#AgEd2Malaysia:
Reflective Perspectives of Both Host and Guest

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SUMMER
BBQ
PARTY

#AgEd2Malaysia Context

Pre-Immersion Preparation – Spring 2018
Immersion – July 2018 (4-weeks)

<u>Participants:</u>

- 6 U.S. #AgEdu Teacher Candidates [3 PA, 3 IA]
- 6 U.S. #AgEdu Teachers [2 PA, 1 IN, 1 MI, 1 OH, 1 WI]
- 10 UTM Teacher Candidates

#AgEd2Malaysia Goals:

1. Increase the global competence of pre-service and current agricultural educators;
2. Focus on the intersection of culture, education and agriculture in Malaysia and
3. Promote the integration of international studies in the secondary classroom.

Study Objectives

1. Describe structured reflection responses (TIPS) of 20 immersion experience participants during a 4-week professional development experience.

2. Compare structured reflection responses (TIPS) between US and Malaysian participants during a 4-week professional development experience.

Methods

- Data Collection
  - Structured Reflection-Daily TIPS
  - 26 days collected

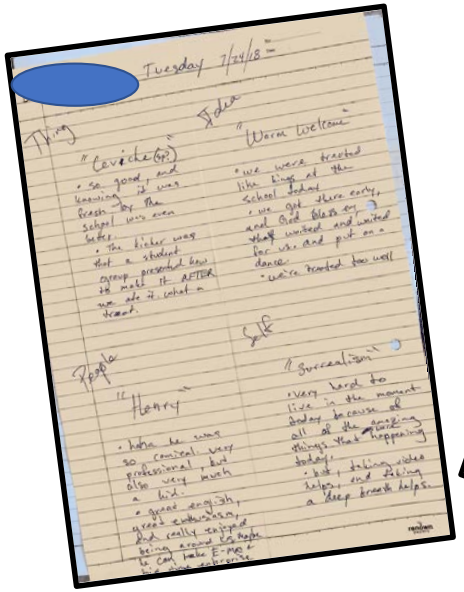
- Data Analysis
  - 2060 total items (515 per construct)
  - Content Analysis
    - Coding Process
    - Establish Interrater reliability of 90% consistency per construct

