



UNIVERSITY OF ALBERTA

Faculty of Education

EDU 595 (Lec B09): Integrating Agriculture into Curriculum: Field-Based Learning

Summer 2025

28 July – 13 August

COURSE SYLLABUS

Instructor: Dr. Bonnie L. Stelmach
Office: 7-145 Education North Tower
Office Hours: Please email for appointment (I'm happy to set up Google Meet)
Email: bonnies@ualberta.ca
Canvas: <https://canvas.ualberta.ca/courses/24984>

Policy about course outlines can be found in the University Regulations and Information for Students, Academic Regulations, [Evaluation Procedures and Grading System](#) of the [University Calendar](#).

Important Dates: (Please refer to [Academic Schedule](#) in University Calendar)

- First day of term: July 28, 2025
- Add/delete date: July 31, 2025
- 50% Withdrawal Date: August 5, 2025
- Withdrawal Date (Grade of W): August 11, 2025
- Last day of term: August 13, 2025

Territorial Acknowledgement

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people. The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community. The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

Course Description, General Content, and Objectives

This course will provide learners with opportunities to explore cross-curricular connections between agriculture and the Alberta K-12 curriculum, and to explore its potential to engage learners in experiential learning in a diversity of contexts. This course will involve independent and online study, research-based interactive sessions, and experiential, immersive learning. By learning about and experiencing agriculture (food, fiber, energy, as well as social, cultural, political, and environmental elements) firsthand, learners will enhance their ability to be teacher leaders who create engaging, real-world learning opportunities that resonate with their learners in both rural and urban contexts.

The course involves online synchronous and asynchronous learning, and in-person experiential learning.

Synchronous learning via Zoom is scheduled for:

1. July 28, 2025, 4:30 – 6:00 p.m. Welcome & Orientation
2. July 31, 2025, 4:30 – 6:00 p.m. Virtual Campfire

In-person experiential learning is scheduled for:

August 5-6: UofA South Campus, Poultry Research Centre (116 Street, 85 Avenue)

August 7-8: UofA South Campus, Agri-Food Discovery Place (6-20 – 118 Street NW): [MAP](#)

We will spend part of some days in off-campus locations as well (e.g. Edmonton River Valley)

Course Description

Through scholarly and professional research, engagement with community and agricultural resources, and immersive experiences, this course examines how agriculture can serve as a powerful context for teaching and learning in diverse contexts. The National Agricultural Literacy Outcomes (NALOs) provide a guiding framework for exploring agriculture as a means to meaningfully connect with and deliver curriculum, and to explore agriculture-related issues impacting communities.

Course Objectives

By the end of the course, learners will be able to:

1. Reflect on their personal relationship to agriculture as a foundation for exploring how agricultural learning can be made meaningful and relevant for students.
2. Identify the social, cultural, political, and environmental dimensions of agriculture, drawing on the National Agricultural Literacy Outcomes to understand the interdisciplinary role of agriculture in K–12 schooling and other educational contexts.
3. Analyze empirical and theoretical scholarship in relation to their own professional growth, and teaching and learning contexts.
4. Apply research to justify agriculture as a pedagogical agent for supporting learner engagement and achievement.

5. Develop a research-informed initiative, resource, or teaching strategy that advances agricultural literacy and experiential learning in diverse teaching and learning contexts.

By participating in the course and completing assignments, students will develop competencies and skills including:

- conducting independent literature searches using education databases;
- articulating research-informed perspectives to an online community of peers;
- using research to develop a research-informed teaching plan or resource;
- communicating in writing and orally; and
- applying APA conventions to academic work.

