescent Communication.
- c. The Do's and Don'ts of Balancing Work and Family in Early Adulthood.
- d. Social Security Benefits in Later Adulthood: What You Need to Know.

Teaching Philosophy (10 Points): A statement about teaching philosophy is required by many employers. The successful completion of this assessment will include the following:

- a. Write a succinct statement of teaching philosophy of no more than three paragraphs.
- b. Address your attitudes, values, and beliefs about teaching, 1) learning, 2) students, and how 3) targeting change through effective teaching can occur.

Assessment #2A: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#2A Topic Selection/Teaching Philosophy:	/20
1. <i>Topic Selection</i> and accompanying paragraph. (7 points)	/7
2. Statement of <i>Teaching Philosophy</i> . (8 points)	/8
3. Proper formatting (UFID in upper left-hand corner, font, university quality writing) (5 points)	/5
. Total Points/Final Grade	/20

Assessment #2B: Teacher Evaluation. Attend an educational lecture and evaluate the presenter's teaching based on the principles outlined in the Teaching Evaluation Form below. Did they use effective questions, an attention-grabber, interaction, application questions or stories, or give invitations to improve, practice, or gain a specific skill? Write a 1-2 page reaction paper and summary of what you felt was positive about the presentation as well as a few things you feel would have made their teaching more effective. **NOTE: You must evaluate a teacher outside of the FYCS Department. NO EXCEPTIONS.** Include the Teaching Evaluation Form with your paper.

Assessment #2B: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#2B Teacher Evaluation: <ol style="list-style-type: none"> 1. Name of presenter (1 point) 2. Presentation topic (1 point) 3. Evaluation of the presenters use of questioning techniques (e.g., FTFD) (8 points) 4. Evaluation of the presenters use of teaching methodology (e.g., AIAI) (8 points) 5. Evaluation of what was positive about the presentation (6 points) 6. Evaluation of what you feel could have helped the presenter to be more effective (6 points) 7. 5 things you will do to improve your teaching based upon what you learned (3 points each: 15 points total) 8. Proper formatting (UFID in upper left-hand corner, Teaching Evaluation Form attached, university quality writing (5 points) 	/50 /1 /1 /8 /8 /6 /6 /15 /5
Total Points/Final Grade	/50

Assessment #2C: Literature Review. Completion of this assessment requires using at least 10 sources **directly** related to your teaching topic which document key predictors/variables, sample characteristics, and findings. **Use the template provided for you in Canvas.** Your literature review will be graded according to the following criteria for grading:

Assessment #2C: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#2C Literature Review: <ol style="list-style-type: none"> 1. Title of topic. (1 point) 2. Predictor/Variable (1 pt./each article –10 points total) 3. Reference (APA citation) (1 pt./each article –10 points total) 4. Sample characteristics. (1 pt./each article –10 points total) 5. Key Findings (1 pt./each article –10 points total) 6. Proper formatting (UFID in upper left-hand corner , font, university quality writing (9 points) 	/50 /1 /10 /10 /10 /10 /9
Total Points/Final Grade	/50

Assessment #2D: Site Visit and Preparation for Community Teaching. You will be expected to visit the site where you are going to teach and compile a 2-4 page site visit report prior to your community teaching. The site report should include the following: site location, site supervisor, proposed date for community teaching, available resources and resources still needed, target audience needs, special considerations, etc., and a summary of the visit (see criteria for grading below).

Assessment #2D: Criteria for Grading <i>(Mapped Objectives 1, 2 & 3)</i>	Points
#2D Site Visit and Preparation for Community Teaching:	/30
1. Site Location. (1 point)	/1
2. Name of site supervisor and contact information. (1 point)	/1
3. Proposed date for Community Teaching. (1 point)	/1
4. Available teaching resources: What is available?	
5. Is it adequate? What additional resources do you need? (5 points) Target audience: needs, special considerations, developmentally appropriate activities, variety, etc. (7 points)	/5
6. Summary of site visit: Overall impression, feelings about the site and your prospective audience, implications for teaching, delivery, flexibility, etc. (10 points)	/7
7. Proper formatting (UFID in upper left-hand corner, font, length, university quality writing) (5 points)	/10
	/5
Total Points/Final Grade	/30

Assessment #3A: Teaching Outline (First Draft). Completion of this assessment will include construction of a complete teaching outline (see model & outlines below) of your chosen teaching topic including assessing student needs, content (2-3 principles), target skills, objectives, overall goal, role (facilitator, expert, consultant), what the instructor will do, what the learner will do, content (facts, concepts, principles), mental processes, method, attention, interact, apply, target skills, invite, and fact, think, feel, do questioning techniques. Include any handouts and other teaching aids (60 points).

****Please note: You will need to hand your graded 3A assessment back in when you submit 3B.**

Assessment #3A: Criteria for Grading <i>(Mapped Objectives 1, 2 & 3)</i>	Points
#3A Teaching Outline (First Draft):	/60
1. UFID (1 point)	/1
2. Title of presentation (1 point)	/1
3. Student need assessment (3 points)	/3
4. Content (2-3 principles) (3 points)	/3
5. Target skills identified (cognitive, emotional, behavioral) (3 points)	/3
6. Objectives (3 points)	/3
7. Overall goal (3 points)	/3
8. Role (facilitator, expert, consultant) (3 points)	/3
9. What the instructor will do (3 points)	/3
10. What the learner will do (3 points)	/3
11. Content (facts, concepts, principles) (2 points)	/2
12. Mental processes (2 points)	/2
13. Method (2 points)	/2

14. Use of Attention, Interact, Apply, Target Skills, Invite methodology (9 points)	/9
15. Use of Fact, Think, Feel Do questioning techniques (9 points)	/9
16. Overall professional look of teaching outline, handouts, teaching aids, target skills chart (10 points)	/10
Total Points/Final Grade	/60

