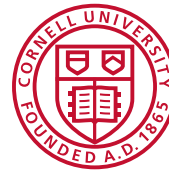


Cornell Cooperative Extension Cornell Garden-Based Learning



Online Course Syllabus Summer 2020

Cornell Garden-Based Learning Library Pilot for CCE County Educators

Facilitators: Ashley Helmholdt and Donna Alese Cooke, Cornell Garden-Based Learning

Virtual Office Hours: Please check Moodle for hours each week

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Welcome!

Welcome to the **Cornell Garden-Based Learning Library Pilot online course**. We are pleased that you will further develop your talents and profession in garden-based learning and Master Gardener Volunteer management.

What to Expect

This online course will begin July 13, 2020 and end September 4, 2020. Over an 8-week period, you will experience online course materials which include CGBL Learning Library readings, videos and lectures by Cornell University and Cornell Cooperative Extension specialists, learning activities, self-checks and exploration of web resources. Students will learn online asynchronously, at their own pace.

Anyone enrolled in this course is expected to participate in all learning activities. For your own peace of mind and time management, submit all assignments by each deadline, as there is content that will build upon its foundation. Your online presence through interactive discussion forum is essential in helping you better understand each topic, provides an opportunity to ask questions, and offers engagement with one another and social interaction. Plan to dedicate about 3-4 or more hours per week for the online readings and preparation as mentioned above, including videos, discussion forums and tasks as assigned. Should you take extra time to explore the optional topics and "Explore & Learn More" additional resources in each section, expect to add on another hour or two each week.

Additional time may be needed to work on the final project. Keeping yourself well organized and current with assignments will help you get the most out of this course. You will get from the course what you put into it!

Course Objectives

Upon completion of this course, participants will:

- Identify Effective Volunteer Management based on CCE ISOTURE Model and Organizational Roles and Responsibilities in the context of MGVS.
- Review Standards of Excellence for NYS Master Gardener Programs and the CCE MGVS Mission, Vision and Values.
- Identify examples of successful MGVS Management from NYS Counties.
- Understand the basics of engaging with Community Organizations that run Group Gardens

Building Strong and Vibrant New York Communities

Diversity and Inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.

- Define the Master Gardener Volunteer role in supporting Group Gardens and Seed to Supper.
- Recognize the benefits of positive youth development and identify how to incorporate meaningful opportunities for youth engagement in garden-based learning (GBL) settings.
 - Discuss some challenges, fears and expectations regarding youth engagement in the garden setting.
 - Understand the steps to planning a successful garden project.
 - Practice innovative garden-based activities and discuss how they could be adapted to fit various settings.
 - Research school and youth garden projects in your community.
- Review the core curriculum materials in the Cornell Garden-Based Learning Library: Integrate local experience and research-based knowledge in better understanding sustainable gardening, management of lawns and landscapes, emphasizing environmental stewardship:
 - Recognize the interrelationships between soil, air, water, plants, insects and animals, and apply right plant, right place practices.
 - Apply strategies to build and protect healthy soils, recycle nutrients and conserve and protect water resources.
 - Distinguish differences growing methods and demonstrate the use of organic approaches in growing fruits and vegetables.
 - Interpret plant and insect problems and providing solutions using Integrated Pest Management practices.
 - Collaborate with others to advance your understanding of the course materials and how they relate to your gardening practices.
 - Understand the science and impact of climate change as it relates to local gardening conditions, determine solutions that address these changing conditions, and have a better understanding of the importance of native plants and impact of invasive species.

Lessons, Learning Activities and Evaluation

Learning activities will consist of online references, digital resources, fact sheets, articles, videos, presentations and web resources that focus on each topic. Topics may include an online discussion forum in Moodle, for you to answer prompted questions, ask questions and help one another gain a better understanding of the topic.

Required Readings: There is no text to purchase. Required readings are from online resources.

Learning Journal Entries: Within each module of topics you will be asked to write a journal entry, reflecting on what you have learned so far and how this will help you better utilize the GBL Learning Library materials and adopt strategies for volunteer management. Please keep in mind that this is a self-reflective learning activity, not a sounding board! Suggested writing prompts will be posted in Moodle; however, you are free to explore your own topics as long as they relate to the course as a whole. The purpose of the learning journal is for you to reflect on something you have learned, and the connections you make to your personal and professional practice. Journal entries are written in a Word Doc and

uploaded into Moodle. Instructions will be provided on how to upload documents into the Moodle platform.

Final Action Project: The final project is an opportunity to cultivate skills and perhaps start a new project you have been waiting to plan. You might consider any of the following: a volunteer management plan, new plan of work, community project or a garden-based learning activity or community program. Explore an aspect about volunteer management and garden-based learning that is important to you, or one you wish to learn more about. Details on the final project will follow mid-way through the course.

Optional Reading & Exploration: “Explore & Learn More” resources are included to enrich each topic. There are additional advanced training topics to explore, which can be found outside this course in the Learning Library and soon to be published self-guided Advanced Training for Master Gardeners Moodle course.

Evaluation: Reflective Journals, online discussion forums, assignments and other evaluative tools will assess your understanding of each topic. Assessments vary by topic and will be offered online within the course. We will ask for a final evaluation of your feedback and comments of the course itself, so we may make improvements for the future.

Grading: While there are no grades assigned for this course, all assignments are designed to help keep you on track and evaluate your understanding of the content. Assignments and projects are expected to be completed on or before their due dates, however we understand if an extension is needed.

Certificate of Completion: To receive the Certificate of Completion, one must complete the final Action Project and all required assignments.

Contact and Office Hours

Course Facilitator’s virtual “office” hours will take place during regular business hours, Monday through Friday, except holidays, and will be posted periodically in the “Virtual Office Hours” sections at the top of the course home page. You may contact the facilitators through email, or via messaging within Moodle itself. Reference CGBLPILOT in the subject line, to be sure your questions and concerns are answered promptly.

Course Timetable at a Glance

This course is delivered in eight modules (units), one module each week. Each module will open on a Monday according to the schedule below and will remain open for viewing through the last day of the course. Assignments for each week are due by Sunday. The first week is an introductory week, for you to acclimate to the Moodle platform and get to know each other.

Week 1: Introduction and Master Gardener Volunteer Program Management (July 13-19)

Week 2: Peer Learning Networks and Community Engagement (July 20-26)

Week 3: The Fundamentals (July 27-August 2)

- Plant Biology for Gardeners
- Right Plant, Right Place
- Beneficial Insects
- Plant Pathology

Week 4: Food Gardening (August 3- 9)

- Vegetable Gardening Parts One & Two
- Fruit Gardening
- Nutrition, Food Safety and Food Security (Post Harvest)

Week 5: Ornamental Plants and Ecosystems Services (August 10-16)

- Woody Plants
- Herbaceous Plants
- Lawn Care and Pant Ecosystem Services

Week 6: Problem Solving (August 17-23)

- Integrated Pest Management
- Pests of Food Crops and Ornamental Plants (Part 1 of 2)
- Pests in the Home and Garden (Part 2 of 2)

Week 7: Management Strategies (August 24- 30)

- Organic Waste Management
- Soil Amendments and Fertilizers
- Invasive Species for Gardeners
- Gardening in a Warming World

Week 8: Starting & Sustaining Learning Gardens, Final Wrap Up (August 31-September 4)

- Group Gardens and NYS Seed to Supper Network
- Youth Development and School Gardens
- Final Wrap Up
- Course closes **September 4**

Revised June 12, 2020, DAC

