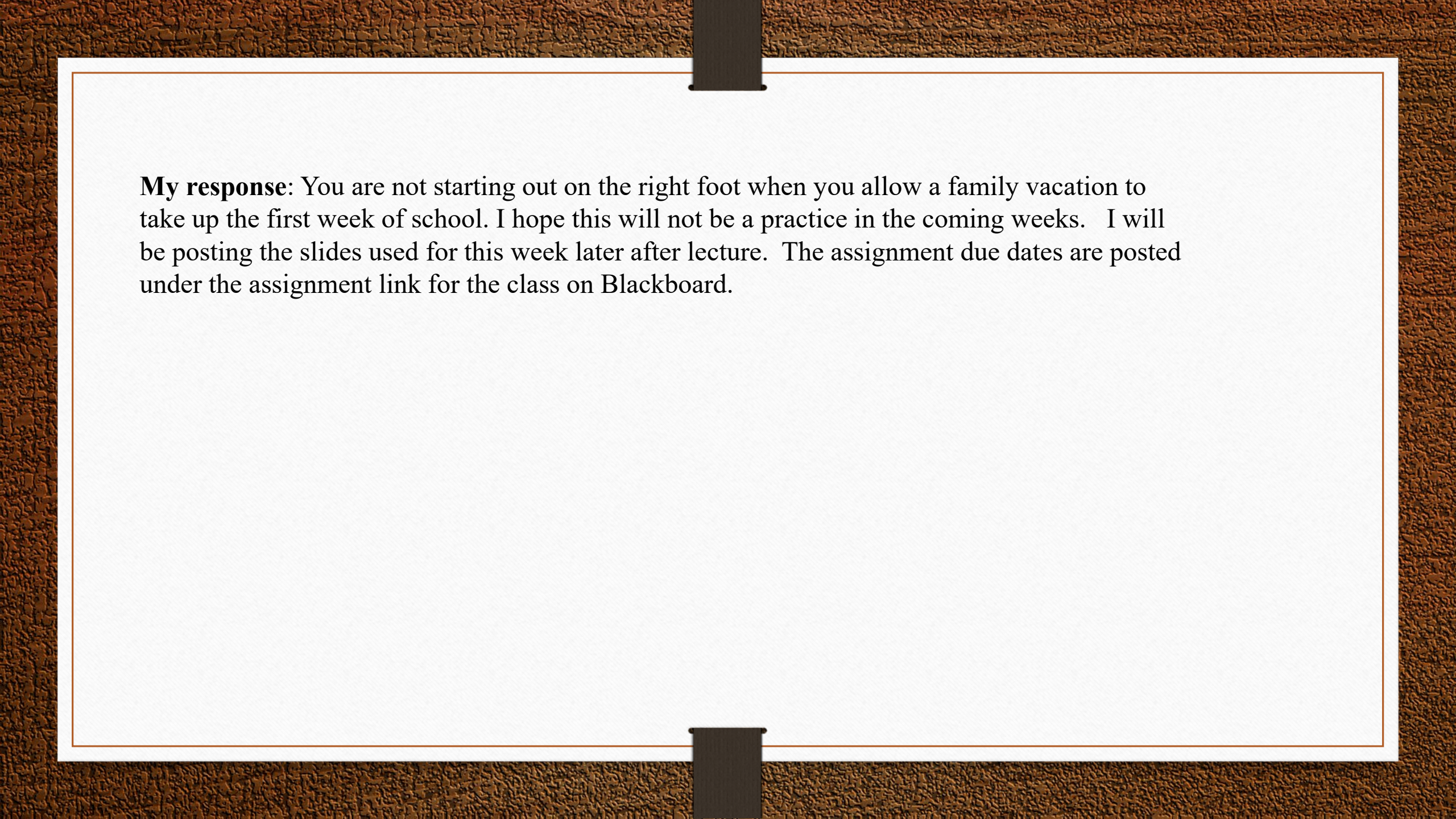# THIS IS NOT MY FIRST RODEO

Student: just wanted to apologize for not being in class we are getting back in from family vaction and wont make it today is there anything i can do to make it up can i email you the assiment do today im still working on cea so i can get my note taker and all of that stuff lined up i relly need this class as a senior so please email me or text or call xxx-xxx-xxxx again would really like to work this out because i need this class just let me know thanks