Assessment #3B: Revised/Detailed Teaching Outline (Second Draft). A revised version of Assessment #3A (see criteria for grading below) **based upon what you learned and would like to change from your practice teaching experience** (40 points). ****Please note: You need to hand in your original Assignment 3A submission and graded Criteria for Grading rubric with your Assignment 3B submission.**

Assessment #3B: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#3B Revised/Detailed Teaching Outline (Second Draft):	
1. Revision of criteria items 1-7, Assessment #3A (10 points)	/40
2. Revision of criteria items 8-13, 16, Assessment #3A and addition of a game/technology (10 points)	/10
3. Revision of 14, Assessment #3A and incorporation of storytelling, 1A.13 (10 points)	/10
4. Revision of 15, Assessment #3A (10 points)	/10
Total Points/Final Grade	/40

Assessment #4A: Practice Teaching/Evaluation (in class). Completion of this assessment will include the following:

1. Teach an audience of up to five people using your *Teaching Topic Outline* as your guide.
2. Each audience member will evaluate your teaching using the *Teaching Evaluation Form* (Class Evaluator) below.
3. You must also evaluate your own teaching using the *Teaching Evaluation Form* (Personal Evaluation) below.
4. You must turn in the completed student evaluations and your own evaluation to the instructor in class the day of your teaching. Your score for this assessment will then be posted in Canvas.

Assessment 4A: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#4A Practice Teaching/Evaluation: Your overall presentation score will be based upon averaging your audience member evaluations, your own evaluation, and the instructor's overall evaluation. (100 points)	/100
1. Audience member evaluations completed and turned in to the instructor	/100
2. Your personal evaluation of your teaching.	Averaged /100
[Note: If you are gone for any of the other group members presentations, or you fail to complete an evaluation form and give it to the presenter so they can turn it in, your overall score for this assessment will be deducted 20% for each time you miss or fail to fill out a completed evaluation form.]	
Total Points/Final Grade	/100

Assessment #4B: U-MET Group Teaching/Evaluation (in class). Completion of this assessment will include the following:

1. Teach the class with your assigned group using your *U-MET Teaching Outline* as your guide and provide a handout using the U-MET handout template.
2. Each audience member will evaluate your overall teaching as a group using the *Teaching Evaluation Form* below (Class Evaluator).
3. You must also evaluate your own teaching using the *Teaching Evaluation Form* (Personal Evaluation) below.
4. You must turn in the completed student evaluations and your personal evaluations to me in class the day of your teaching. Your score for this assessment will then be posted in Canvas.

Assessment #4B: Criteria for Grading	Points
<i>(Mapped Objectives 1, 2 & 3)</i>	
<p>#4B U-MET Group Teaching/Evaluation: Your overall presentation score will be based upon averaging your audience member evaluations, your own evaluation, and the instructor's overall evaluation. (100 points)</p> <ol style="list-style-type: none"> 1. Audience member evaluations completed and turned in to the instructor. If a member of your group did not pull his/her weight, please include the group member's name and the issue in your personal evaluation form. (100 points) 2. Your personal evaluation of your teaching. <p>[Note: If you are gone for any of the other group members presentations, or you fail to complete an evaluation form and give it to the presenter so they can turn it in, <u>your overall score for this assessment will be deducted 20% for each time you miss or fail to fill out a completed evaluation form. Being in attendance during these days is critical, so don't miss! 😊</u></p>	<p>/100</p> <p>/100 Averaged /100</p>
Total Points/Final Grade	/100

Assessment #4C: Community Teaching/Evaluation (in the community). Completion of this assessment will include the following:

1. Teach an audience of five, or more, community members using your **updated and Revised/Detailed Teaching Topic Outline** as your guide. Possible places to teach include high schools, middle schools, elementary schools, pre-schools, community centers, Head Start, Extension, Distance Education, CAPSA, 4-H, Teen Mother programs, etc. You **may** teach at a religious organization.
2. The community supervisor will evaluate your teaching using the *Teaching Evaluation Form* (Community Evaluator) below. You must also evaluate your own teaching using the *Teaching Evaluation Form* (Personal Evaluation) below.
3. You must turn in the completed supervisor's evaluation and your own personal evaluation to me, the instructor, in class on or before the due date.
4. **DON'T MISS THIS: You must also turn in to me the following: (1) your refined and FINAL updated teaching outline; (2) a one-page research summary of the essence of your presented topic with APA references; 3) a two-page field report that tells about the place, date, number of attendees, description of your teaching room and situation, your comments on how it went, and your perceptions of the attendees.**

Assessment #4C: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#4C Community Teaching/Evaluation:	/100
1. Community supervisor evaluation completed and turned in to the instructor along with your own evaluation. (6 points)	/6
2. Presentation score based upon community supervisor's evaluation and your own personal evaluation. (40 points)	/40
3. Your refined and updated FINAL Revised/Detailed Teaching Topic Outline after your community presentation based upon what you will do differently the next time you teach this topic. (20 points)	/20
4. A one-page research summary of the essence of your topic that you have taught to your audience with references (if applicable). (20 points)	/20
5. A two-page field report that tells about the place, date, number of attendees, description of your teaching room and situation, your comments on how it went, your perceptions of the attendees. (14 points)	/14
Total Points/Final Grade	/100

Assessment #4D: Thinking/Application Paper, Presentation. The paper portion of this assessment should be no more than four-pages and no less than two-pages. Please address the three questions below as insightfully as you can. **You will need to use your “Insights and Changes to My Teaching” entries you have compiled during the semester** to record insights you gained and any changes that occurred to your teaching throughout the course. Please make sure the writing flows and is grammatically correct. This assessment is critical because it will help you apply all that you have learned in this course to your own experience. Please address the following as insightfully as you can:

1. What are the Top 10 things that have impacted you from this class and why? (1 page) (20 pts.)
2. Name 5 things you will do differently, or changes you will make in your teaching, as a result of what you have learned in this class and how you will accomplish these 5 changes? (1/2 page) (15 pts.)
3. Based upon what you have learned, share 5 insights into how family life educators, researchers, and therapists can better address the needs of diverse audiences through teaching and educational programming? (1/2 page) (15 pts.)