Things

Ideas

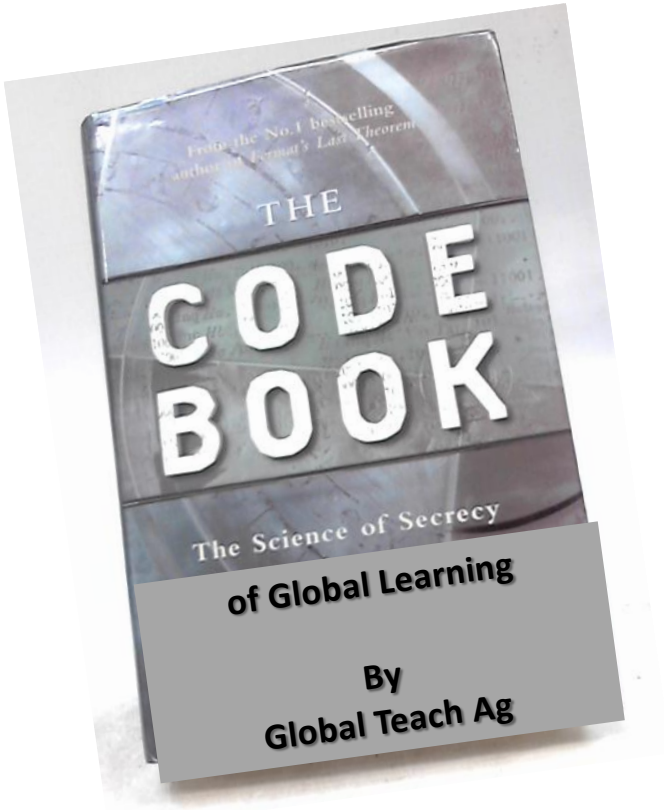
People

Self-Reflection



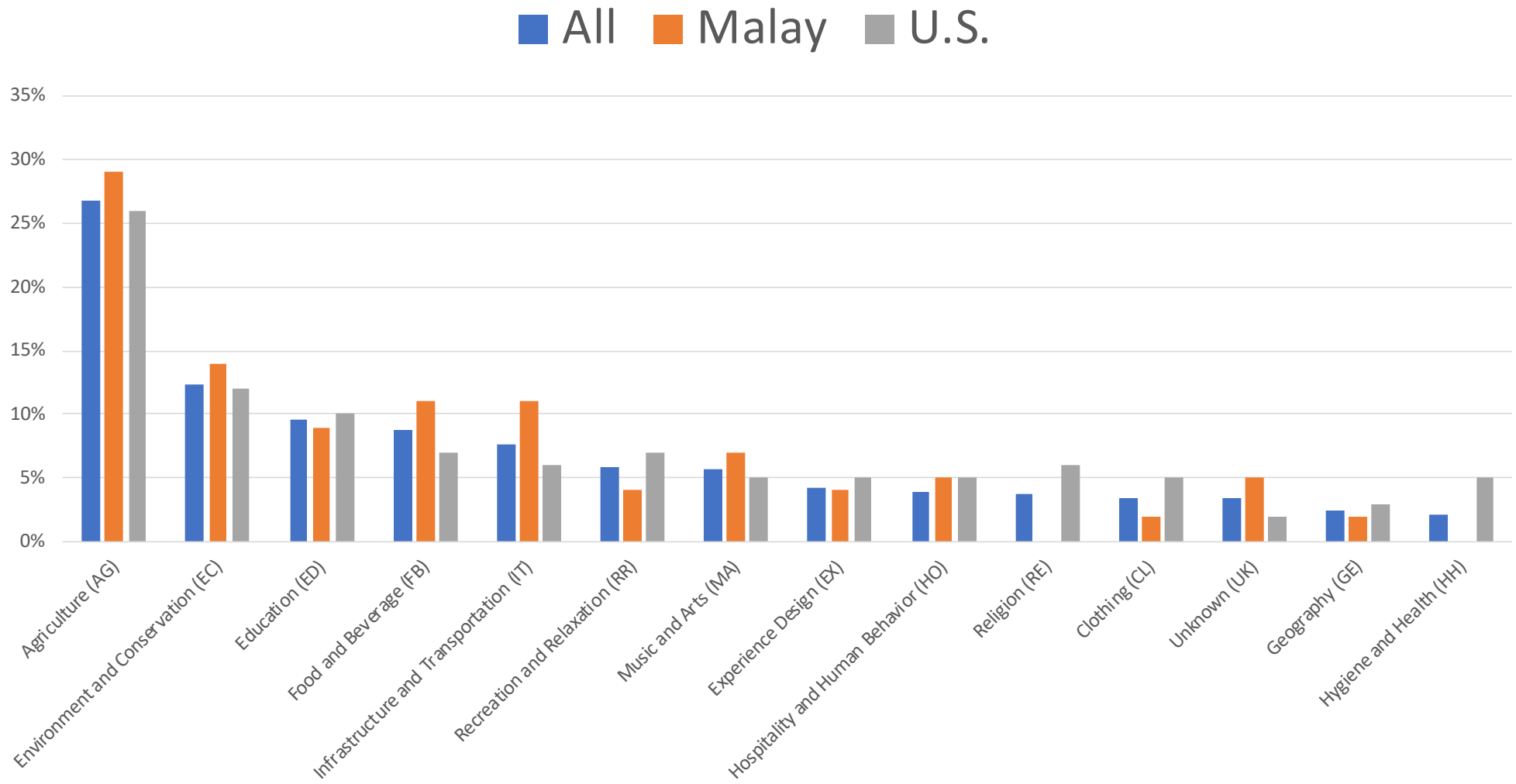
12 Iterations

Things –	14 codes
Ideas-	09 codes
People-	15 codes
Self-	04 codes*



* Two decision process
  - 1- Reflection, Yes or No
  - 2 – Relation to Learning Objectives