My response: You are not starting out on the right foot when you allow a family vacation to take up the first week of school. I hope this will not be a practice in the coming weeks. I will be posting the slides used for this week later after lecture. The assignment due dates are posted under the assignment link for the class on Blackboard.

Student: Its the first week seriously it wont be a problem . Never have ever heard that before the wrong foot? lots of people go on vaction and dont come the first week **this is not my first rodeo** . I hope you understand im dealing with cea bc i have add and asburners . This is my last year so i need to pass and i did email you but thanks anyway. Truley {name} ill be coming to see you tommrow so we can talk
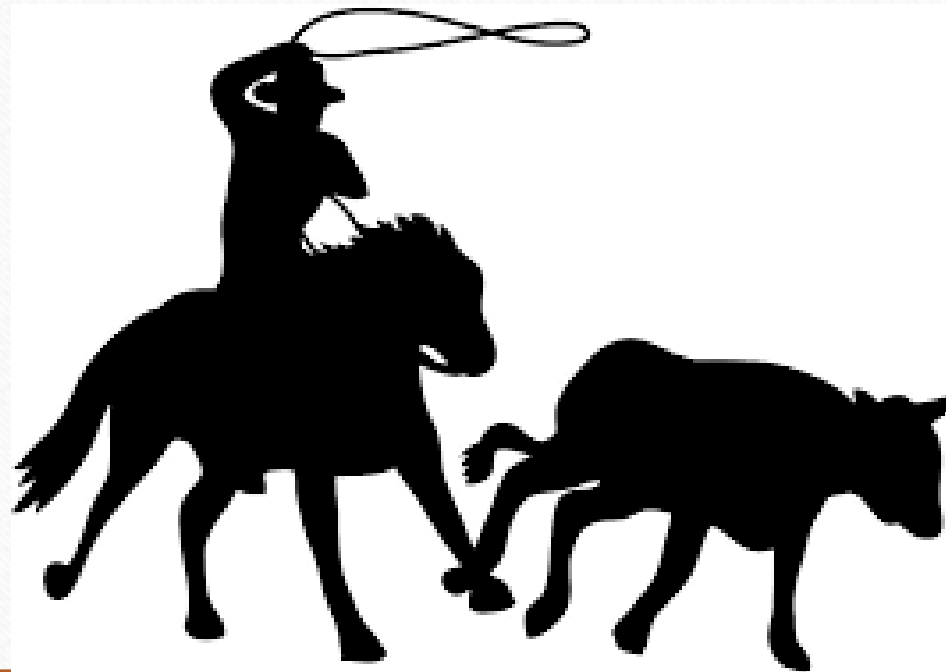
Classroom Rodeo

Calf Roping

- Have to chase them down- always on the move
  - Weddings
  - Conferences
  - Cruises or ski trips
  - Work
  - Granny died
  - Official trips

Bareback Riding

- Resistant
  - "Can't I just google it'
  - 'When am I going to use this"
  - "Why can't I use Wikipedia"
  - Homework is 'busy work'
    - "I'm a Mensa candidate"

Barrel Racing

- Demand precision and direction

- Structure

- Need to know exactly what to do

- Can I see an example?

