

# *NACTA - 2001*

## *ABSTRACTS*

### **Internationalizing the Curriculum Through Study Abroad**

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Study-abroad programs are increasing in interest, scope, and appeal. Of growing concern is the educational nature of these programs. Increasing public awareness of and access to these academic programs pays big dividends. It was with this in mind that the idea of developing an Internet supported course took shape. The objectives of this study were to:

1. Identify elements of the study abroad course applicable to distance education technology.
2. Determine acceptance by participants to utilizing distance education technology during a study abroad.

Prospective study-abroad participants were able to sojourn vicariously with current study-abroad participants, perhaps sparking some future interest in international activity participation. This project sought to determine the feasibility and usefulness of web-based applications to study-abroad programs. Included throughout this paper are comments taken from the on-line student learning journals required as part of the course requirements prior to participation in the in-country excursion.

Analysis of the student learning journals and a post-trip survey indicate strong agreement of the advantages of supplementing study-abroad experiences through the incorporation of on-line technologies. Additionally,

suggestions are provided for enhancing the effectiveness and application of in-country computer technologies.

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### **A Model for an Undergraduate International Exchange**

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There is considerable interest in globalizing curriculum in colleges and universities. An important component of globalization is providing an opportunity to study and travel abroad. This paper provides a model for the establishment and conduct of a student exchange. In 1997, faculty visited Blacksburg, Virginia from the University of the Orange Free State, Bloemfontein, South Africa. At a later date, Virginia Tech faculty visited the University of the Orange Free State, Bloemfontein, to assess the academic programs and student environment. From these visits came a Memorandum of Understanding for an undergraduate student exchange. The Memorandum provided for students paying tuition, fees, and lodging at their own universities, and paying for food at the host university. The only additional cost was the airfare. A full semester of classes was taken by students visiting each institution with courses approved and substituted for required curriculum at each university. There have now been four successful exchanges in 1998-1999 and 1999-2000. This paper presents a successful model for student exchange.

## **Study Abroad Exchanges as a Method of Internationalizing the Curriculum**

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If the U.S. is to compete effectively on a global scale, we must train a new generation of young agriculturists who have the knowledge, skills, attitudes, and aspirations to understand not only the new international economic system but also its cultures, languages, and scientific output. One way to accomplish this is by providing opportunities for agriculture undergraduates to experience part of their education outside the United States. Purdue students of agriculture can now choose from 20 study-abroad or internship programs in 15 different countries. During the past year, 80 students participated in a study-abroad program or internship experience. Approximately 12% of the agricultural graduates of 1999-2000 completed an overseas program prior to graduation. During this same time period 15 students completed the requirements for the International Studies minor in the School of Agriculture. Overseas living develops sensitivity to new market opportunities. Students who study abroad tend to be risk-takers; they are more independent, flexible, creative, and goal-oriented than other students. Experiences with fees and tuition, credit transfer, accommodations, selection of partner universities, potential exchange students, and orientation programs will be discussed.

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### **Are Study Abroad Experiences Experiential?**

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Study-abroad programs are increasing in interest, scope, and appeal. Of growing concern is the educational nature of these programs. Educational reform in the United States is a constant, on-going process. Experiential learning, an integral part of capstone programs, is equally vital to study-abroad programs. The basic theme among all

experiential learning models is that learning through applicable experiences, with requisite reflection and synthesis, provides for the best education.

There is a very real need to relate the concepts of study-abroad programs and experiential learning. Without this relationship there is a possibility of lessening the educational advantage students have by participating in such programs. Without an understanding of the experiential learning process, the surfaces of knowledge and learning are only scratched. When experiential learning principles are applied in the study-abroad setting, the quality and benefits within these courses are improved.

This paper provides a model for incorporating experiential learning into study-abroad programs and shows the benefits of this integrated systems approach. Utilization of this model will provide an actualization of the relationship between and among these educational principles.

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### **Global Agribusiness Education Necessity for the Undergraduate Agriculture Majors: South Louisiana Case Study.**

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A case study was conducted in South Louisiana where 210 seniors from 13 high schools in six parishes were tested to determine the demand for global agribusiness education at the undergraduate level. The study included student interest level as tested in traditional, nontraditional, vocational, and international agricultural education programs within traditional and nontraditional high school senior student groups. Data provided by the United States Department of Agriculture, Foreign Agriculture Service from 1990 to 2000 was collected and Power Point presentations were designed to introduce the importance of global agribusiness education. The study concluded that there was a very positive need for such education and that improving market access opportunities for American farmers and ranchers was a top priority. The study resulted in exploration of agriculture negotiations to open foreign markets for U.S. agricultural exports and the needs for expanded market access opportunities on importers and exporters of agriculture products.

