

# Perceptions of School Based Agricultural Education Teachers Attitudes and Beliefs toward Globalizing the Agricultural Curriculum



Nathan W. Conner  
Katelyn Butcher



# Introduction

- The agriculture industry is part of an interconnected world that is continually navigating complex trade regulations and cultural barriers



# Purpose

- The purpose of this study was to explore the perceptions of Tennessee School Based Agricultural Educators towards globalizing the secondary agricultural curriculum



# Methodology

- Participants
  - 26 agriculture teachers
  - Urban and rural
  - East, Central, and West TN
  - Selected FFA Advisors that attended camp
- Data Collection and Analysis
  - Individual interviews
  - Thematic data analysis
  - Trustworthiness
    - » Multiple researchers
    - » Member checking
    - » Peer debriefing



# 5 Themes Emerged

- Heightened awareness of living in a globalized world
- Vision for a globalized school based agricultural education program
- Benefits of exposure to a globalized agricultural education program
  - Preparedness to teach from a globalized perspective
  - Professional development needs



# Heightened Awareness of Living in a Globalized World

- Participants acknowledged that we live in a globally connected world
  - Participant 8 stated, “When I think about our world being globalized, I think about being connected. Even if something as simple as social media, a student can connect with someone literally half way across the world in a matter of seconds.”



- Living in a globally connected society instills a sense of responsibility on agriculturalists

# Vision for a Globalized School Based Agricultural Education Program

- Program design
  - Students research specific countries and report to the class (18)
  - Texts and references with international agriculture examples (16)
    - Interacting with people/students from around the world (21;22;25)
    - Study abroad programs (21;22;25)



# Vision for a Globalized School Based Agricultural Education Program

- Desirable international agricultural knowledge and skills
  - Participant 1 stated, “ I think they [students] need to know how trade works because it effects supply and demand...”
  - Food safety and country of origin labeling (24)
    - Animal rights/welfare issues and animal diseases (22;25)





# Benefits of Exposure to a Globalized School Based Agricultural Education Program

- Cultural Learning

- Understand differences in Ag practices (11)
- Participant 4 stated, “I think the culture is really important especially if you get in the food science area...what we are able to sell is so much about a specific culture and what they will eat.”

- Employability Advantages

- Broadened perspectives (19)
- Increased knowledge level (17)



# Preparedness to Teach from a Globalized Perspective

- Feelings of preparedness
  - Access to technology(3)
  - International travel experience (8;18;22)
  - Exposure to cultural norms (8)
- Feelings of unpreparedness
  - Lack of international travel (17)



# Professional Development Needs

- Professional development travel abroad experiences (2;8;11;14;16;20;21;22)
- Professional development sessions that discuss international agricultural issues
- Lessons/curriculum that infused with international agricultural practices (21;22)



# Conclusion

- Positive perceptions of globalizing the secondary agricultural curriculum (Hurst, 2013)
- Interest in promoting interactions with students in other parts of the world (Boix & Jackson, 2011)
- Professional development
  - Further research focused on the globalization of School Based Agricultural Education programs.



# Questions