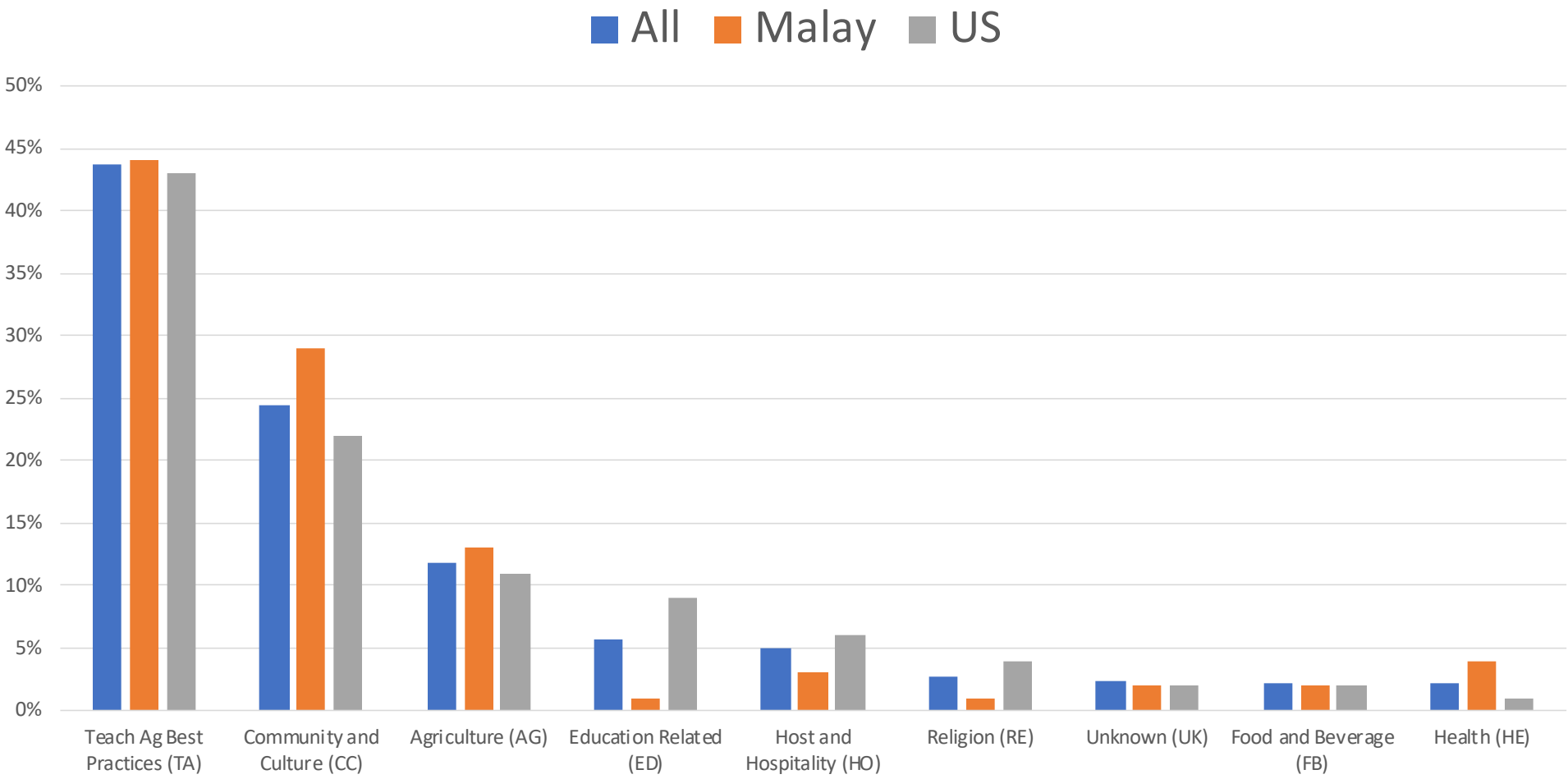
Findings – Things Construct (% of total items by category)



Key Observation on Things

- Things related to Agriculture were the predominate item for the group overall and for both individual subsets.
- Music & Arts – Smaller exposure, but profound.
- Education was not as high for Malaysian as US.
- The uniqueness of “Clothing” due to context.