## **Student-defined Barriers to Participation in Study Abroad Programs.**

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We surveyed sophomores (N=305) and seniors (N=467) in the College of Agriculture and Life Sciences to determine barriers to participation in study abroad opportunities. Half of the sophomores received an email questionnaire focused on level of awareness, planning and reasons for considering or rejecting the opportunity. A third of the seniors received a similar, but differently-worded questionnaire. Response rates were 43% and 30% for sophomores and seniors, respectively.

Among sophomores, 83% believed study-abroad is an important aspect of an undergraduate education and 78% considered participating in such a program. Primary motivations included exposure to a different culture (77%) and importance to meet career objectives (59%). Major concerns included conflict to earn money for college (38%), lack of fit with course sequences (36%) and language barrier (31%).

The senior survey showed a 13% participation rate. Major obstacles included meeting curriculum requirements (71%), cost (59%) and delay of graduation (52%). Sixty-four percent of the seniors believed that the junior year would have been the most appropriate time to study abroad. Sophomores' high level of motivation for studying abroad is not realized. The College has begun a multi-faceted program to remove systematic barriers and to facilitate students' adoption of study abroad programs.

## **Teaching Students to Reason Within Their Discipline**

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Teaching content in our discipline is important for students to have the grounding they need to succeed. However, information alone is not enough to ensure that our students are successful in the agricultural industry. Students need to understand how decisions are made in their discipline. What information, concepts, theories, opinions, facts, and points-of-view are considered? Are consequences and implications given adequate consideration in the decision making process? These and other questions must be addressed as we prepare students for employment and advancement in the agricultural industry.

This paper includes an overview of the reasoning process (Elements of Reasoning) and four specific techniques that can be used by faculty to enhance student reasoning skills in their discipline. The elements of reasoning include purpose, information and data, points of view, concepts and theories, implications and consequences, assumptions and data interpretation. The reasoning techniques were developed and tested in the College of Agricultural and Life Sciences at the University of Florida during the 1999-2000, and 2000-2001 academic years. The reasoning techniques include thinking through theory, article application and analysis, traits of reasoning, and Socratic questioning.

**Is there a relationship between student critical and creative thinking skills in the University of Florida College of Agricultural and Life Sciences?**

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Teaching students to think has become a laudable goal for faculty in schools and colleges of agriculture. Employers, students, and parents are demanding that these institutions prepare students who are ready to perform in work and society with skills beyond memorizing facts. We are challenged to not only teach the information students need to be successful, but also to teach students to think within their discipline.

Creative and critical thinking skills are considered essential for students. Critical thinking is a unique and purposeful form of thinking that is practiced systematically and purposefully. On the other hand, creative thinking is the process of becoming sensitive to a problem, gaps in knowledge; identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses; testing and retesting hypotheses; and communicating the results.

Much work has been done in higher education to examine and enhance student critical thinking skills. There has also been an abundance of research conducted on student creative thinking skills. This paper explores the relationship between the two. When educators understand these two essential constructs and how they are related, they will be better able to prepare students to utilize them both.

**Experiential Learning and Critical Thinking**

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Schauble and Glaser (1990) said that, "Knowing is only part of being educated, thinking and reasoning with what we know completes it." Our students' pre-existing knowledge is virtually untapped and awaiting reshaping and molding. From Socrates' Constructivism to Friere's Transformational Learning to Mezirow's Emancipatory Knowledge to Kolb's Experiential Learning, the acquisition of knowledge via participatory education is more important than ever.

Society is demanding learners who are flexible, who use pre-existing skills and knowledge in new and varied ways. Societal expectations of how we assess learning have changed to include more focus on performance potential. The integration of experiential learning and critical thinking into our instructional paradigms could have enormous effects on the industry of agriculture. Skilled artisans of problem solving, decision-making, and existing knowledge utilization are exactly what the new generation of agribusiness professionals are seeking.

The educator's role in experiential learning is simple. Provide, supervise, and structure meaningful concrete experience, reflective observation, abstract conceptualization, and active experimentation. Faculty members need only to try many of the techniques outlined in this presentation to get started. From reaction panels and debates to critical incidents and paper airplane throwing, experiential learning and critical thinking fosters professional readiness among students.