Briefly share with us the highlights during your presentation. Note: Your presentation will be 1-2 minutes maximum in duration.

Assessment #4D: Criteria for Grading (Mapped Objectives 1, 2 & 3)	Points
#4D Thinking/Application Paper/Presentation:	/50
1. Top 10 things that impacted you from this class and why (20 points)	/20
2. 5 things you will do differently, or changes you will make in your teaching, as a result of what you have learned in this class and how you will accomplish these 5 changes? (15 pts.)	/15
3. 5 insights into how to better address audience needs (15 points)	/15
Total Points/Final Grade	/50

Teaching Techniques
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The success and effectiveness of any instruction will depend upon you as the teacher. A quick review of a two AIAI-FTFD teaching techniques might be helpful. Teachers from many disciplines have used these techniques in one form or another to aid them in their pursuit of successful teaching. Please make sure to be sensitive to the various kinds of participants who are in your classes (i.e., singles, divorcees, distressed couples, etc.) and be sensitive about making inferences, implied or otherwise, to cultural and gender issues.

Technique 1 – AIAI: Attention, Interact, Apply, Invite

Attention – Before a teacher can teach effectively, s/he must catch the participants' attention so they are prepared to be taught. Neglecting this technique has been the downfall of many teachers who otherwise could have been successful. A short humorous story, joke, video clip, object lesson, dramatization, question, game, etc., that creates interest in discovering what will be taught in the specific class or workshop can be very effective attention ideas. For the attention idea to be effective, it must be able to take the participants' minds off of the outside distractions/influences they may have entered the classroom with and focus the participants as a unified whole on discovering the information you are about to lead them into. The attention idea need not be lengthy. In fact, it is better if it is not. *Note:* The attention technique may be used to help participants re-focus during any topic transition.

Interact – (**Teaching interactively**) Next, the teacher proceeds with the introduction of the class or workshop information. Effective teachers use interaction methods such as insightful questioning, object lessons, participant sharing, stories, dramatizations, group activities, etc., that center on the participant and not the teacher. In other words, the general mindset that the effective teacher should have is as a facilitator of information and discussion, not as a stand-and-deliver lecturer.

Apply – (**Participants personalize through “hands-on” activity**) After a principle is taught, the teacher must help the participants to make application of the principle to their own lives. A critical key to effective teaching is to spend as much time on helping participants applying the principles and information as possible. This intentional focus can help them access potential new knowledge and skills that can facilitate change in their lives and their relationships.

Invite – Lasting change is less likely to occur unless the participants are invited to choose a principle or a piece of information from each class or workshop they can add to their repertory of relationship skills. Therefore, in each instructional setting a homework assessment will be given and individuals/couples will each be invited to commit to choose at least one skill they would like to work on before the next class or workshop. You are strongly encouraged to invite both individuals and couples to share their progress at the beginning of the following class or workshop.

The AIAI steps may be repeated as needed to enhance the delivery of information to suit each class or workshop. For example, you may repeat the AIAI steps when transitioning to a new topic within the same workshop or you may use another “A” or “I” or “A” or “I” as needed within the AIAI sections.

Technique 2 – FTFD – Effective Questioning Techniques

Effective questioning begins with an understanding of the **FTFD** method of questioning.

- **F is for Fact** – Initial questioning begins with questions that are factual in nature. For example, “What is the current divorce rate in the nation?” or “Name one key to enhancing and maintaining a healthy marriage?”
- **T is for Thinking** – Thinking questions mark the next stage in the process of helping participants conceptualize the principles and to move toward the application of the principles into their individual lives. For example, a teacher might ask, “Why do you think the divorce rate is so high?” or, “Why do you think **C**ommunication, **C**onflict management, and **C**ommitment might be considered three major keys to a successful marriage?”

This kind of lateral thinking can be used for every kind of attention or interaction idea. For example, a teacher might ask, “Now, why do you think I would show you this video clip, tell you this story, or use this example?” Similarly, the teacher might ask, “What does this object lesson have to do with your marriage?” The participants are then free to move to a deeper level of thinking – a level that prepares them for the next levels of application – feeling and doing.

- **F is for Feeling** – This is the level of questioning where the majority of individual and couple change will take place. For example, a teacher might ask the participants, “How do you feel about this principle or about what we have discussed?” or, “How do you feel about your conflict management style and how it contributes to or detracts from your relationship?”
- **D is for Doing** – As the participants begin to make application of the principles and information being taught, they need to be invited to do something to enact change in their lives. This invitation can be initiated by the teacher, by the participant’s individual psyche, or by one or both members of the couple. For example, a teacher might say, “I would invite you to choose one thing you would like to work on as a couple for the next week” or, “I would like you to think about conflict management. Is there something you could do differently that would help you manage conflict more efficiently?” or, “Was there a time during the workshop when you felt there was something you could specifically do that could benefit your relationship? I invite you to choose that one item/skill and to work on it as your homework assessment for the coming week.

Note: It is essential to use **Fact, Think, Feel** questions during each part of the AIAI presentation. For example, you might use one or more **Fact** questions during the **Attention** step; one or more **Think** questions during the **Interaction** step; one or more **Feel** questions during the **Application** step; and one or more **Do** questions during the **Invite** step. This will keep participants engaged and able to personalize the information presented. However, the **Fact, Think, Feel, Do** questions may be used wherever needed during the AIAI process – interchangeably.

