

should be. The instructor is free to move about — students are “locked” in chairs. Classroom should be arranged in a V shape for a better learning environment. What are your students doing while you are lecturing? Humphreys said probably only 50-60 percent of your students are with you — others are in a fantasy world — dreaming or worried about self.

When we test students, do our “tests” reveal what we value? How do we construct “tests”? In grading students (class) do we compress or spread out — are we comparing students to a standard or to each other? We should grade on an absolute scale not on a curve. Compare competitiveness and collaboration. Collaboration — (interaction, group work, etc.) is better, competitiveness is unhealthy and stressful.

Make yourself available to students — in other words “BE THERE”, be psychologically prepared. Get to class early so students can ask questions before class begins — probably some they would not ask during class.

**Comments by Craig:** Dr. Humphrey’s presentation was well done and provided us with excellent information regarding the making of professionals. Self esteem is an important part of this development. I’ve sometimes had parents tell me that “they have not yet decided what they want their son/daughter to be” — forgetting perhaps that the child should have some say in the matter. Also, students have come to my office telling me their parents were saying “why aren’t you smart like brother Joe who graduated from medical school.” Sometime ago, I read a story about a group of students whose locker numbers were confused with I.Q. They were separated on the basis of locker number and treated academically as though the number was their I.Q. Interestingly they tended to respond that way — those with high numbers were challenged and generally did well. Those who had low locker numbers were treated as though they had low I.Q.’s. They weren’t challenged and did not perform well.

#### **Mike Jenkinson**

Curriculum Revitalization. We are obligated to quality and quantity needs of industry. What should our curricula be like in 2000? He identified the curriculum stake-holders

- Employer
- Faculty
- Students/Alumni
- Administration/Institution
- Public
- Government

Prof. Jenkinson had us put percentage figures on the above list in terms of their influence on revitalization.

**Comments by Craig:** At North Carolina State, faculty play a major role in curriculum development and reform. Recent actions by the academic administration has resulted in the development of a core curriculum and the development of departmental minors at the discretion of the faculty. More recently, institutions in the University of North Carolina system were given a

mandate to require a double major in a “science” to accompany their specialty teacher education degrees. There was limited compromise. In the end a stronger total teacher education program emerged.

#### **Gary Pike**

Assessment of Professionalism Testing - we need to learn about testing. Measuring what students have learned is not merely testing. We need to measure how students would react in a particular situation. Case study and capstone course approach. We should encourage students to visit faculty — get to know them. He mentioned that in a particular situation 47 percent of the students said they did not know a faculty member well enough to ask them to write a letter of recommendation.

Other points made by Dr. Pike:

- Evaluate the teaching - learning process on campus.
- Learning is intangible.
- Don't over do assessment. Begin to measure only what is easy to measure.
- Develop “high order” thinking skills.
- Testing only identifies the problem.
- Student evaluation teaching is the property of the teacher - not the dean - not the president.
- Academic assessment is going to be more and more a part of our lives.

## **IDEA SHARING SESSION**

# **Oral Presentations**

### **A Course in Professionalism for Animal Science Majors**

Howard Hesby  
Texas A&M University

Since animal science majors take courses which include little training on developing professionalism, a one-credit animal science course was developed to teach sophomores: 1) What professionalism is; 2) how to become professional; and 3) how to use this professionalism to obtain internships and jobs. Visiting “Professors for a Day” discuss and demonstrate the following topics: writing resumes that obtain interviews; writing cover, thank you, job rejection and acceptance letters; developing interview dining skills; dressing for success; selling oneself in interviews; developing social skills for the corporate cocktail or dinner party; and building a positive mental attitude. Graded homework includes a thirty-minute career analysis and a resume critique session with the teacher; two thirty-minute taped mock interviews with industry interviewers; written answers to interview questions; the actual writing of and sending appropriate letters; and eating a five-course meal at a white-tablecloth restaurant. This course allows students to be more professional and thus more competitive with the 1,100 other animal science majors being graduated each year.