## Senior Seminar in Biology, An Emerging Model

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A seminar course for seniors in the agricultural and life sciences often is considered a capstone course. Typically, this course provides opportunity for students to improve their speaking and writing skills, while working collaboratively. At N.C. State, our one credit senior seminar, required of biology majors and minors, accomplishes these goals. However, a capstone course should be part of a grander senior experience that students anticipate enthusiastically as a time for reflection, assessment, growth, and further networking with fellow students and faculty. In a friendly and supportive environment, students should review the pathway of their decisions to attend this university; their major influences, successes and disappointments while attending; and their hope, ambitions and concerns about the future. This 3-6 credit course should supplement the internship experiences. It should foster changing paradigms and mission statements; leadership, facilitation, consensus-building and persuasive argumentation skills; an exit examination and senior thesis. As the baccalaureate graduation is one of the major transitions of our lives, students will profit from appropriately specific dedication and planning by the faculty for the benefit of all. The seminar should be a two-semester course.

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### Critical Thinking in the Affective Domain

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Kidd (1973) found that although attitudes, beliefs,

and behaviors are acknowledged in education, often learning is reduced to an entirely intellectual exercise. Unfortunately, teaching and learning at the university level is frequently reduced to remembering and recalling facts, information, and data within the framework of courses and, to a large extent, across the entire curriculum. This model leaves a great void when our students enter the workforce and are faced with decisions that require critical thought and decision making about attitudinal, behavioral, and values-based issues.

Faculty members who want to do more than teach for memorization are often frustrated when attempting to incorporate discipline specific attitude, belief, and value structures into their courses because they have little or no experience teaching in the affective learning domain. Not only is experience a limiting factor but models for teaching attitudes, beliefs, and behaviors are scarce. This paper addresses critical thinking techniques that can be used to teach students to make decisions in the affective domain within their discipline. Discussion items include defining the affective learning domain, identification of teaching techniques within the affective taxonomy, and utilization of critical thinking skills to teach in the affective domain.

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### The Effect of Critical Thinking Teaching Interventions on Student Critical Thinking Disposition

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Teaching students to think critically in and about their discipline is necessary in preparing college graduates to assume leadership roles in the agricultural industry.

Unfortunately, the curricula in many colleges of agriculture across the country are falling short in this important task. For example, nearly one-fourth of the students enrolled in the College of Agricultural and Life Sciences at the University of Florida possess a poor disposition toward critical thinking while less than two-percent have a high critical thinking disposition.

The authors have sought to improve student critical thinking disposition by working with faculty in the College of Agricultural and Life Sciences at the University of Florida to change the way they present concepts within their discipline to facilitate thinking on the part of the students. Faculty members in 10 departments redesigned their courses to reflect the fundamental and powerful concepts important to the students and employed techniques within the content area taught to enhance critical thinking. The researchers conducted a pre-test to assess student critical thinking disposition, worked with faculty to enhance their instruction so that critical thinking disposition could be increased, and conducted a post-test to measure the effect of the intervention.

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### **Student e-Mail Collaboration in the Study of International Agriculture**

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Agricultural Science 111 is an introductory class in College of Agriculture at the University of Saskatchewan, which introduces students to agriculture using a systems model.

For the past four years, it has been offered as a distance education class televised to regional centers throughout the province. In the coming year, we will deliver this course using the network multimedia approach (NMA). A NMA to course delivery uses a variety of media to organize and share information. We will use a combination of media (text, audio, and computing) which will be delivered through print and computer technologies. One of the most important elements is a computer conferencing component (e-mail) that enables students to interact and exchange information with each other, their instructor, and other individuals.

The class has a strong international emphasis. As students study agriculture within a systems model, they consider how the systems interrelate and evaluate how

such interpretations vary from one farming context to another. One of the major assignments for students is to do an analysis of a farming system with which they are not familiar. A specific list of system characteristics which include climate, soil, crops, labour, markets, technology, etc., needs to be described. Students are encouraged to identify individuals with experience from other countries to be their information source for this assignment. E-mail has allowed some students to have direct contact with individuals actively involved in very different farming systems. Linkages with other teaching institutions sharing similar interests would be very welcome.