The AIAI-FTFD Start-to-Finish Teaching Model
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Preparation: Topic

Target Audience: Student Need(s): Content 2-3 Concepts/Principles I will teach: 1. 2. 3.		Overall Goal:			
Target Skills-Cognitive (knowledge), Emotional (confidence - attitude change), and Behavioral (skills) Processes: 1. Cognitive (C) - 2. Emotional (E) - 3. Behavioral (B) -		Objectives (mapped to target skills): 1. (C) - The learner will identify ... 2. (E) - The learner will apply ... 3. (B) - The learner will practice ...			
AIAI-FTFD Variety: Role: Expert, Facilitator, or Consultant (Circle One)					
Unit/Section	Instructor Will Do (List Items)	Learner Will Do (List Items)	Content (Circle Items)	Mental Processes (Circle Items)	Method (Circle Items)
	1. Cognitive → 2. Emotional → 3. Behavioral →	1. Cognitive 2. Emotional 3. Behavioral	<i>This lesson will use:</i> 1. Facts 2. Concepts 3. Principles	<i>This lesson will engage:</i> 1. Remember 2. Understand 3. Apply 4. Analyze 5. Evaluate 6. Solve 7. Create 8. Design	<i>This lesson will use:</i> 1. Audio 2. Visual 3. Praxis
Delivery: Lesson Outline			Role: Expert, Facilitator, Consultant		
Attention: Interaction: Apply: Practice Target Skills: Cognitive, Emotional, Behavioral (5-10 minutes) Invite:			Question Types: -Fact -Think -Feel -Do		

AIAI-FTFD TEACHING MODEL

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Course/Class Preparation Example

Topic: Effective Teaching Using The AIAI-FTFD Teaching Method

Part A: Preparation

<p>Target Audience: UF FYC 4503 Students</p> <p>Student Need(s): competence, growth</p> <p>Principles: 1) Assist students to identify and understand the AIAI/FTFD Teaching Model components.</p> <p>2) Assist students to apply the AIAI/FTFD Teaching Model to their own context and to then evaluate their own teaching presentation using the Model.</p> <p>3) give students opportunities to practice the identified skills.</p>		<p>Overall Goal: Assist teachers to understand/apply/evaluate the AIAI/FTFD methodology and to use this information to potentially increase their skills in creating/designing their own presentations.</p>			
<p>Target Skills-Cognitive, Emotional, Behavioral Processes:</p> <p>1) Students will identify, apply, and practice the AIAI/FTFD Teaching Model methods by using them to evaluate their own presentations.</p> <p>~Cognitive Outcomes - more prepared ~Emotional Outcomes - feel more confident ~Behavioral Outcomes - score more often in teaching</p>		<p>Objectives: 1) Students will identify and understand empirically-informed and systematic teaching practices.</p> <p>2) Students will apply empirically-informed and systematic teaching practices and incorporate them into their teaching tool box.</p> <p>3) Students will practice and evaluate their presentations through the lens of the AIAI/FTFD Teaching Model and other instructional and learning strategies.</p>			
<p>Role: <u>Facilitator</u>, Expert, Consultant (Circle One) Delivery Strategies: AIAI, FTFD, Variety</p>					
Unit/ Section	Instructor Will Do	Learner Will Do	Content (Circle Items)	Mental Process (Circle Items)	Method (Circle Items)
	<p>1) Teach and model the AIAI-FTFD method through engaging instruction;</p> <p>2) Assist students to apply and gain confidence in using the AIAI-FTFD teaching method;</p> <p>3) Provide students with multiple opportunities to practice and use the AIAI-FTFD teaching method.</p>	<p>1) Learn the AIAI/FTFD teaching method;</p> <p>2) Gain confidence in applying the AIAI-FTFD teaching method to their own teaching styles;</p> <p>3) Practice and become competent in using the AIAI-FTFD teaching method.</p>	<p>1. Facts</p> <p>2. <u>Concepts</u></p> <p>3. <u>Principles</u></p>	<p>1. <u>Remember</u></p> <p>2. <u>Understand</u></p> <p>3. <u>Apply</u></p> <p>4. Analyze</p> <p>5. <u>Evaluate</u></p> <p>6. <u>Solve</u></p> <p>7. Create</p> <p>8. Design</p>	<p>1. <u>Audio</u></p> <p>2. <u>Visual</u></p> <p>3. <u>Praxis</u></p>
<p>Notes: 1. Elicit 3-5 Responses Per Question 2. Remember to Discuss and Validate Each Response 3. Bounce Some Questions Off Of The Students To Increase Discussion</p>					

4. Don't Apologize or Say "Um" or "Uh"

Part B: Delivery

Attention: (Fact) How many of you had a favorite teacher growing up?

(Fact) Who were they and what did they teach?

Interaction: (Think) What are some things they did that made them

a favorite teacher of yours? (Discuss & Validate - D & V)

(Think) What are some other things effective teachers

do? D & V

~Introduce AIAI-FTFD Teaching Model and Methods

(Think) Which of these methods did your favorite teacher use?

Apply*: (Feel) What would you say is the #1 thing you do

that has helped you feel effective in teaching and

why? D & V (Feel) What AIAI-FTFD strategies have you used? D & V

*Practice Target Skill: Cognitive/Emotional/Behavioral

***Practice Activity:** Use AIAI-FTFD to evaluate a past teaching presentation.

(Feel) What did you learn from this exercise about your teaching? D & V

How can a strategy like AIAI-FTFD enhance your teaching in the future? D & V

Invite: (Do) What are some things *you will do* to be more methodologically

sound and systematic in your teaching? D & V

Invitation-Do more of what we know works in teaching and less of what doesn't, according to our own context and teaching style.