## Developing Professionals Through Communication Skills

W. W. Frye

University of Kentucky, Lexington

College graduates who can communicate well have a clear advantage in today's highly competitive job market and in their professional careers. Surveys of employers consistently show that we need to improve the communication skills of agriculture students. The College of Agriculture at the University of Kentucky is offering a new junior-level course entitled "Effective Communication for Agricultural Careers," which aims to develop the oral communication skills, leadership abilities, and professionalism of our students. The course emphasizes practice in oral and visual presentation of technical information, but includes making and using visual aids, chairing meetings, discussing controversial topics, seeking a job, and improving vocabulary and grammar. Students begin by talking about themselves to establish rapport with their classmates and build self-confidence. Topics and presentations become progressively more difficult and long, building up to the mainstay of the course, two fifteen-minute technical presentations. All presentations are videotaped for speaker and instructor review. Students who have taken the course rated it highly. They realized its value in improving their communication and leadership skills and molding them into fledgling professionals. They carried the message to their fellow-students, resulting in the course being over-requested for the Fall Semester 1989.

### The Making of an Effective Professional Agriculture Teacher

Earl E. Baugher

Kansas State University

As employees of State Colleges or Universities, we are thought of as professionals. However, we must keep in mind that while we may be experts in our individual fields of study, it does not necessarily follow that we are automatically effective teachers. We have all sat through classes where the teacher was obviously an expert in his or her field but what did we do? We went to sleep! There are a multitude of reasons why this may happen, but too many times the reason is the person up front, the teacher. We all know that teaching is a great many things, but, in my estimation, it may boil down to the fact that we, as teachers, must know how a learner learns and then take advantage of the situation. With these thoughts in mind, I would like to share some points that I believe contribute to effective teaching. Among these are: 1. Motivate your students, be enthusiastic about the subject. Keep in mind that sincere enthusiasm is obvious and also contagious. 2. Be well-organized and you will be much more at ease with your students. This shows in your enthusiasm and contributes to a type of informal classroom atmosphere which tends to encourage student participants. 3. Impressions received the first day of class are very important. Smile, relax and introduce yourself. Share

the course objectives, course outlines, your evaluation system, what is expected of your students and what they can expect from you. 4. Be available to your students. Use an open-door policy and post your class schedule on your office door. 5. Learn your students' names as quickly as possible. 6. Keep up-to-date by reading appropriate publications and by talking and listening to other people. 7. Use teaching aids, visuals of all kinds, to pique the students' interest. 8. Change your teaching approach occasionally. Try different methods of presenting materials to students such as using problem solving techniques or a discussion method or a demonstration. If you want optimum learning to occur, you must create a desirable learning atmosphere in your classroom, one in which your students will be motivated to learn. There are many things a person can do to enhance this situation, and I challenge each teacher of agriculture to do his or her utmost to achieve this goal.

### Pennsylvania Governor's School for the Agriculture Sciences

James H. Mortenson

Pennsylvania State University

One solution to the problem of human expertise shortages in higher education in agriculture is to identify and attract more highly qualified prospective undergraduate students. After three years, the Pennsylvania Governor's School for the Agricultural Sciences is impacting upon this problem in Pennsylvania. This residential enrichment program is for outstanding high school sophomores and juniors who have demonstrated exceptional ability in the sciences and who have a high interest in some phase of agriculture. The curriculum provides each student with a myriad of opportunities to explore the science, technology and policy of food, agriculture and the natural resources. In addition to scheduled classes, seminars, laboratory sessions and field trips, each participant works with a faculty mentor to design and conduct a research project which yields results and can be completed in five weeks. These independent projects result in research reports, abstracts of the reports for publication in a *Journal of Abstracts* and a presentation of findings to peers, mentors and College faculty in a research conference. The number of Governor's School alumni who later enroll in Colleges of Agriculture is high. The program is sponsored by the Pennsylvania Department of Education and Penn State's College of Agriculture.