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### **Using Streaming Video Technology in On-line and Face-to-face Agriculture and Natural Resource Courses.**

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Instructional technologies are continuing to grow in importance in the classroom. There are many different technologies available for course use, whether the course is an augmented face-to-face course or a completely online course. One such technology that we have been developing for our courses is the use of streaming video. Streaming video, when used judiciously, is much more than just a "talking head." Indeed, the use of this technology can greatly enhance any course that uses a web component. Media should include visual details and should be an integral part of the course learning objectives. Generally, one should use shorter clips that focus on specific details or issues, not full-length educational videos. The types of materials used in this format include clips of copyrighted professional video, virtual tours, field trips, guest speakers, PowerPoint® shows and demonstrations. These tools were used successfully in an on-line agricultural climatological class during spring semester 2001. Examples of several of these materials and a discussion of the methods for producing these tools will be presented.

## **Creation of Web Pages to Demonstrate Student Activities and Complement Class Material**

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Two web pages were developed to showcase student activities in class and supplement class material. Web pages for Poultry Science (<http://campus.devalcol.edu/schlegelm/AS4029/AS4029.htm>) and an Animal Husbandry Techniques class (<http://campus.devalcol.edu/schlegelm/AS3123/AS3123.htm>) were created using Netscape® Composer. The pages demonstrated chick development, broiler growth, field trips, and tools for identification. On both class web pages, links to additional reference material were created. Twenty-eight students in the Animal Husbandry Techniques class were surveyed on their use of the web page. Ninety-six percent of the students viewed the web page. Of those, 26% looked for supplemental information, 100% looked at photographs taken of their laboratory section, 40% of the students used the site to study tool identification, and 11% used the site to study procedures. Also, 63% referred their parents to the web page, 56% referred other students, and 19% referred relatives. The Web pages stimulated student interest and demonstrated to the campus, community and parents what students do in class.

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### **M. C. J. Grevers, R. D. H. Cohen, W. J. Brown, and R. Bors**

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Two special topic courses were developed for Canadian International Development students who were spending a term abroad in Antigua, Guatemala to study the culture and language. The first course dealt with international development and agricultural resource management with emphasis on the tropics. The second course provided students with an understanding of the principles of the

management of soils, plants and livestock and socio-economic implications of agriculture in tropical and subtropical regions. The courses were taught by a team of professors from the different disciplines within agriculture. Local field tours and a term project augmented the experiential learning aspect of these courses.

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## **An Alternative to the Large Lecture**

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The large lecture class format has been recognized as less than ideal for various reasons. This report discusses a proposed alternative to the large lecture format for an introductory class entitled Contemporary Issues in Agricultural, Consumer and Environmental Sciences at the University of Illinois that typically enrolls between 550 and 600 students. This class is required of most first-semester students in the ACES College and has among its objectives: (a) acquainting students with contemporary issues facing the food, human, and natural resource systems; (b) introduction to holistic systems thinking; and (c) developing critical thinking, creative thinking, and problem solving skills. The large lecture format will be replaced with streaming video, digital audio, and Power Point presentations delivered from a secure server over the World Wide Web. Online quizzes serve as incentives for students to view the lectures and complete assigned readings. The discussion portion of the course consists of faculty-led sections of approximately 20 students each that complement the lectures. The proposed delivery also makes it feasible to share the lecture and printed resources of this course with other interested institutions. A brief demonstration of the student experience will be shared.

## **Distance Education Delivered from a Distance**

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Distance education is usually delivered from a campus to students at different sites. This paper deals with the reverse of this model. Here the class was delivered from a distance back to students on the campus. Virginia Tech has a student exchange with the University of the Orange Free State in Bloemfontein, South Africa. A faculty member accompanied the students for the semester abroad. World Crops and Systems (CSES 3444) was delivered to students remaining in the U. S. from a laptop computer 10,000 miles away. Delivery used web-based tools and on-campus stand-alone multi-media programs, which had been developed over the last six years to make CSES 3444 web ready. These tools included web-based notes, real-time video clips, chat line, and list serve. On-campus interactive multi-media supplemented the web-based material. Student perception of the class was as good or better compared to the other 237 classes taught in the College of Agriculture and Life Sciences. Compared to a traditional class of similar size and composition in 1999, the evaluations were consistently lower in nearly all categories. However, student comments indicated that the class was, on the whole, valuable.