Relationship of the Course to Leadership Quality Standard (LQS) (Alberta Education, 2023)

If you are an educational leader in the Province of Alberta then this course will contribute to your professional growth in relation to the [Leadership Quality Standard](#) (LQS) in the following ways:

Leader Quality Standard Competency	Focus of Course	Experiences in the Course will Contribute to the Development
#1 Fostering Effective Relationships		
#2 Modeling Commitment to Professional Learning		X
#3 Embodying Visionary Leadership		
#4 Leading a Learning Community		
#5 Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit		X
#6 Providing Instructional Leadership	X	X
#7 Developing Leadership Capacity		X
#8 Managing School Operations and Resources		X
#9 Understanding and Responding to the Larger Societal Context		

Relationship of the Course to Teaching Quality Standard (TQS) (Alberta Education, 2023)

If you are a pre-service or practicing teacher, this course will contribute to your professional growth in relation to the [Teaching Quality Standard](#) in the following ways:

Leader Quality Standard Competency	Focus of Course	Experiences in the Course will Contribute to the Development
#1 Fostering Effective Relationships		
#2 Engaging in Career-Long Learning		X
#3 Demonstrating a Professional Body of Knowledge	X	X
#4 Establishing Inclusive Learning Environments		X
#5 Applying Foundational Knowledge about First Nations, Métis, and Inuit		X
#6 Adhering to Legal Frameworks and Policies		

Required Texts

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. (many online resources are available)

Read **ONE** of Butler's books (both can be read in a sitting 3-4 hours):

Butler, J. (2015). *A profession of hope: Farming on the edge of the grizzly trail*. [Wolsak & Wynn](#). (Available online through UofA Library)

Butler, J. (2020). *Revery: A year of bees*. Wolsak & Wynn. (Hard copy available in UofA Library)

National Agricultural Literacy Outcomes (NALOs): <https://agliteracy.org/resources/outcomes/>

Kimmerer, R. W. (2024). *The serviceberry: Abundance and reciprocity in the natural world*. Scribner. (eBook available through UofA Library) (can be read in a sitting – less than 2 hours)

Journal articles, book chapters, etc. are also part of your assigned readings (see the schedule of themes and readings section)

Course Assessment

All assignments are developed primarily with a K-12 teacher in mind, but all assignments can be tailored to accommodate adult and community educators and learners in diverse settings, as well as those with scholarly goals (e.g. grad students). The goal of the course is that students develop confidence and capacity to use elements of agricultural literacy to enhance their teaching and educational goals, or deepen their scholarly understanding of the fields related to agriculture. Therefore, students are invited to tailor their demonstrations of learning in ways that will support them in their specific teaching and learning contexts, also keeping their educational program in mind (e.g. undergraduate and graduate). I am happy to discuss options!

All times below are in Mountain Standard Time (MST).

Assignment	Grading Date	Weight
<i>My Relationship with Agriculture (video presentation)</i>	July 29 by 6:00 p.m.	10%
<i>Reading Connections (written)</i>	August 1 by 6:00 p.m.	20%
<i>Rippling My Gifts (oral)</i>	August 8 (afternoon schedule will be created for each presentation)	30%
<i>Integrating Agriculture Final Project (written)</i>	August 13 by 6:00 p.m.	40%

Course Grades

According to the UofA Assessment and Grading Policy (at UAPPOL) “There will be no pre-determined quota of letter grades in a course.” Rubrics or assessment criteria are provided for each assignment, and your grade will be based on this.

Information about the U of A grading system can be found at *the University of Alberta Policies and Principles Online (UAPPOL)* website at <https://policiesonline.ualberta.ca>

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average

them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University's grading policy and the table provided. Your final course grade will be reported as letter grade. It will not be official until it has been approved by the Faculty and posted on Bear Tracks.

Course Grades Obtained by Graduate Students

<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11176#academic-standing>

U of A Letter Grading System

Descriptor	Letter Grade	Grade Point Value Equivalent
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7 Minimum Academic Standing GPA
	C+	2.3 Minimum course pass mark
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

Statement of Expectations: Limited Artificial Intelligence (AI) Use Allowed

This course supports ethical and transparent AI use. While AI tools may be used for specific assignments, students must follow these guidelines:

Seek approval: Obtain prior instructor approval for AI use in designated assignments.

