Redesign and Reframing a Foundational Graduate Course for Agricultural Education, Extension and Communication

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Why?

- challenge to meet the graduate course needs of students, especially in small departments
- Increasing pressures to meet minimum course enrollments
- Common solution is to develop new or convert existing graduate courses to online delivery

HOWEVER ....

- Transitioning traditionally ‘face-to-face’ taught courses to quality online courses – often requires a complete re-conceptualization of teaching and learning strategies used by the instructor
• Introductory graduate course on foundations of department disciplines – Ag Ed, Ag Comm, & Extension – was revised using backward design

• Utilized collaborative process between instructional designer and lead instructor

• Goal: transition to existing face to face course to an online delivery format, while maintaining the valuable components of student discussion and interaction.
Background

• Creating effective student engagement in online courses is key to success

• Three critical elements in the higher education using online methods — Social Presence, Cognitive Presence, and Teaching Presence = Community of Inquiry framework

• Bloom’s Taxonomy - use to classify objectives, activities, and assessments to provide a clear, concise representation of a course
Bloom’s Taxonomy and Community of Inquiry
Backward Design

– Started with a course map
  • 1- goals/outcomes of course
  • 2- objectives of each module
  • 3- assignments and activities
  • 4 - assessments

- Chunked content by past, present and future
- Alignment of all four elements is KEY

Three 5 week modules **Past, Present, & Future** with the following course goals/outcomes integrated across all three that focused on:

- 1) compare and contrast the disciplines regarding their past present and future,
- 2) evaluate the integration among and across of the disciplines, and
- 3) identify and examine current trends and grand challenges facing the disciplines.
Connecting Content Across Disciplines

ASEC 520 Module 1 - History of ASEC_Final

Section 1

Discipline Diagram Revisited

This graphic depicts not only the foundations of our disciplines in social science, but also the many connections among them. As you have learned about the historical aspects of each of the three foundational fields that contribute to the expertise in the department ASEC, the many connections and intertwining components should stand out.
Welcome and Course Information
Enabled: Statistics Tracking

Module 1: Past, Weeks 1-5
Enabled: Statistics Tracking
This is where you will find your course content for Weeks 1-5. Module 1 focuses on the past, or history, of Ag Education, Extension and Ag Communication.

Module 2: Present, Weeks 6-10
This is where you will find your course content for Weeks 6-10. Module 2 focuses on the present aspects of Ag Education, Extension and Ag Communication.

Module 3: Future, Weeks 11-15
This is where you will find your course content for Weeks 11-15. Module 3 focuses on the future of Ag Education, Extension and Ag Communication.
Innovative interaction between students was created with course design to include several e-learning tools

- Articulate StoryLine 360® for content delivery,
- Perusall®, a site that allows for interactive annotation and discussion of readings
Tools

- Articulate Storyline 360® is an e-learning authoring program that allows for the creation of dynamic, interactive content

- Interactive & works on any device
- Easy inclusion of Interactions, assessments, decision-making activities
- Easy inclusion of narration and closed captions for accessibility
• **Perusall®** – a tool for online reading: can order and assign reading and discussions via textbooks, articles, or your PDFs
• Students can annotate their readings and asynchronously respond to each other's comments and questions about the readings in context.
• Integrated with LMS systems
Agricultural Sciences Education

COLLEGE OF AGRICULTURE

• Perusall®

Tools

Conclusions and Implications

ACCELERATING AGRICULTURAL EDUCATION AND COOPERATIVE EXTENSION: THE EARLY AGREEMENTS

John Hillian, Professor
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Abstract

With many university having merged or discuss merging of agricultural education and cooperative extension in a variety of units, it is time to examine the history of cooperation and collaboration between the two agencies. Historical research methods using both primary and secondary sources were used to contextualize the objectives of this study. The major objectives were to describe the historical evolution of the two agencies, examine the contributions of the two agencies, and examine the reasons for the creation of understanding as a foundation for the merging of agricultural education and cooperative extension. The history of the two agencies was divided into four time periods: 1) the pre-1950 period; 2) the 1950s; 3) the 1960s; and 4) the 1970s and beyond. Each time period contained a series of events that contributed to the merging of agricultural education and cooperative extension.

References

Hitch Act (1957). U.S. Statutes at Large 480-481


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Coming from gaining agricultural knowledge strictly starting from my time at Purdue it is interesting to read about the history pre-FFA ("academic club") and 4-H have together. In my experience through my time as a undergrad studying agriculture education and student teaching, I have found that thought there are some embedded conflict/overlap with the two a lot come down to the individuals who are in charge with the programs at a local level. I have seen programs where the 4-H/extension leader and the agriculture educator have a collaborative relationship and I have seen where the relationship is more competitive in a "who has more local support" kind of way. In the end how the two organizations work effects the students, who will be in charge of determining the future of them. For students outside of the public school setting or at a school without an agriculture teacher, 4-H is a wonderful chance to get engaged with a wider variety of focus/content options then FFA offers.
ASSIGNMENTS AND ASSESSMENTS

• Three projects
  – Module 1: Past = digital presentation
  – Module 2: Present = infographic
  – Module 3: Future = digital or video presentation or written paper
• Quizzes at the end of each section of each module, so weekly
• Readings and prompted discussion posts each week
• Made relevant to student and can be part of their portfolio
Social Cognitive Theory

Defining the SCT:
“Social Cognition Theory” (SCT) helps explain how one’s behavior, personal thought, and outside environment all play a role in interacting and developing each other. By observing how others interact with the environment and the outcomes of those interactions, one begins to cognitively analyze and learn. Then one applies what one learns to their environment through their behavior; if the environment changes this may cause one’s behavior to adjust based on another observation. In this way one is constantly observing and cognitively learning behavior and applying that behavior to the environment while the environment can cause new behavior and cognition to take place too. (Figure 1)

- 1960’s Bandura & colleagues conduct “Bobo Doll experiments” (Figure 2)
- 1977 Bandura introduced “Social Learning Theory”
- 1986 Bandura renamed to “Social Cognitive Theory”
EXAMPLE ASSIGNMENT – DIGITAL PRESENT.

- [https://woulditpasstoday-marks.weebly.com](https://woulditpasstoday-marks.weebly.com)

**WILL IT PASS TODAY?**

Yes, the Smith-Lever Act & Smith-Hughes Act would pass in 2018. Explore and find out why!

Welcome! This website was made to present evidence to explain why.

Scroll down for background information about the Smith-Lever Act and Smith-Hughes Act and on "more +" at the top of the page to view support evidence.

Supportive Evidence

Based on global connections, educational trends, and a current need for skilled workers, agriculture education and extension are key components to the success of the modern world. These components, much like other components back in 1914 and 1917, would cause a need for enough public and federal support that would allow Smith-Lever and Smith-Hughes Act to pass in 2018.
Student Feedback

• Small class first time offered online, Fall 2018 (n=5)
• Students indicated the course provided a wide range of material and resources, and facilitated more discussion between peers than in other online classes.
• Comprehensive re-design to make content and delivery engaging and relevant to the students, while maintaining key ingredient to face to face course success, student engagement.
QUESTIONS?