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## **The Potential of Selected Learning Tactics to Enhance Off-Campus Learner Success**

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An Iowa State University distance education experiment was initiated to identify and test learning tactics that could potentially enhance student success in asynchronous learning environments. Six learning tactics were identified from an extensive review of the literature. Next, a videotape was developed in which four successful

students from the Professional Agriculture Degree Program (PROAG) explained how they had applied these tactics. At the beginning of the fall and spring semesters of the 1999-2000 academic year, one-half of all students enrolled in courses offered through PROAG were randomly selected to receive the videotape and a book mark outlining the six tactics. At the end of each semester, all off-campus students were asked to complete a learning survey. Students who viewed the tape rated it very favorably in terms of its value to off-campus learners. Even so, students who watched the videotape did not earn higher grades for the semester in which they were involved in the study nor did they express a more positive attitude toward distance learning than students in the control group. Student characteristics will be used to provide an enhanced understanding of the results, and implications to distance teaching and learning in agriculture will be explored.

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## **International Agricultural Trade: Developing a Framework for Student Learning**

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Exposure and discussion of specific topics in international agricultural trade is critical for increased awareness and preparation for careers in a global community. Based on this premise, a one-hour senior level course in International Agricultural Trade became a part of the ACU agribusiness curriculum in 1995 after total revision of the agribusiness program in 1993. The course's intent is to take students' international perspectives, attained from various sources, and place them in a coherent framework to challenge them to think critically about international agricultural trade. Course development and implementation will be briefly discussed. Prerequisites and a companion course will be mentioned. Syllabi that include specific course objectives, texts, readings, evaluation methods and course outline will be provided. The roundtable discussion format used in the class will be described. Examples of student writing and comments from student evaluations will also be shared.



## **Taking the Educational Show on the Road: Infusing a Touch of Internationalization Into Agricultural Graduate Education**

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This presentation provides an overview of and compares the types of initiatives needed to increase the numbers of graduate students participating in international study, and presents recommendations to remove the barriers to study abroad encountered by graduate students. To strengthen the educational message, especially in regard to self-regulated global education, this seminar will present the author's personal experience of globalizing his graduate education, the development of a yearlong teaching, research and outreach internship at the Slovak Agricultural University in Nitra. The presentation directly addresses a worldwide need to strengthen education's cross-cultural capacity, and is guided by a set of values and principles. These include: mutual respect, sensitivity to and tolerance of diversity of backgrounds and viewpoints, and that in an increasingly interdependent world, there is a vital need to advance the exchange of knowledge and understanding between cultures. The seminar will focus on various *strategic questions and solutions that the author encountered while undergoing the development of a cross-cultural learning experience: self-regulated learning, global internships, cross-cultural education, views of influential stakeholders, bridging classroom gaps via distance learning, cross-cultural scholarship, intercultural communication issues, comparative cultural values and education, are some themes in the program.*

## **The Allure of International Settings for Professional Development**

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In this paper we examine the benefits and challenges of conducting professional development leaves in international settings. Fifty-four faculty from the University of Nebraska spent all or part of their professional leave time in international settings during the past twelve years. We report on a number of themes that suggest how faculty were able to improve their teaching and develop personally and professionally.

Frequent themes included: impact of experiencing another culture and language, better able to discuss international issues with their students, identifying a wealth of examples that enrich their classrooms, development of new specialties, deepened their knowledge in their fields, and had an opportunity to teach and test their knowledge base with students in other countries.

Another dimension was the impact on their personal growth. Themes included: reduced their level of stress and burnout, new perspectives on what was important in their careers, time to think and read, and a new *sense of purpose and vitality for their work back home.*

Additional themes included: a more focused approach in their scholarship, writing materials such as textbooks, and sharpened their research on how to apply their knowledge to their teaching.

## **Focusing on Internationalization of Curriculum and Faculty Development**

## **Developing The Instructor's International Expertise**

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There is frequent reference to internationalizing curricula; however, less emphasis is given to internationalizing the instructor. The professional development of the instructor in the international arena is essential for effective international course development and delivery. It is also essential from the perspective of having credibility with students when teaching such courses. Personal interest, initiative, and active involvement are key elements for successfully becoming an internationalized instructor. Experiences in the development process of the instructor may include activities such as enrolling or participating in appropriate course offerings, workshops, and seminars. More importantly, however, is to personally actively engage in international activities. These may include study abroad, faculty exchanges with foreign institutions, leading study tour groups to other countries, faculty collaboration in research and teaching with colleagues at foreign educational institutions, participation in various types of aid projects, serving with international service programs, membership and participation in foreign professional organizations and conferences, providing consulting services for foreign educational institutions and industries, and seeking employment with international industries and other organizations. More specific examples of these types of activities, as well as specific potential funding resources to support participation in such activities, will be illustrated.