1. Cite AI use: Clearly cite any AI-generated content (*see the U of A Library's [How to Cite AI](#)), including prompts and outputs, as part of your academic record.
2. Reflect: Include a personal reflection (written without AI assistance) in assessments, explaining how AI tools supported your learning.

Important: AI use is strictly prohibited in assignments not approved by the instructor. Failure to abide by this guideline may be considered cheating and a violation as outlined in the relevant sections of the University of Alberta (September 2024) [Student Academic Integrity Policy](#).

In this syllabus, I have identified which assignments are "AI appropriate" and which AI tools can be used in each AI-appropriate assignment. Only use the permitted AI tools for the specified assignments in this course. AI may not be used to generate writing where your thinking is required.

Policy for Late Assignments

“Grading date” is when you must have your assignment submitted as this is when I will start grading. These dates for course assignments have been clearly outlined. They are established to support your effective progression through the course.

Extensions are generally not granted because of the compressed nature of the course, except where students experience serious, unforeseen circumstances. If you find yourself unable to complete an assignment on time, please reach out to me **before** the deadline if possible so we can discuss options.

Please clear your schedule to ensure you can progress through the course as planned. There will not be opportunities for extra credit, or opportunities to redo assignments, so careful planning and consistent engagement will help you make the most of the course.

In their study of procrastination and externally- and self-imposed deadlines, Ariely and Wertenbroch (2002) found that students’ grades were higher in the group subjected to externally imposed deadlines. Thus, the inflexibility with the grading dates is intended to serve you in terms of organization and academic performance. Penalty for late assignments will be at my discretion upon consideration of the circumstances—university instructors reserve the right to give partial or full credit for late assignments that have been submitted without notice, and to refuse acceptance of an assignment past a certain date.

Attendance, Absences, and Missed Grade Components:

According to the University of Alberta Calendar, excused absences are not automatic, and are at the discretion of the instructor. Consistent attendance and participation are expected throughout the course. For this online course, this means completing your reading and assignments on time, and attending scheduled Zoom sessions.

Unanticipated events may be considered an excusable absence when it comes to due dates for assignments, and it is appreciated if notification can be provided as early as possible. Please note the following examples from the University Calendar of UNACCEPTABLE reasons:

- Vacations
- Weddings
- Travel arrangements

During the asynchronous periods you have flexibility in when you work. Synchronous Zoom meetings are organized to support your success in the course – they are required. If you have an unanticipated conflict, you are required to notify the instructor about how you will ensure you complete the work (e.g. review videos, PowerPoint slide deck, etc.).

Course Themes, Dates, & Required Readings

(optional readings available on Canvas)

Week 1: July 28-August 1 (Online asynchronous and synchronous)

Day 1 (July 28): Preparing the Soil

You have some required readings as well as options to choose from.

Required Reading:

Spielmaker, D. M., & Leising, J. G. (2013). *National agricultural literacy outcomes*. Logan, UT: Utah State University, School of Applied Sciences & Technology. Retrieved from agliteracy.org/resources/outcomes. LINK: <https://agliteracy.org/resources/outcomes/>

Baker, M. A., Robinson, J. S., & Kolb, D. A. (2012). Aligning Kolb's experiential learning theory with a comprehensive agricultural education model. *Journal of Agricultural Education*, 53(4), 1-16. doi: 10.5032/jae.2012.04001

Choose ONE of the three below:

Smith, B. A., & Sobel, D. (2010). Place and community-based education in schools. Taylor & Francis. (Read chapter 2).

The Crex Crex Collective., & Blenkinsop, S. (2018). Six touchstones for wild pedagogies in practice. In B. Jickling, S. Blenkinsop, N. Timmerman, & M. De Danann Sitka-Sage, (Eds.), *Wild pedagogies*. Palgrave Macmillan. https://doi-org.login.ezproxy.library.ualberta.ca/10.1007/978-3-319-90176-3_5 (if you're reading about wild pedagogies, I recommend listening to Blenkinsop's outdoor keynote! I listed it below)

Ermine, W. (2024). The philosophy of land-based learning. In A. Weenie, W. J. Ermine, K. Lewis, I. S. M. Sasakamoose, J. Cappel, & D. Pelletier (Eds.), *Cree pedagogy: Dance your style* (pp. 65-78). Canadian Scholars. <https://ebookcentral.proquest.com/lib/ualberta/detail.action?docID=30735180>.