### Directed Livestock Managers

Roger D. Walker

University of Minnesota

The directed study or special-problem type course is popular in many colleges. It is often used to award credits for non-conventional activities such as library investigations, special research projects, attendance at special seminars or symposia, for planning a project that will directly benefit the students, for construction projects, to clean up credits administratively, for in-

formal teaching assistants, etc. At the University of Minnesota, Waseca, some students have gained credits as being Directed Study Livestock Managers by actually managing a sector of our livestock enterprise for one quarter. The students are in charge of the livestock, with instructor supervision when needed. The benefits derived from this are that it teaches responsibility, gives the student independence, makes the student feel needed, encourages innovation and creativity, challenges the student, lets the student put classroom principles to work, and aids student retention. The Directed Study Livestock Manager concept is challenging to the instructor because it takes a great deal of effort to implement. The instructor is not really in control of what is learned; the instructor must supervise delicately so creativity is not hampered; and, of course, mistakes will be made. Overall, however, the project grows upon itself. Students see this type of education as being very rewarding, and more and more students want to be involved. Students discover themselves, as well as a new learning environment, and take the initiative to mold part of their own education in the livestock industry, a personal quality that stays with them forever.

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### **Broadening the Scope of Agriculture Mechanization**

Duane T. Schindler  
University of Minnesota, Waseca

The University of Minnesota, Waseca (U.M.W.) Agriculture Mechanization Department is in the process of updating its major offerings. Currently, there are two majors; Agriculture Mechanization Technology Power and Machinery, and Agriculture Mechanization Structures and Equipment. The proposed changes are: a single major, Agriculture Mechanization Technology, and four emphasis areas, Power and Machinery; Structures and Equipment; Golf Course and Grounds Mechanization; and Industrial Food Mechanization. Reasons for the change include increased enrollment opportunities and the strong need for skilled employees in these areas. A multi-division cooperative effort utilizing existing faculty talent and facilities was required to create the new emphases. Only one new course, Golf Course and Ground Machine Maintenance, was added to the existing agriculture mechanization offerings. A key factor in successfully developing the curriculum was the cooperative dialogue maintained between Agriculture Mechanization, Hort-Landscape, and Foods disciplines as well as their industry advisors and contacts. As a result, contracts have been established between industry and UMW relative to acquiring equipment for laboratory demonstration, repair, and also the use of on-site facilities and professional expertise. A strong commitment to help recruit students into UMW has been promised by industry due to their heavy involvement in developing these programs. These new emphases will strengthen the Agriculture

Mechanization program by expanding faculty technical and networking skills and by providing graduates with excellent employment opportunities.

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### **Curriculum Development: an Assessment**

G. M. Jenkinson  
University of Guelph

The initiation of a comprehensive review and revision of curriculum requires agreement on the part of faculty and administrators that such a process is warranted and that the extensive time commitments will be well utilized. A catalyst in this is an assessment process that asks faculty to review curriculum developments in their department over a stated period of time. Major stakeholders in the curriculum are identified, and major curriculum developments over the past five or ten years are listed in priority order. The proportionate influence of each stakeholder is identified. Conducting such an analysis usually results in faculty members discussing the curriculum, the degree to which it meets the needs of students and employers, and helps them come to the realization of the various forces at work in curriculum development.

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### **Agricultural Business Curricula**

Robert L. Beck  
University of Kentucky

Perhaps one of the most misunderstood programs in colleges/departments of agriculture is agricultural business. What constitutes a strong agricultural business curriculum? What do employers expect of agricultural business majors? The paper focuses on: 1) a brief review of the origin of the agricultural business curriculum, 2) some misconceptions about the agricultural business curriculum, 3) essential components of a strong agricultural business curriculum and 4) uniqueness of the curriculum.