Brief FLE Subject Teaching Outline Example (Ch. 1, FLE)

***Attention:** Story – Traveling to Japan, Philippines, Diego Garcia, Turkey, Jordan, Egypt, Greece, etc. Love the history, but especially the people.

****Fact?:** *What are the four great ages for families in the history of the world?*
(Give them the first one)
-Hunter-Gatherer
-Agricultural
-Industrial (Wales mines)
-Information/Technology

Think?: *What were/are some of the unique characteristics of families during each of these ages?*

Discuss & Validate (D & V)

Interaction: Let's connect past to present and discuss some family and related trends. *Think about* trends related to:

-single parents, single adults, marriage, remarriage, parenting, stepfamilies, mothers in the workforce, older Americans, divorce, education, income, other trends

Discuss Trends (D & V)

Application: Feel?: *So why do we as Family Life Educators (FLEs) care about Past, present, and future trends/information related to families?*

(D & V)

Feel?: *Choose individuals and ask, "How can knowing these trends and information help you as a FLE?"*

(D & V)

Fact/Think?: *What differentiates family life education from family therapy and case management? Why? What? When? For Whom? How?*

Think: *What levels of the Family Involvement model can you as a FLE practice? Why? How?* (D & V)

Feel?: *What family service area(s) are you most interested in working in? Why?* (D & V)

Invitation: Do?: *What will you do with this information you have gained to help you become a more effective FLE?* (D & V)

I would invite you to do all you can this semester to learn about the past and current trends, issues, and skills so you can become an effective FLE.

* AIAI methodology as underlined.

**FTFD questions are designated in italics.

Assessment _____

Teaching Evaluation Form

Date _____

Title of Presentation:

Rating Scale: 1 2 3 4 5 6 7 8 9 10
Poor → Good → Excellent

Names of Presenter or Presenters: 1.
2. 4.
3. 5. 6.
7.

1. Presenter(s) scores on the following:

- ___/10 **Preparation:** How well prepared was the presenter(s) today (e.g., using AIAI)?
- ___/10 **Attention/Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation (i.e., **They caught your Attention!**)
- ___/10 **Content/Information:** Presented some new information or new perspectives on old information
- ___/10 Included a handout for each member of the audience and one for the instructor/supervisor
- ___/10 **Interaction:** Asked good facilitating questions (e.g., using FTFD)
- ___/10 Engaged and involved the class in the presentation (e.g., discussed and validated well)
- ___/10 **Application:** Applied the information to class members' lives personally.
- ___/10 Identified specific target skill(s) and provided a brief activity to allow class members to practice this skill in class during the presentation and a way to continue to practice it at home
- ___/10 **Invitation/Conclusions:** Synthesized the information well, reviewed what was taught during the presentation, and ***invited class members "to do" something*** based upon what they learned
- ___/10 Provided a target skill section in the handout and invited the audience to continue to practice the target skills practiced in class on their own at home
- ___/100 **Rating:** Score your overall evaluation of the presenter(s) presentation (add up each of the scores from above and place that number in front of the /100).

3. What aspects of the presentation did you feel the best about?

4. What would you recommend should be done *now* in terms of revisions?

5. **For Group Presentations Only:** Did everyone in the group participate and pull their weight. Points will be awarded or deducted based upon this evaluation. Please explain.

Check One ✓

Personal Evaluation of My Own/Group Presentation-Name: _____

Class Evaluator-Name: _____

Community Evaluator-Name: _____

Community Evaluator's Contact Information: _____

Insights & Changes to My Teaching

Week:

Frequency of Target Behaviors

Target Behavior:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Totals
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

NOTES:

4503 Final Exam Study Guide

You will need to know the information below from the text and the readings. Information from lectures, guest speakers, mini-assessments, and class activities may also appear on the exam.

- Family Life Education content areas (Ch. 1, Appendix A)
- History of learning; Mace's Model of Change (Lecture)
- AIAI-FTFD: Preparation and Delivery Model (Reading 1)
- Family Involvement & Domains of Family Practice Models; *Why? What? When? For Whom? How?* (Ch. 1)
- Foundations of ethics (Doherty; NCFR) (Ch. 2; Reading 5)
- Types of needs, Conducting a needs assessment, role of culture, developmental stages, generations, class, gender, race/ethnicity, family structure, special needs (Ch. 3)
- Latham's 8 Skills for Teachers (Reading 3); Do's and Don'ts of Teaching (Lecture)
- Diverse Settings (Ch. 4)
- Key settings, modes, and structural characteristics of program design (Ch. 5)
- Integrated course design, goals, objectives, feedback, assessment (Ch. 6)
- Materials, methods, and feedback associated with FLE implementation (Ch. 7)
- Types of evaluation and data, logic models, inputs, outputs, outcomes (levels), indicators
- Types of evaluation (e.g., formative, summative) and evaluation processes (Ch. 7)
- Five-tiered approach, evaluability assessment, cultural considerations, evidence-based vs. evidence-informed designs, types of designs, benefits, challenges, best practices (Ch. 7)
- Theories used to study families, application of theories, Family Life Spiral Analysis (Ch. 8)
- Three types of learning theories, Kolb's Experiential Learning Styles model, types of intelligences (Ch. 8)
- Approaches to sexuality education, values, program effectiveness, public controversies (Ch.9)
- Model of sexuality, content and influences: developmental, cognitive, psychological, physiological, gender, cultural, learning strategies, sexuality educators, challenges (Ch. 9)
- Miller's (1993) comprehensive approach: Just say No, Not Yet, etc., Diagram of Choices (last page) (Reading 7)
- 5 Cs of Relationship and Marriage Education (Ch. 10); Readings 8-10
- U-MET: 10 Principles and related key concepts (Only need to know these)
 - Principle 1: Friendship
 - Principle 2: Rituals
 - Principle 3: Positive Interaction
 - Principle 4: Expectations
 - Principle 5: Navigate and Nurture
 - Principle 6: Disclosure
 - Principle 7: Skills
 - Principle 8: Healing
 - Principle 9: Intimacy
 - Principle 10: Positivity
- Common theories and practices used in marriage and parenting education