Findings – Ideas Construct (% of total items by category)

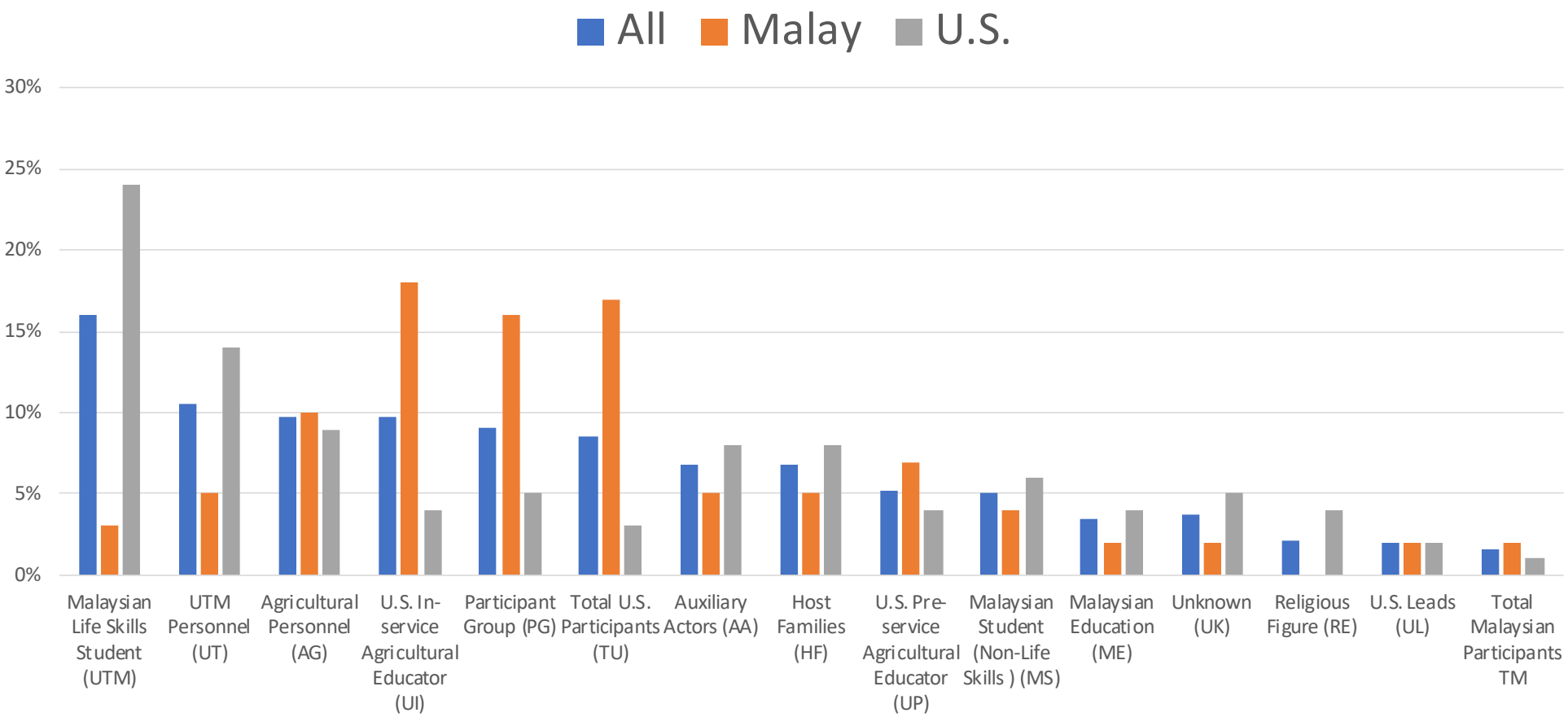


Key Observation on Ideas

- Consistency – The top three categories were identical for both populations!
  - Teach Ag Best Practices, Community & Culture and Agriculture

- Evidences the Importance of Objective Driven in Instructional Design for immersive learning experiences

Findings – People (% of total items by category)