Read ONE of the two listed below:

Chan, C. K. Y. (2023). *Assessment for learning*. Routledge. (Read Chapter 1).

Wurdinger, S. D., & Carlson, J. A. (2010). *Teaching for experiential learning: Five approaches that work*. Rowman & Littlefield Education. (Read Chapter 1).

Read ONE of the two listed below:

Deslauriers, J.L., Rudd, R. D., Westfall-Rudd, D. M., & Splan, R. K. (2016). The critical need for merging educational learning theories with experiential learning programs in animal agriculture.

North American Colleges and Teachers of Agriculture (NACTA), 60(3), 3-7-312.
<https://www.jstor.org/stable/10.2307/nactajournal.60.3.307>

Smeds, P., Jeronen, E., Kurppa, S. (2015). Farm education and the value of learning in an authentic learning environment. *International Journal of Environmental & Sciences Education*, 10(3), 381-404. doi: 10.12973/ijese.2015.251a

Totally Optional:

Blenkinsop, S. (2021, January 21). *Wild pedagogies: Changing the world through early childhood education*. KINDknows and Filiorums Kindergarten Research Conference 2020. Norway. Retrieved from <https://youtu.be/rJzJAfDY9bc?si=bORgqZvc5FICK3vt> (I'm not sure about this reference format as the video is dated 2021, but the conference was 2020...I think including the link is the trick!)

Blenkinsop, S., Telford, J., & Morse, M. (2016). A surprising discovery: Five pedagogical skills outdoor and experiential educators might offer more mainstream educators in this time of change. *Journal of Adventure Education and Outdoor Learning*, 16(4), 346-358. <https://doi.org/10.1080/14729679.2016.1163272> [Links to an external site.](#)

Day 2 (July 29): Planting the Seed

Bueddefeld, J., Ostrem, J., Murphy, M., Halpenny, E., & Orr, B. (2022). Petting bees or building bee boxes? Strategies for transformative learning. *Environmental Education Research*, 28(4), 560-580. <https://doi.org/10.1080/13504622.2022.2045905>

Dutta, D., & Chandrasekharan, S. (2025). "We never even touched plants this way": School gardens as an embodied context for motivating environmental actions. *Environmental Education Research*, 31(2), 284-303. <https://doi.org/10.1080/13504622.2024.2385993>

Judson, G. (2019). Weaving ecologies for learning: Engaging imagination in place-based education. In R. Barnett & N. Jackson (Eds.), *Learning ecologies: Sightings, possibilities, and emerging practices* (pp. 32-45). Routledge.

Melson, G. F. (2001). *Why the wild things are: Animals in the lives of children*. Harvard University Press. (Read **Chapter 4**, eBook available through UofA Library)

Morse, M., Jickling, B., & Quay, J. (2018). Rethinking relationships through education: Wild pedagogies in practice. *Journal of Outdoor and Environmental Education*, 21, 241-254. <https://doi.org/10.1007/s4322-018-0023-8> (Blinkinsop & Beeman's (2010) *The world as co-teacher* article in the Choose Your Own Adventure is a nice complement).

Wolbert, L., & Schinkel, A. (2021). What should schools do to promote wonder? *Oxford Review of Education*, 47(4), 439-454. <https://doi.org/10.1080/03054985.2020.1856648>

Day 3 (July 30): Nurturing, Tending, Watching, Waiting...Bee-ing in Revery

Read ONE of Butler's books:

Revery: A Year of Bees (2020): Hard copy available in UofA Library

A Profession of Hope: Farming on the Grizzly Trail (2015) Available online through UofA Library:
<http://login.ezproxy.library.ualberta.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1630993>

Day 4 (July 31): All Flourishing is Mutual

Kimmerer, R. W. (2024). *The serviceberry: Abundance and reciprocity in the natural world*. Scribner.