- Parent education delivery (strategies, formats, prevention approaches, audiences, settings) (Ch. 11)
- Models of Parenting Education, preparation and training, programs, competencies (Ch. 11)
- Global issues and trends, meanings of “family,” applying theories to international families, issues surrounding globalization and internationalization in family life education, educational methods to enhance cross-cultural awareness, future directions (Ch. 12)
- Design a program; Create a teaching outline for your program
- Create a retrospective post-then-pre-test evaluation for your program

Readings in Canvas

1. Harris, V.W., Moen, D., & Morrow, T., Teemant, B., & Kumaran, M. (2014). Assessing the effectiveness of a start-to-finish instructional model in preparing human services and Extension educators. *Family Science Review*, 19(1), 76-104. Online: https://www.researchgate.net/publication/271134765_Assessing_the_Effectiveness_of_a_Start-to-Finish_Instructional_Model_in_Preparing_Human_Services_and_Extension_Educators
2. Relationship CHANGE: How to Change Your Relationships for GOOD: <http://edis.ifas.ufl.edu/fy1273>
3. Latham, G. I. (2002). Behind the schoolhouse door: Eight skills every teacher should have. In G.I. Latham, *Behind the schoolhouse door: Managing chaos with science, skills, and strategy* (pp. 11-41). North Logan, UT: P & T Ink.
4. Harris, V.W. (2009). Badger, R.L. (Ed.). *Ideas that work in college teaching*. Invited book review. *Family Science Review*, 14(2), 61-66.
5. NCFR. (2009). Tools for ethical thinking and practice in family life education (2nd Ed.). Minneapolis, MN: National Conference on Family Relations.
6. Marshall, J. P., Higginbotham, B., Harris, V. W., & Lee, T. R. (2007). Assessing Program Outcomes: Rationale and Benefits of Posttest-then-Retrospective-Pretest Designs. *Journal of Youth Development: Bridging Research and Practice*, 2(1), Article 0701RS001. Online: http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=0c614d6b-66f8-40ad-adc7-c46f88467a6a.
7. Miller, B.C. (1993). Families, science, and values: Alternative views of parenting effects and adolescent pregnancy. *Journal of Marriage and the Family*, 55, 7-21.
8. Harris, V.,W. (2012). Healthy dating that leads to healthy marriage. <http://tinyurl.com/healthy-dating-r>
9. Are You Ready to Get Married? Healthy Signs and Red Flags. <http://edis.ifas.ufl.edu/fy1336>
10. Toelle, S., & Harris, V.W. (2012). Are you marrying someone from a different culture or religion? UF/IFAS Extension. Online: <http://edis.ifas.ufl.edu/pdf/files/FY/FY133700.pdf>

UNIVERSITY POLICIES

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF GPA Calculator - University of Florida Grades Points \(calculator-online.net\)](http://www.gpa-calculator.com/)

Incomplete “I”

All of the following must be true for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control,

and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

Absences and Make-Up Work

Attendance and Make-Up Work Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

[Attendance Policies < University of Florida \(ufl.edu\)](#)

Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “***We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.***” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.***” It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<https://sccr.dso.ufl.edu/process/student-conduct-code/>

Plagiarism is a very serious form of academic dishonesty. UF faculty use software programs to detect plagiarism. You, and only you, are responsible for preventing plagiarism in your own work. “I didn’t know” is not an acceptable excuse. **!!!!IMPORTANT!!!!** Cutting and pasting information from the web has become a tool for writing papers and too often students fail to make appropriate changes to the information or fail to appropriately cite the information. **ANY WRITTEN ASSIGNMENTS THAT ARE NOT PROPERLY CITED WILL RECEIVE A ‘0’ THE FIRST TIME. THE SECOND TIME, THE CASE WILL BE TURNED IN TO THE DEAN OF STUDENTS OFFICE.**

Email & Web Access Requirement

All students are required to have a UF e-mail account and must be able to access e-Learning. You will be responsible for checking the FYC 3101 e-Learning site before each class (at least three times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are

experiencing problems with e-Learning, call **352-392-HELP** select option 7, or connect via email, (<http://helpdesk.ufl.edu>). Location: CSE 214/520. **Get a Ticket number from the HELP desk.**

Software Use Policy

All academic staff, personnel, and students of the university are 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 regulations, disciplinary actions will be taken, as appropriate. The copyright policy is provided on the basis of endorsement by the Council on Information Technologies and Services (May 12, 1994). Guidelines for following this policy can be found at UF's [Software Copyright Policy, Guideline, and Training Materials website](#).

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Computing Desk and Additional Help

<http://helpdesk.ufl.edu> The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu, Location: CSE 214/520

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level.

Counseling Support Services

Campus Helping Resources are available on campus for students experiencing crises or personal problems that interfere with their general well-being or academic performance. They are encouraged to utilize UF's free counseling services. These resources include:

- UF Student Mental Health Services: (352) 392-1171
Daytime direct line: Mon. & Fri., 8-5; Tues./Wed./Thurs: 8-6. During hours when the SHCC

facility is not open, call the same number to be referred to an on-call counselor.
<http://www.shcc.ufl.edu>

- UF Counseling Center: (352) 392-1575 Daytime direct line M-F, 8-5. After hours, please see other numbers listed in this site: www.counseling.ufl.edu/cwc
 - Counseling Services; Groups and Workshops; Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- Alachua County Crisis Center: (352) 264-6789 Phone counseling 24 hours a day.
- U Matter, We Care (<http://www.umatter.ufl.edu/>). Hotline at 352-294-2273; umatter@ufl.edu
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161, sexual assault counseling.
- *Career Connections Center*. 1st Floor Reitz Union, 392-1601, career development assistance and counseling, www.career.ufl.edu/
- *E-learning technical support*: Contact the [UF Computing Help Desk](http://www.ufl.edu/helpdesk) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. *At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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:* <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Student Complaints

- Residential Course: [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](#)
- Online Course: [Student Complaints - Flexible Learning - University of Florida \(ufl.edu\)](#)

FYCS Diversity, Equity, and Inclusion Statement

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

WRITING ASSISTANCE

The University Writing Studio

The University of Florida provides writing assistance to all students of all disciplines through the Writing Studio, which is part of the University Writing Program. Find more information about the services available and how to schedule an appointment at: <http://writing.ufl.edu/writing-studio/>.