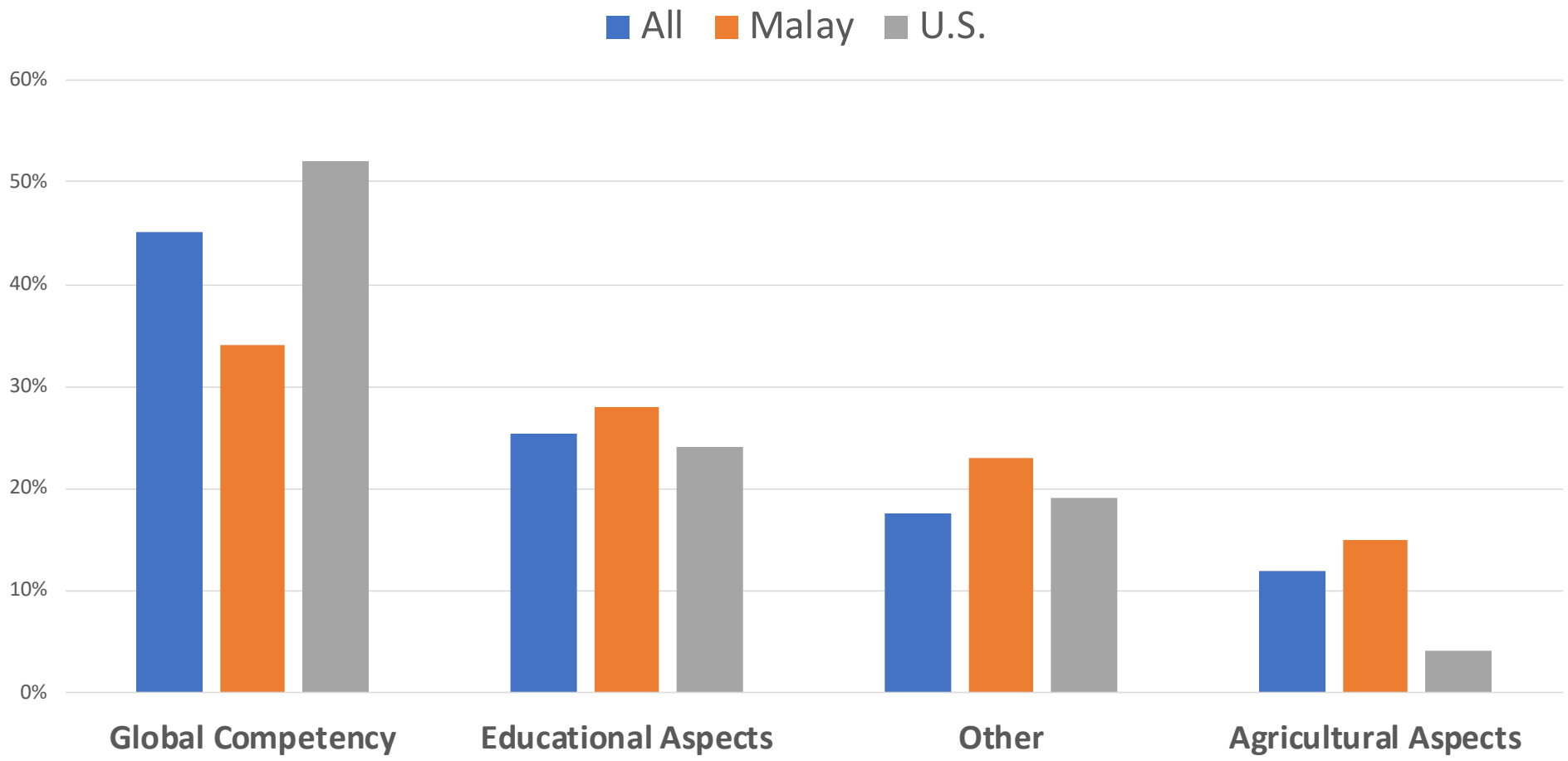


Key Observation on People

- US participants indicated that Malaysians were most important.

- Malaysian participants indicated that US in-service Agricultural Educators were most important

Findings – Self (% of total items by category)



Key Observation on Self

- Self-Reflection is TOUGH
- Global Competency is HARD
- All participants reported self-identified gains from the experiences: whether they were engaged as guests or hosts!

Summation

Conclusions

- Explicit learning objectives/aims improves learning outcomes.
- Reflection does not occur by accident.
- Relationships/People matter. Rich learning occurs through interaction.

Recommendations

- Be purposeful in identifying desired learning outcomes for all experiences.
- Create standard operating procedures/routines that honor the reflective process
- Strive to ‘pop’ the bubble of the travel group by engaging in authentic learning with key partners in country

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