Day 5 (August 1): The Harvest

Read about ONE type of experiential learning from Wurdinger & Carlson (Chapter 2, 3, 4, 5, or 6). Feel free to read more, of course, but it's up to you!

You may read Chapter 7 from Wurdinger & Carlson OR read relevant sections of Nolen (2024).

Nolen, E. (2024). *Evaluating experiential learning and reflection within an agricultural education setting*. [Unpublished master's thesis]. Virginia Tech Polytechnic Institute and State University.

Read Chapter 7 of Wurdinger, S. D., & Carlson, J. A. (2010). *Teaching for experiential learning*. Rowman & Littlefield Education. (eBook available through UofA Library) (Read one chapter on a type of experiential learning (Chapters 2-6; you can choose between chapter 7 on assessment and Nolen's master's thesis (it isn't long).

Week 2 (August 5-8): In-person @ UofA South Campus (University Farm) and other locations.

See Canvas for schedule. Reading to accompany each day is listed below (you may choose to complete the reading before the week – it's up to you!)

Day 6 (August 5): Welcome to the Farm!

Please read one of the following, OR review an article you read last week:

Passmore, H.-A., & Holder, M. D. (2017). Noticing nature: Individual and social benefits of a two-week intervention. *The Journal of Positive Psychology*, 12(6), pp. 537-546. <https://doi.org/10.1080/17439760.2016.1221126>

Passmore, H.-A., Yargeau, A., & Blench, J. (2022). Wellbeing in winter: Testing the noticing nature intervention during winter months. *Frontiers in Psychology*, 13, 1-13.
<https://doi.org/10.3389/fpsyg.2022.840273>

Day 7 (August 6): Playing in the Dirt

Donald, D. (2021). We need a new story: Walking and the wâhkôhtowin imagination. *Journal of the Canadian Association for Curriculum Studies*, 18(2), 53-63. <https://doi.org/10.25071/1916-4467.40492>

Granzow, M., & Jones, K. E. (2020). Urban agriculture in the making or gardening as epistemology. *The International Journal of Justice and Sustainability*, 25(5), 381-396.
<https://doi.org/10.1080/13549839.2020.1753666>

Day 8 (August 7): Food for Thought

Thiel, J. J. (2021). “What happens in the fort, stays in the fort!”: Awakening embodied play literacies through fort building in an early childhood methods classroom. *Teachers College Record*, 123(3), 1-20. <https://doi.org/10.1177/016146812112300305>

Day 9 (August 8): Mind, Body, Spirit

Purc-Stepheson, R., & Doctor, J. (2025). "The hill in front of you": A qualitative study of the mental health impact of livestock diseases and depopulation on farmers. *Journal of Agromedicine*, 30(3), 519-528. <https://doi.org/10.1080/1059924X.2025.2470967>

Week 3 (August 11-13): No assigned readings—these days are for completing your final assignment

Student Assessment

Students in this course hail from a variety of backgrounds and experiences. Given this variation, options are provided where possible for students to select the appropriate choice to meet their learning goals. All students are expected to engage with the research in the completion of assignments. Creating research-informed artifacts of learning is the goal. If you are taking the course to enhance your teaching, think about how you will apply your learning – your assignments should support your teaching.

Feel free to discuss alternative ways of demonstrating your learning—I am open to this! If there's a way the course can support your graduate work and /or teaching, then let's talk about it. ☺

There are FOUR assignments to be completed for credit.

There will not be opportunities to redo assignments, or to do additional work for ‘bonus’ marks or extra credit during or after the course. Schedule your time so that you can do your best work on your first attempt.

Assignment Descriptions

1. My Relationship with Agriculture: Choose Option A or B

Due: July 29th by 6:00 p.m. via Canvas

Value: 10%

Link to Objective #1

As we begin this course on integrating agriculture into curriculum, this first assignment invites you to start from where you are. Agriculture means many things to many people. Whether you grew up on a farm, have only recently begun to think about food, fiber, and energy systems, or fall somewhere in between, the purpose of this reflection is to help you surface your personal connection—or lack thereof—to agriculture.