Common Colloquialisms, Grammar, APA, and Writing Best Practices

Common Colloquialisms Compiled by Dr. L. Forthun

In professional writing, you will want to avoid using colloquialisms (or slang) as much as possible. Avoid using: At the end of the day...; I'm not saying...; The fact that...; Due to the fact that...; By and large...; In no way..., etc.

The important thing to consider is to use more technical, professional language, as you might use in a job interview or in an official setting when you are presenting professional information. Pay special attention to words and phrases that might have a negative, oppressive, or marginalizing component to them to make sure that your words communicate the intended message.

Colloquialism	Alternative
Be a man	mature, strong, masculine
Opened his eyes	learned, became aware
In the dark	unaware
On the same page	Agree, share similar beliefs
Come back into play	Reentered, returned
Turned their backs	disowned, disregarded, refused to help
Just getting started	Beginning, initiated
Made himself scarce	Avoided, evaded
Burned out	tired, unhappy, exhausted
Set in stone	fixed, unchangeable
Followed their lead	obeyed, respected

A handful of. . .	Three, four, five, etc. (be specific)
Far-flung	distant, remote
On and off again	sporadic, unreliable
Put them through	Torment, anguish, suffering
Hold their own	Remain, endure, persist
Does her own thing	Independent, autonomous, free
Step up	Emerge, arise
No questions asked	Unquestioning, obedient
Pretty solid	secure, strong
Messed up	Mistake, error
Didn't want to have anything to do with ...	Avoided, disowned, rejected, denied
Give and take	Reciprocal, mutual, shared
Back in the day	Retrospectively, in hind sight
Before my eyes	
Situation at hand	
Get over it	
Hold on to/let go of	
Shut her down	Interrupt,

Grammar: Things to Remember [Compiled by Dr. L. Forthun](#)

Common Problem:	Example:	Correction:
Missing comma after an introductory statement/words.	Therefore my paper will focus on...	Therefore , my paper will focus on...
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child but paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child, but paternal stress is not.
Comma splice.	The causes are unknown, there are several known risk factors associated with the disorder.	The causes are unknown, but there are several known risk factors associated with the disorder.
They're, There, & Their. <i>They're</i> is a contraction for <i>they are</i> . <i>There</i> refers to a location. <i>Their</i> is a possessive pronoun.	There study found that... Their professors at the University of Florida.	Their study found that... They're professors at the University of Florida.
Your, You're.		

<p>Your is possessive. You're a contraction for you are.</p>	<p>Your never going to believe what we found.</p>	<p>You're never going to believe what we found.</p>
<p>Who, Which, & That. Who refers to people. That and Which refers to groups of things.</p>	<p>Tina is the one that graduated last semester.</p>	<p>Tina is the one who graduated last semester.</p>
<p>Avoid slang and colloquial language. Slang (cool, huge, totally, overkill) Colloquial (due to the fact that, pretty basic stuff, not a big deal, give and take, put it aside, by and large, better than nothing, in no way)</p>	<p>The results of the study suggest that the impact of siblings on children development is huge. The result was not significant due to the fact that the sample size was small.</p>	<p>The results of the study suggest that siblings have a significant influence on child development. The result was not significant because the sample size was small.</p>
<p>Shifting in tenses. Past vs. present tense</p>	<p>The study, conducted by researchers at the University of Florida, finds that...</p>	<p>The study, conducted by researchers at the University of Florida, found that...</p>

Common Problem:	Example:	Correction:
<p>Lack of pronoun antecedent An antecedent is the word, phrase, or clause to which a pronoun refers.</p>	<p>You have to be diligent when monitoring children with autistic spectrum disorders.</p>	<p>The teacher has to be diligent when monitoring children with autistic spectrum disorders.</p>
<p>Lack of pronoun/antecedent agreement</p>	<p>If undergraduate students want to succeed in graduate school, you have to know grammar rules.</p>	<p>If undergraduate students want to succeed in graduate school, they have to know grammar rules.</p>
<p>Over vs. during</p>	<p>Over a five-year period...</p>	<p>During a five-year period...</p>
<p>Who vs. whom (he vs. him)</p>	<p>Q: To who does it belong? A: It belongs to he.</p>	<p>Q: To whom does it belong? A: It belongs to him.</p>
<p>Who's vs. whose</p>	<p>Whose coming over?</p>	<p>Who's (who is) coming over?</p>
<p>Rather vs. whether</p>	<p>I need to know rather it's this way or not.</p>	<p>I need to know whether it's this way or not.</p>
<p>Less vs. fewer Fewer refers to things that are countable. Less refers to things that are not</p>	<p>We had lesser people at the fundraiser than we had hoped. Fewer talking would help my concentration.</p>	<p>We had fewer people at the fundraiser than we had hoped. Less talking would help my concentration.</p>

countable.		
You and me/ You and I	You and me should study for the exam tomorrow.	You and I should study for the exam tomorrow.

Straus, J. (2011). *The blue book of grammar and punctuation* (10th ed.). San Francisco, CA: Jossey-Bass.