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### **Identification of Barriers to International Involvement: A Philosophical View**

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Why does a person choose to travel abroad, conduct research, or teach at a foreign university? Are there internal motivators that enable the participant to embrace these opportunities? Holly Carter, in Charles

Klasek's *Bridges to the Future* (1992) states, "We must increase the number of faculty involved in international education." (p.49). With this admonishment and with the number of programs and staff development activities available, why are there not more educators willing to become involved in international programs?

Most universities provide many, if not all, of the following services to their faculty members: language training, country briefings, regular secondments/sabbaticals, faculty exchange programs, general orientation seminars and mentorship.

Are these types of support, along with the university's mission statement, enough to overcome concerns regarding the value of international experience? Evidently not. Barriers exist, real or imaginary, regarding the internationalization of courses, departments, colleges, and the university as a whole.

This qualitative, philosophical paper is meant to spark dialogue and discussion into the causes and solutions of and for faculty involvement in international projects and study-abroad opportunities.

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### **Enhancing the Curricula Through International Literacy Among Faculty Members: A Perspective from Iran.**

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Increasing the International dimension in curricula has become an important objective among administrators and faculty at most universities. To accomplish this, faculty members must equip themselves to deal with international issues. Studies have concluded that knowledge sharing among different cultures has a significant impact on adding a global perspective to teaching. The literature suggests that faculty who practice international literacy think globally, more fully embrace the need for internationalization and are in a better position to encourage students to develop a better understanding of the world at large.

The current method of faculty globalization is to spend a period of leave in other countries. But this is not efficient due to budget constraints. If the faculty

involvement in various international experiences is causing financial burden, universities may need to use more efficient and cost effective methods to increase the international literacy of their faculty members. The major purposes of this paper are: to describe the rationale for utilizing the alternative approach and a typical processes utilized in such an approach. Finally, a program that provides opportunities for faculty members to gain international literacy will be presented.

Annual performance should be assessed by a group of faculty and the department head. Faculty prefer that the department head meet with each faculty member to discuss the results of performance assessment.

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**Faculty Performance Assessment:  
Documentation, Measures, Decision-Making,  
and Reporting**

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Faculty performance assessment is an important part of any college. While there is no one right way to conduct annual performance assessment, or one perfect set of variables to consider, the performance assessment process can always be improved.

All faculty in the College were contacted to complete a survey via a secured web site. Responses were confidential: 132 of the 240 faculty responded, with no differences in response rates among the seven departments.

Faculty prefer to submit documentation on an annual basis, with an annual report and vita, and meet with the department head to discuss the report. Teaching should be assessed through peer observation, assessment of course materials, and self assessment. Research should be assessed by the number of publications in premier journals, the impact of the research program, and peer evaluation of research activities. Extension/Outreach should be assessed by the impact of the program, responsiveness to client needs, and the use of research in programs. Service should be assessed by leadership in professional society, department and college committees.

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**Evaluation Of Student Performance In An  
Introductory Animal Science Course By Pre-  
Test And Post-Test Scores.**

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AGS 101 is an introductory course emphasizing farm animal industries, breeds, numbers, distribution, nutrition, heredity, reproduction, health, and products. It students come from a wide range of backgrounds and experiences. In addition, this course, AGS 101 is a general education requirement for all agriculture majors at Southwest Missouri State University. A pre-test examination containing 29 multiple choice questions was given to all students enrolled in each of six sections over the past three years. The same examination was utilized at the end of the semester to assess the knowledge level of each student. Information was additionally gathered concerning major, class rank, gender, FFA background, GPA, and final course grade. Initial data results point to a significant increase in scores from pre-test ( $x = 38\%$ ) to post-test ( $x = 59\%$ ) examinations. Highest pre-test scores were found on dairy specific questions (63%) and equine specific questions (48%). Highest post-test scores were found on genetics specific questions (73%) and dairy specific questions (67%). Area specific questions indicated students improved (pre- vs. post-test) from highest to lowest as follows: 1) genetics (29%), 2) reproduction (25.7), 3) beef (25.5%), 4) meats (23.6%), 5) nutrition (23%), 6) sheep (19%), 7) horse (11%) and 8) dairy (4%). Generally, students who indicated previous high school FFA experience had a higher mean pre-test score than did students without high school FFA experience. Likewise students indicating animal science or pre-veterinary science as their major scored higher on the initial pre-test examination. While the mean post-test examination score improved in all classes,