Saddle Bronc Riding

- Poorly Prepared Students
  - Do not takes notes
  - Poor study habits
  - Poor time management skills
  - Has not had deadlines
  - Always able to resubmit assignments
  - Lack of a support system
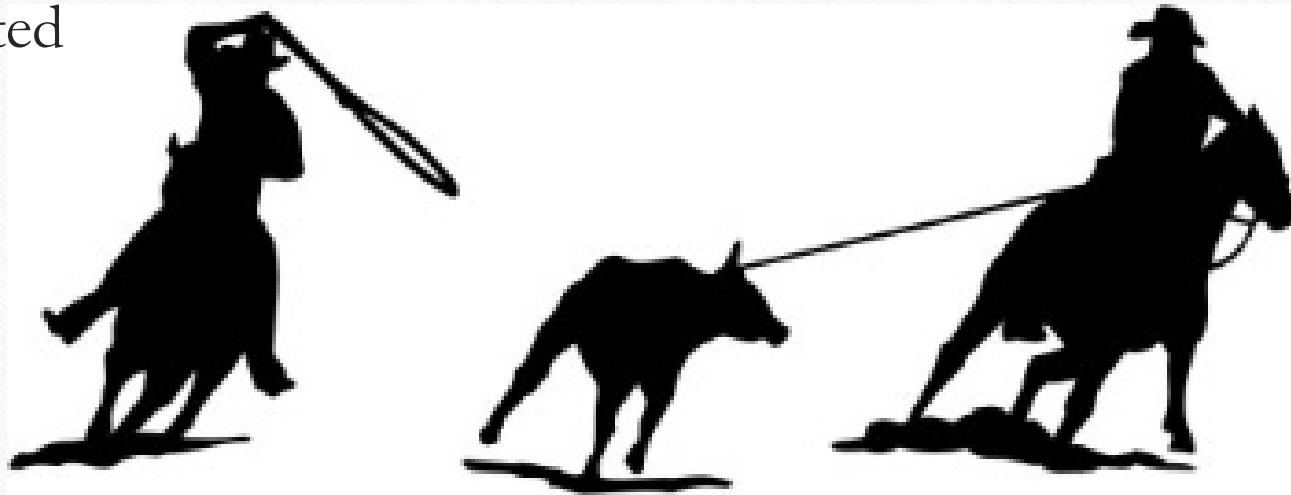- First Generation students
  - Not engaged with campus or academics

Team Roping

- Always need a teammate to help with assignments

- Free loader in group projects

- Lazy or not interested

- Low confidence

Bull Riding

- 8 seconds to finish homework
  - Send 11 p.m. messages

    (for assignment due at midnight)

- Multiple excuses
  - Couldn't open file
  - Blame on technology, printer, email failure
  - I had a bad hair day

Steer Wrestling

- Questioning their grades
- Requesting class notes
- Did I miss anything important?
- Can you just post the slides?
- Can I turn it in tomorrow?

Clowns

- Derailing class progress or discussion
  - Laughing and joking with classmates
  - Avoiding class work
  - Distracted by social media – Facebook, Twitter, Instagram, Snapchat, etc.
  - Listening to music
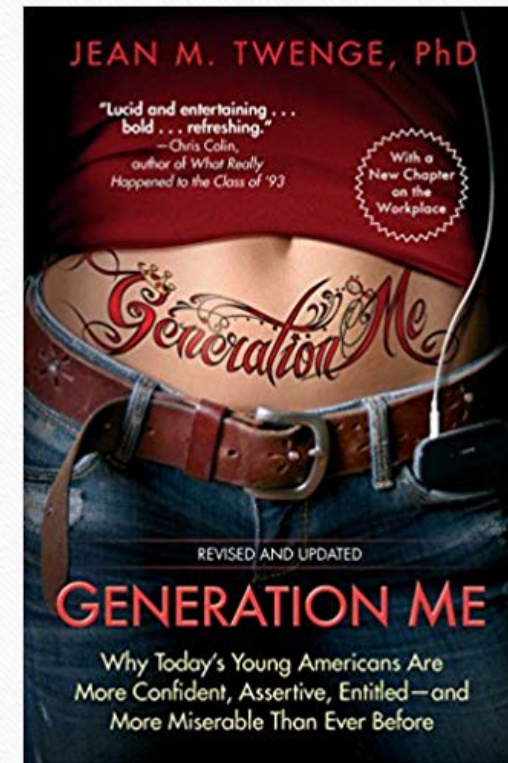 - Texting, texting, texting

