

# The Integration of Traditional Teaching and Distance Delivery of Plant Propagation Statewide<sup>®</sup>

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**The development of strategies to reach students who are place-bound due to their jobs, families, or community responsibilities is an important opportunity for land-grant colleges. University of Florida (UF) currently has 13 satellite programs where various undergraduate degrees in agriculture are offered. The onset of interactive video has created an opportunity to merge the on site and off site classes into one united class and to improve the effectiveness of educational programming. Although distance education has been around for many decades in different forms, UF is structuring a new concept of bringing the statewide expertise of faculty and the diversity of students together via interactive videoconferencing and web-based technology.**

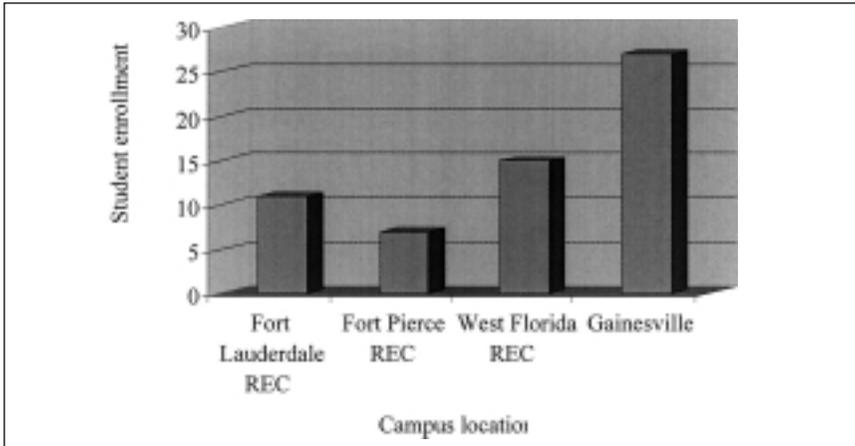
## INTRODUCTION

The development of satellite programs by the College of Agriculture and Life Sciences (CALs) throughout the State of Florida provides opportunity for place-bound students to earn a baccalaureate degree from the CALs in several different disciplines and provides opportunity for enrollment expansion outside the boundaries of the main campus in Gainesville. Numerous land grant universities have established distance learning systems (Murphy, 1996). The challenges of developing off-campus research and education centers have been well discussed (Verkade et al., 1988; Tignor and Wilson, 1999; Klock-Moore et al., 2000; Wirth and Thornsby, 2001) and it is generally agreed that educational programming for place-bound students provides a needed educational opportunity for students, while strengthening undergraduate enrollment in agriculture.

## PRINCIPALS AND COMPONENTS OF DISTANCE EDUCATION

Distance education courses use a variety of delivery methods catered to a particular course. The principal advantage of distance education is that it enables learners to take academic courses and pursue college degrees without having to attend classes at the University of Florida (UF) campus in Gainesville. Delivery methods for distance education courses include interactive videoconferencing, narrative powerpoint, video streaming, world wide web, and web course tools <<http://training.ifas.ufl.edu/deft>>. Hybrid courses allow the instructor to interchange

several delivery methods as needed to most effectively utilize classroom time, minimize scheduling conflicts, and maximize flexibility.



**Figure 1.** Semester enrollment in Plant Propagation (PLS 3221C) currently taught live at various locations throughout the state. In 2002, the course will be taught live from a central location (Milton and Fort Pierce) and broadcast via interactive videoconferencing to 6 UF campuses.



**Figure 2.** Location of UF campuses scheduled to receive Plant Propagation (PLS 3221C) via interactive videoconferencing.

## INTEGRATING TRADITION AND TECHNOLOGY IN THE CLASSROOM

The UF plant propagation course (PLS 3221C) is currently taught live on site at 4 locations throughout Florida (Fig. 1) and scheduled for statewide distance delivery from one location to six additional campuses in Fall 2002 (Fig. 2). Lectures will originate from Milton and Fort Pierce campuses and will be broadcast to designated campuses throughout the state of Florida. Corresponding labs will be administered on site by a faculty member at each campus. To facilitate the integration of tradition and technology in the classroom, a teaching team comprised of all instructors responsible for teaching plant propagation was created. The goal of this team was to define a framework for the development of a coordinated plant propagation course that would clearly define course content, faculty responsibilities, and a time-line for implementation while considering the expertise, faculty responsibilities, and facilities available at the various satellite programs.

## LITERATURE CITED

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