The goal is not to have a “right” answer, but to begin tracing a path from your own understanding and experience toward how agriculture might become a meaningful part of teaching and learning in your context, or how it is playing a role in your scholarship. It is a place to explore curiosities, complexities, and even uncertainties. Think about what excites you, what concerns you – what do you hope to gain from being in this class community? Have you already started the journey, or are you just stepping onto the path of integrating agriculture into your teaching? Where do you want to be by the end of the course?

Whatever option you choose, follow these general guidelines:

- Tone should be personal, conversational, informal: use “I”; this is not an academic paper or presentation
- Articulate your current understanding, connection or experience with agriculture – or how it is entirely new terrain for you (e.g. use personal story or anecdote, curiosities, wonders, cultural connections, artifacts)
- Reference research if you like, but research is **not required**. What matters most is thoughtful engagement and a willingness to reflect.
- Include your initial thoughts vis-à-vis the National Agricultural Literacy Outcomes:
 - Which aspects resonate or do not resonate with your current thinking and/or teaching?
 - Do these outcomes reflect your initial thoughts and assumptions about agriculture? Did anything surprise you in the NALOs?
 - Do you think there is anything missing, particularly in relation to our Canadian context?
 - What new questions or ideas emerged as you explored the framework?
 - Is the framework a valuable tool you could use to guide your teaching, educational initiatives or research?

The above questions are prompts to get you thinking – you do not have to create a presentation that addresses each question in turn.

- You will be posting to the discussion forum on Canvas, and responding to your classmates as a way for us to build community and learn from each other.

Option A: Video Reflection

- 3 – 4 minutes (research suggests people lose focus after 3 minutes ☺)
- Ideas: live video, animation, narrated presentation, narrated photo-story, role play ... be creative!
- It's nice to see you in the video, but that's up to you!
- If you use PowerPoint slides or Google slides, do not pack them with tiny text – use text for focus. Resist the temptation to read your slides ☺.
- This is not a Hollywood production – the content and quality of your reflection is ultimately the point. The creative elements are to *support* your points, and not the other way around. ☺

Option B: Letter to My Classmates

- 600 – 700 words (not more than 2 pages double-spaced if you are drafting on Word or Google docs)
- This option is for those who may not feel skilled at creating/uploading videos.
- Ideas: include pictures, icons as you might in a letter, hand-write it and scan it for upload...be creative (straight text is completely fine – it's about the quality of the content)
- This is not an academic paper, it's a letter, so it should sound like a letter (conversational, informal tone) e.g. "Dear Classmates"
- Option: Write a letter to agriculture e.g. "Dear Agriculture, I think you should visit my classroom... or Dear Agriculture, I'd like to invite you to my neighborhood as I think you have a role to play there..."

Option C: Choose Your Own Adventure

You will always have this option if you have a creative way to demonstrate your learning as long as you align with the guidelines to meet the expectations of the assignment. Please chat with me about your idea before moving forward.

2. Reading Connections

Due Date: August 1st by 6:00 p.m.

Value: 20%

Link to Objectives 2, 3, 4

This reflection invites you to engage personally, professionally, and academically with the core texts:

- *The Serviceberry* by Robin Wall Kimmerer
- Either *Revery: A Year of Bees* or *A Profession of Hope: Farming on the Edge of the Grizzly Trail* by Jenna Butler

These texts offer alternative and arguably, poetic, ways to think about agriculture and its connection to the more-than-human world. You are encouraged to reflect on how the readings resonate with your teaching and/or research, and how they might shape your understanding of school- or community-based agriculture.

Your task is not to summarize the texts, your task it to reflect on how they shape, affirm, or challenge your thinking as someone who aims to be a teacher or community leader in integrating agriculture into K-12 education and other contexts.