Millennials

- Preference for personal attention –Me Generation
- Consumer mindset
- High esteem of their abilities
- Technology-savvy - Always Connected
- Different Values
- Idealistic
- Multi-taskers
- Global orientation
- Self-reliant and independent
- Team-oriented

Academic Entitlement

- Expectation of special accommodation
- Asking for concessions that relate to their needs
- Requesting class notes or other help
- Asking for grades they do not earn

Preferred Learning Methods

- Learning and communication style is through multi-media formats
  - Text & Graphics- slideshows, Prezi, Infographics, diagrams
  - Audio - podcasts
  - Video - lecture capture, animation, Screen capture
  - Other – Webinars, Moodle, Blogs, Interactive Content
- Most common methods of contact and collaboration is text messaging, instant messaging via cell phones.
- Learning has moved into web-based tools
- Learn through teamwork
- Learn by being creative with technology
- Expect communication via technology (Nicholas, 2008)

Preference for learning course material	Agree	Disagree
I learn from video clips that relate to class material	86.8%	13.2%
I like a mixture of activities (lecture, group work, discussion, problem solving) in a large class	91.3%	8.7%
Having to solve problems in class helps me to learn class material	92.3%	6.8%
I am interested and willing to do work that will help me learn the course material that is not graded	60.2%	39.8%
I prefer lecture as a format of class instruction	62.6%	47.3%
I consider class discussion in small groups with other students to be a valuable way to learn course material	63.6%	16.4%
I prefer PowerPoint slides along with lectures	85.8%	14.2%
Working with other students in an in-class activity helps me feel prepared to participate in class discussion	72.5%	27.5%
I prefer multiple-choice exams compared to essay exams	84.6%	15.4%
I think doing group work is a valuable way to learn material	72.3%	27.8%
I think frequent quizzes over the reading or assignments are a good idea	80.2%	19.8%
I prefer to have more frequent exams and a variety of ways to earn grades	90.1%	9.9%

'Nintendo-fy' the Classroom McBride, T. (2018)

Needs

- Clear direction

Change the Syllabus

- Communicate the direction, steps of progression

- Explain why the course is valuable

- Discuss whether they have second chances

- Clarify the means of evaluation

'Nintendo-fy' the Classroom

Need

Variety of methods

Dramatic Material

Variety of approaches

- Add video, case studies, guest speakers, history channel, Ted Talks, debate, photos or images to PowerPoint slides

- Students create web blogs, Pinterest boards, or other media pieces

Examples

- Babe Ruth once ate 12 hot dogs & 8 bottles of soda in between a double header. He was rushed to the hospital w severe indigestion **#hotdogfact**

- https://foodbabe.com/is-your-protein-shake-safe/

- https://www.telegraph.co.uk/fashion/events/mtv-vmas-the-most-outrageous-red-carpet-looks/

Sustainable agriculture & pesticides

debating europe

Sustainable agriculture is the production of food, fiber, or other plant or animal products using techniques that are not harmful for the environment, public health, human communities, and animal welfare

Pesticides protect plants from weeds, fungi and insects that can harm the plants or spread diseases

TIME FOR ANOTHER GREEN REVOLUTION?

Since the 1960s and the 'Green Revolution':

Global Population went UP
Farming Yields went UP
Food Prices went DOWN

This was due to the introduction of:

- **New Seed Types** (e.g. higher-yielding varieties of rice and wheat)
- **Farm Mechanisation** (e.g. tractors and combine harvesters)
- **Chemical Fertilisers** (i.e. synthetic compounds added to soil to provide plant nutrients)
- **Pesticides** (i.e. substances used to kill pests or weeds)

×2 Between 1970 and 1990, pesticide use increased by 7-8% each year. Volume of world agricultural production **doubled**.