Other common errors:

Common Errors	Definition
Run-on sentence.	A sentence containing two or more clauses not connected by the correct conjunction or punctuation.
Lack of proof-reading before submission.	Spell and grammar check do not catch everything, and they are not a replacement for proofreading. Check to distinguish between the correct and incorrect use of correctly spelled words.
“Lonely quotes”	Quotes that stand on their own as a sentence. Quotes should be integrated into a sentence and should never be used to begin a paragraph.

Retrieved from <http://classweb.gmu.edu/WAC/EnglishGuide/Critical/grammar.html>.

APA 7TH EDITION: TOP THINGS TO REMEMBER

- 1) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font (either Times New Roman or Arial).
- 2) **Page Headers.** Include a page header at the top of every page. Page numbers should be flush right, and flush left you should type “Running head: TITLE OF YOUR PAPER IN ALL CAPS” on the first page, and “TITLE OF YOUR PAPER IN ALL CAPS” on every page after the first. The running head title should not exceed 50 characters (including spaces), so a shortened version of the title is often used. Remember, “Running” is capitalized, but “head” is not.
- 3) **Headings and Subheadings.** Use headings and subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.). Each level of heading (from Level 2 onward) is a subheading of the level above it. The five levels of APA 7th edition section headings are as follows:
 - Level 1: **Centered, Bold, Title Case Heading**
 - Level 2: **Flush Left, Bold, Title Case Heading**
 - Level 3: **Flush Left, Bold Italic, Title Case Heading**
 - Level 4: **Indented, Bold, Title Case Heading Ending With a Period.**
 - Level 5: **Indented, Bold Italic, Title Case Heading, Ending With a Period.**
- 4) **Citations and Quotes.** Paraphrase when possible. When paraphrasing in-text or parenthetical citations include author and date but NOT THE PAGE NUMBER! For example, (Harris, 2008). When you quote someone, it should usually be to define a term or to state something specific not easily paraphrased. Lengthy or extensive quoting is usually not done in APA. When you directly quote someone, cite the author, date, and page number. For

example, (Diehl & Trivette, 2011, p. 82). In an interview, cite personal communications in the text only and not in the reference list. For example, (L. Forthun, personal communication, November 1, 2012).

- a. If a quote exceeds 40 words, it becomes a block quote. To do this, place direct in a free-standing block of typewritten lines, without quotation marks:

Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come before the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section).

QUOTES OF 40+ WORDS SHOULD BE USED RARELY!

- 5) **Multiple Author Citations.** When citing an article that has one or two authors, you must write their names every time. You can't use et al. with two authors. When citing an article with 3 or more authors, give the first author's name, followed by "et al.," and the year. When using et al., the citation looks like this (Fogarty et al., 2010). Note that there is no comma after the first author, but a period and a comma are always placed between "et al" and the year.

- 6) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" whenever there are two authors (e.g., "Gutter and Copur (2010) found..."), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter & Copur, 2010). You must also use the ampersand in ALL references in your reference list. For example,

Gutter, M. S., Garrison, S., & Copur, Z. (2010). Social learning opportunities and the financial behaviors of college students. *Family and Consumer Sciences Research Journal*, 38(4), 387-404.

7) **IN-TEXT CITATIONS: THINGS TO REMEMBER:**

- a. One author: (Harris, 2008)
- b. Two authors: (Rellini & Montecchi, 2004)
- c. More than two authors: (Fogarty et al., 2010) every time.
- d. Add p. #'s for any direct quotes. Ex: (Rellini et al., 2004, p. 703)
- e. ALWAYS INCLUDE IN-TEXT CITATIONS WHEN YOU ARE STATING SOMETHING THAT IS NOT YOUR OWN.

8) **REFERENCE LIST: THINGS TO REMEMBER:**

- a. The reference list should be started on a new page, with the word References at the top, centered, NOT in bold, italics, nor underlined.
- b. References should be in alphabetical order by first author's last name.
- c. References should be listed using a hanging indentation.
- d. When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- e. Capitalize all major words in journal titles.
- f. Longer works, such as books and whole journals should be italicized.
- g. Shorter works such as journal articles should NOT be italicized.

EXAMPLE:

AUTHOR, A. A., AUTHOR, B. B., & AUTHOR, C. C. (YEAR). TITLE OF ARTICLE. *TITLE OF JOURNAL*, VOLUME NUMBER (ISSUE NUMBER), PAGES.
DOI:HTTP://DX.DOI.ORG/XX.XXX/YYYYY

Online Sources for further help:

<http://owl.english.purdue.edu/owl/resource/560/01/http://www.apastyle.org/>

10 Proven Steps for Writing a Winning Paper Compiled by Dr. V.W. Harris

Step 1: Decide on a Topic

Step 2: Look at the Criteria/Requirements

Step 3: Review the Research on this Topic (e.g., Google Scholar); Take Notes on the General Findings and Bookmark or Download the Information and/or Articles

Step 4: Construct an Outline of Your Paper Listing All Relevant Headings and Subheadings (Take all the time you need on this step; it is critical to your success as a writer)

Step 5: Introduction (Introduce your topic and a thorough overview of the paper; you can add to this later, as needed)

Step 6: List Bullet Points You Will Make in Each Section in a Logical Flow Before Writing Anything

Step 7: Begin Each Section with a Thesis Paragraph Overviewing the Points that Will Be Discussed in the Section

Step 8: Turn Each Point into a Paragraph Listing Citations as Needed

Step 9: Begin Each Paragraph with a Thesis Sentence Introducing the Main Point and What Will Be Discussed in the Paragraph

Step 10: Conclusion: Review and Synthesize What Was Stated or Specifically Learned in the Paper (Major Learning Outcomes/Points); State Future Directions and Implications for Thought and Inquiry