As a reflection, you can use “I”. Be sure you are using the readings – connecting to the books and integrating other concepts and/or empirical findings that you think are relevant (e.g. experiential learning framework) to your reflection.

Your reflection should address the following (the questions are prompts, but the general categories are open to your interpretation):

- Personal resonance: What drew you to the Butler book you chose, for example? What stood out to you in the books that you connected to integrating agriculture in your teaching and/or research? Were there moments or passages that stayed with you, and why? Did you disagree with the ideas in the books, and why?
- Shifts in understanding: How did the readings deepen or challenge your current beliefs and understanding about agriculture and its use in education and society? What new perspectives did the readings offer? What other ideas, concepts, theories from the assigned readings gave you pause for thought?
- Shifts in teaching/education/research: In what ways did the readings spark teaching or research ideas? What new possibilities do you see for integrating agriculture into your teaching or research? What challenges do you anticipate?
- Professional links: How do the texts make you think about your professional competencies in the Teaching Quality Standard (if applicable)? How do the books help you connect with agricultural literacy (e.g. NALOs)? To what extent do the readings resonate with your journey toward reconciliation as you understand it?

General guidelines:

- Directly connect to Kimmerer and Butler
- Make connections to at least one course concept from other readings (e.g. experiential learning, wild pedagogies)
- Make clear connections to your understanding of agriculture (e.g. through the NALOs)
- 2-3 pages double-spaced (Times New Roman or Arial 11 or 12 pt font)

Option: If you have an alternative way to demonstrate your learning, please chat with me about it.

3. Rippling Your Gifts: In-Class Presentation: Choose Option A or B

AI Permitted for the generation of lesson plan ideas and activities NOT to write your presentation—Please refer to library resources for proper citing of AI sources: [How to Cite AI](#)

Due: August 8th in the afternoon (schedule will be developed)

Value: 30%

Links to Objectives #1, 4 and 5

“Rippling Your Gifts” was inspired by the [brief video of Robin Wall Kimmerer](#) discussing the inspiration for her essay, “The Serviceberry.” This is a short, focused oral presentation in which you will share how the week’s activities, combined with the course readings, have developed your thinking about agriculture in general, or integrating agriculture in your teaching. Whichever option you choose, are encouraged to use a conceptual framework or sensitizing concept to orient your work (e.g. experiential learning, wild pedagogies, land-based education, theory of successful intelligence, gift economy, etc.).

General Guidelines:

- 10 minutes maximum
- 3 slides only (if you are using slides)
- Will be scheduled for August 8th in the afternoon

Option A: Lesson, Resource, or Initiative-in-Progress

Based on the readings and the immersive experiences, present a concept for a lesson or school- or community-based initiative or strategy that integrates agriculture. You might describe your idea, explain what inspired it, and sketch how you might facilitate it using a framework like experiential learning, land-based education, or wild pedagogies. Your teaching, facilitation, and ideas will be the gifts that ripple out to your students, whoever they are.

You can use AI – ChatGPT or Gemini—to generate potential lessons or resources. E.g. *“I would like to use wild pedagogies with my grade 7 art class to achieve [this particular learning outcome] from the [name of curriculum]. What are some creative and engaging ways I could use agriculture to achieve the outcome, using wild pedagogies?”*

If you use AI, you are required to submit your prompt and response that ultimately shaped your thinking.

Option B: Learning-in-Progress

Based on the readings and the immersive experiences, present an idea or ideas that have been evolving for you so far. Perhaps it is a moment, concept, or activity that surprised, challenged or surprised you. How are your ideas shaping how you’re thinking about teaching in general, your particular research interests, and your own relationship within agriculture. Are there ideas that are confirmed for you, now in tension for you, or raising questions for you? Consider this presentation an opportunity to track your learning journey and articulate the significance of it for your teaching, research, or other commitments. Share how this is leading you to think of an initiative or project related to or not related to a classroom. You can be creative here in how you present your ideas.

This option does NOT lend itself to AI use because your presentation is about your thinking. AI cannot be you. ☹

Option C: Do you have a better idea? As long as it is an oral presentation, let me know what you’d like to do!