FEEDING THE WORLD

- The world's population is predicted to reach nearly 10 billion people by 2050
- Food production will have to increase by 70% in order to feed all those people without using more land
- The Food and Agriculture Organization of the United Nations (FAO) estimates up to 40% of global crop yields are lost each year due to plant pests and diseases
- Global trade in plants that carry pests and diseases can result in disastrous consequences for farmers and food production around the world

HEALTH & ENVIRONMENT CONCERNS

- Some of the chemicals used in pesticides are toxic for humans and animals
- Pesticides can reach destinations other than their target. They can contaminate (ground) water, air and soil
- Pesticides cause a loss of species that are needed to pollinate plants, like honey bees

WITH PESTICIDES? +

- EU regulations are in place to ensure pesticides are used safely and sustainably
- Yields from organic farms are on average 19-25% lower (even 40% lower for some crops) than yields from conventional farms
- Even organic farms use pesticides (though the approved list is small)

WITHOUT PESTICIDES? –

- Roughly 1/3 of food produced globally is lost or wasted every year
- We have enough food to feed 10 billion people if we tackle inequality and food waste
- Overuse of pesticides leads to pollution and biodiversity loss

SOURCES: European Commission, Food and Agriculture Organization, United Nations, World Health Organization, June 2017.

NEONICOTINOIDS

Neonicotinoids were introduced in the 1990s and saw a significant uptake by farmers. Neonicotinoids ('new nicotine-like insecticides') are effective against:

Chewing insects (e.g. grasshoppers, beetles)

Sucking insects, both above and below the soil (e.g. aphids)

The EU has one of the strictest procedures for authorizing pesticides use in the world.

Insecticides are pesticides used by farmers to protect crops from harmful pests and insects.

There are 7 different substances in the family of neonicotinoids

Imidacloprid is the most widely used. In 2013 the European Commission restricted some of its uses, as well as for clothianidin and thiamethoxam.

What do they do?

Neonics are more toxic to invertebrates than they are to mammals. They act on the central nervous system of insects, causing **leg tremors**, **rapid wing motion**, **disoriented movement**, **paralysis** and **death**.

+ Neonics are popular pesticides because:

- They easily dissolve in water, which means they are **easy to apply**
- They can be applied with **reduced risk** of drifting away from target side
- They **control pests** that have developed resistance to other chemicals
- They are **effective**

– But they also raise environmental concerns:

- They have been linked to the **decline of animal pollinators**, specifically bees
- Risk of **harming non-targeted species**, such as other insects and birds
- Risk of **contaminating other areas** via air or groundwater

Do neonics harm honey-bees?

- Since the end of the 20th century, the number of insects that pollinate has declined.
- Findings of research on the link between neonicotinoids and the loss of birds and honey-bees have been **controversial**.

debating europe

Sources: European Commission, Center for Pollinator research, European Food Safety Authority (EFSA), University of Florida, November 2018.

'Nintendofy' the Classroom

Need

- Focus on recall, introspection, feedback

Feedback

- Review at beginning & end of class
- Write a quick reflection of concept understanding
- Self-feedback
- Think-Pair Share

'Nintendofy' the Classroom

Need

- Build community and competition

Teamwork

- Students work in cooperative and competitive teams
  - Created rubric for student evaluation
- 3-minute defense of position
- Student critique

'Nintendofy' the Classroom

Need

- Communication

Use their tools

- Facebook, Kahoot, Remind.com, ZipGrade

- Get to know students exercises

- Limit technology use

- Variety of assignments using computer, texting, or hand-written work

Strategies

My changes

- Clear Direction

- Variety of approaches

- Frequent Feedback for recall

- Build community

- Communication

Your Suggestions?