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### **Developing a New Course: Tools and Techniques for Planning Organization, Teaching, Evaluation and Improvement**

G. R. Dellmeyer  
Texas A&M University

Developing a new course is a creative challenge that can enhance enthusiasm for teaching and development of teaching skills while expanding expertise and awareness of relationships between subject matter of the new course and other areas of knowledge. A systematic approach and planning, organizational, and evaluation tools and techniques simplify the task and facilitate course and teaching improvements over successive presentations. Listing is an effective and important initial step: reasons why the course is needed; probable interests and needs of students the course will serve, and why; learning objectives; topics to be included; related courses already offered; potential laboratory exercises, if applicable; possible textbooks, other references, visual aids, guest speakers, and other teaching materials to be used; etc. A syllabus planned with a calendar on which class meetings are enumerated and a topic outline helps achieve balanced emphasis and adequate coverage of

all topics and optimal scheduling of assignments and examinations. Synthesis of student photographs and background information, the calendar, syllabus, topic outline, lecture and supplemental materials, slides, overheads, etc. into a large ring binder with index tabs numbered by class meeting facilitates organization, modification, review and revision. Use of student background and course evaluation questionnaires, developed specifically for the course, facilitate improvement and enhancement of teaching effectiveness.

### **Improving Teaching: What Associate Deans for Resident Instruction Are Doing**

Jeff Moss and Gary Moore  
Louisiana State University

What type of activities are Associate Deans for Resident Instruction in Colleges of Agriculture involved in to improve instruction? A random sample of twenty-four associate deans interviewed via phone provided information to answer that question. Nine questions were asked, with one question being "Is your office sponsoring any exceptional activities to improve the quality of instruction in the college?" The investigators found that, while some universities were involved in innovative activities to improve teaching, many of the "exceptional" activities listed were not really exceptional and that improving teaching ranked down the list of priorities for associate deans. The associate deans ranked enrollment, program maintenance, retrenchment, public awareness and working with chairs as higher priorities than improving teaching. The following activities were listed by the associate deans as exceptional activities to improve instruction: 1. Each department has a coordinator of resident instruction to handle teaching matters. The department head handles other matters. 2. Myers-Briggs Personality Test is given to teachers and students. 3. Overnight retreats to look at curriculum and teaching are held. 4. Teaching facilities are being upgraded. 5. Awards are presented for good teaching. 6. An Academy of Teaching Excellence was established. 7. Total overhaul of curriculum and courses. 8. Mini-grant program for faculty improvement in teaching areas. 9. A work-load analysis system was implemented. 10. Computers are used in teaching. 11. There is a facility for preparing teaching aids. 12. There is an active improvement of Instruction Committee. 13. Courses or workshops on improving teaching are conducted. 14. Top professors teach honors courses. 15. Professors can be videotaped. 16. College advisory committee. 17. Merit pay for teaching excellence. 18. Instructional improvement consultant is available. 19. Private funds are used to sponsor teaching improvement activities. 20. Instructional media consultant is available. 21. Instructional media are not charged to departmental budgets. 22. Nothing.

36th Annual NACTA Conference  
June 17-20, Morrisville College  
Morrisville, NY

### **High Technology: Using High Technology in the College Classroom**

Gary Moore and Jeff Moss  
Louisiana State University

NO! There is not a typographical error in the title. High technology is the application of high technology in classroom teaching. One "high-tech" teaching procedure that can result in dramatic classroom presentations is a computer-generated slide show that is projected via an overhead projector and liquid crystal display panel. The first step in developing a computer-generated slide show is to prepare the "master" visuals. This is typically done using a software program such as Harvard Presentation Graphics or Show Partner. As many as five to ten different versions of one complete master are produced. Each succeeding version of the master adds additional information and/or has a graphic appear or move to a different location. When these visuals are displayed in order; they appear to be animated, and information is presented in a logical, step-by-step order. After the masters are developed, they are then arranged in order, using the slide-show menu of Harvard Graphics or Show Partner. For each slide that is to appear, the teacher must decide how it is to emerge on the screen and leave the screen. There are a host of possibilities, such as dissolving, scrolling, opening and closing like blinds, fading, overlay, etc. There is a choice also of direction (up, down, right, left) for each slide to emerge on and leave the screen. The final step is to connect the computer to a liquid crystal display panel that sits on top of an overhead projector. The slide show is ready to be projected. The length of time each slide appears on the screen can be manually determined by the teacher or can be programmed in advance. A computer-generated slide/overhead presentation has numerous advantages. The advantage over plain transparencies is that information seems to appear as if by magic on the screen, and there is an element of animation in the presentation. Students are intrigued by this presentation mode. The advantage over conventional slides is that it takes only minutes to update or change information on the slides.