4. Integrating Agriculture Project

Due: August 13th by 6:00 p.m. via Canvas

Value: 40%

Link to Objective #5

The final assignment in the course is your opportunity to bring together your learning in a way that is meaningful to your own teaching, leadership, or research context. You will design a project that demonstrates how you can thoughtfully and purposefully integrate agriculture into K-12 education, community education, or other contexts that matter to you.

There is no single format for this assignment – what matters most is that it reflects your learning and is grounded in research, pedagogy, and your own professional goals.

Possible project formats may include (just suggestions, and not an exhaustive list):

- a lesson or unit plan for your classroom (select curricular areas)
- a cross-curricular lesson or unit plan for your classroom or teaching/learning context
- an initiative or program that you would implement in your school or community
- a resource for student use e.g. game, conversation starter cards, agriculture flashcards...the list is endless
- a funding/institutional support proposal that justifies integrating agriculture
- [Green Certificate Program](#) course (perhaps not the whole course, but significant portion)
- [Locally Developed Course](#) (perhaps not the whole course, but significant portion)
- Create a video to promote agriculture education with pre-service and practicing teachers
- Develop an experiential program to support teachers' or pre-service teachers' professional development
- Writing that supports your research in some way (e.g. develop a brief proposal for a study)

If you have a creative idea, let's talk!

Required components:

- Written introduction that provides a clear and concise explanation of your project, its purpose, where the idea originated, and how it connects to your teaching (e.g. 1 page)
- **Literature review**—explain the theoretical, empirical, and/or conceptual foundations of your idea. This should draw from course readings and additional research that supports your approach. A literature review is *an argument* for your ideas – you want to show your reader that your idea is evidence-based. Use course readings and other literature you have identified (e.g. 3-5 pages)
- **Theoretical or conceptual framework** (e.g. 2 pages): Clearly articulate your project/idea THROUGH a framework. You must first outline the framework and explain it, and then USE it – explain how it influenced/shaped your project. How does the framework help you make sense of your project? Frameworks you may select from (you only need one):
 - Experiential learning (focus on inquiry-based, problem-based, etc.)
 - Wild pedagogies
 - Land-based education
 - Place-based education
 - Other – feel free to bring in your own as long as it is appropriate for the task

- What is the project? Who is it for (e.g. Grade 1, pre-service teachers). How does it work? What is the **curricular connection or objective**? Explain to the reader what will happen. If you want to use the curriculum mapping template to map it out, you may do that. You still want to provide some narrative to explain some details. (e.g. 2 pages)
- **Assessment** (e.g. 1 page): How will you know that your project meets the intended outcomes/objectives?
- Conclusion – ½ page
- If you used AI to generate your idea, you must cite it, and include an Appendix with your prompt and response. Even if you got the idea from AI, you are still responsible for explaining the curricular connection or objective, how a pedagogical framework or philosophy will help you to articulate/facilitate it, what the research evidence is for the idea, and how you will assess it.

Important Reminders

Course Outlines

Policy about course outlines can be found in the University Regulations and Information for Students, Academic Regulations, Evaluation Procedures and Grading System Section of the University Calendar (online at <https://calendar.ualberta.ca/content.php?catoid=36&navoid=11176#evaluation-procedures-and-grading-system>)

Student Academic Integrity and Conduct

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the *Student Academic Integrity Policy* and the *Student Conduct Policy* (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic background.

Personal or Academic Difficulties

Support is available within the University for students experiencing academic or personal difficulties. A list of resources can be found at the following link: <https://www.ualberta.ca/current-students/index.html>

Student Accessibility Services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with the [Academic Success Centre](#), 1-80 Students' Union Building (SUB), 780-492-3381, email: arrec@ualberta.ca.

International Student and Visitor Services

As stated on their website, "International Student and Visitor Services (ISVS) provides services, events, and programs for U of A international students and academic visitors."
[University of Alberta International: International Student and Visitor Services](#)

Recording Class Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).