### **Observations of Agricultural Education in the Soviet Union**

Danny E. Terry  
Central Missouri State University

Before the Revolution in 1917, Russia had a moderate but growing education system. The network of schools was run by the central government, local authorities, and the Russian Orthodox Church. The Bolsheviks dismantled this "capitalistic and exploitative" system and designed a system to suit socialistic ideas. The system would form the basis of Soviet educational theory, tailored to fit the practical needs of a new socialist order. To develop and promote group participation and useful labor, the theory of polytechnical education was developed and is deeply embedded throughout Soviet educational history. The

principal element of the Soviet education structure is the general school. The content of Soviet courses is narrower and more concentrated than that of those of the United States, but in line with the vocational character of Soviet educational philosophy. Educational establishments are supervised by both state and party bodies, but with state ministries handling the day-to-day administrative matters. As in many areas of the Soviet economy, educational resources are in short supply. No tuition leads to an excess demand for higher education services. To allocate limited educational resources, high marks on relatively challenging entrance exams are required. Soviet higher education establishments offer courses which are both highly standardized and complex. Vocational training continues to expand steadily at all levels of education, and especially in the general school. Physical structures for most academies and universities are adequate, but certainly not ideal. Most pronounced is the lack of modern laboratory equipment. Problems and inadequacies are compounded by a splintered institutional structure and a complex bureaucracy. The Soviet educational system has been designed to be all embracing and complete in itself. Until recently, it offered no real possibility for study outside the Soviet bloc. The system has trained officials to be technically more skilled, without making them more skeptical of official dogma. With the onset of glasnost and perestroika come changes in agricultural education philosophies in the Union of Soviet Socialist Republics. These changes are leading to new opportunities in agricultural education for both American and Soviet agriculturalists. A few progressive Soviet social scientists now include capitalistic theories and marketing concepts in their lectures. Printed material, however, must continue to meet the specific approval of censors. Collective farms (kolkhozy) now offer training sessions on how to become lease-holders. Institutes on state farms (sovkhozy) are advocating new technologies and better labor conditions (with higher pay) as a solution to low productivity and shortages of labor. But, the most exciting feature of openness and restructuring policies is the possibility of student and faculty exchanges. At each of the recently visited institutions, discussions centered around future exchanges. The promise of "joint-ventures" in agricultural education could be a key to successful development and understanding. Problems that would need to be addressed include financing such programs and the English-Russian language barrier.

**June 17-20, 1990**  
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**Morrisville, NY**

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## **AWARDS BANQUET**

### **NACTA DISTINGUISHED EDUCATOR AWARD**



**LEE W. DOYEN** finished thirty-five years of teaching June 19, 1988. He was vocational agriculture instructor in Kansas high schools for 15 years and with the Department of Agribusiness for twenty years at Cloud County Community College, Concordia, Kansas. He earned his B.S. Degree in agricultural education in 1944 from Kansas State University and his M.S. Degree from Colorado State University in 1953. He joined the Cloud County Community College Faculty in 1968 and was named Director of the Agribusiness Department. Through his leadership the department became one of the strongest and most respected in the state. Doyen served on the original steering committee to establish a community college in Concordia. He served on Kansas Vocational Legislative Committee and Cloud County Community College North Central Committee. He was one of those responsible in Kansas for obtaining good relationships with Kansas colleges and universities for the transfer of agribusiness courses. He presently serves on Kansas State University Agriculture Alumni Committee to raise funds for the University. Doyen has been active with the FFA organization for whom he has held farm management contests for three districts. The FFA honored him with a district and honorary State Farmer Award. He has received the Kansas Vocational thirty-year teaching honor and National Vocational Agriculture Teachers of Teachers and Outstanding Educator Awards. He received the Cloud County Community College Board of Trustees Award for College Service 1987-88. He is a life member of National Education Association. Doyen has been active in NACTA and KACTA. He served on several committees. One of the most important tasks was serving as co-author of the NACTA Foundation By-