


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

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Depts. ASEC and HLA; and TLT

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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

WHAT?

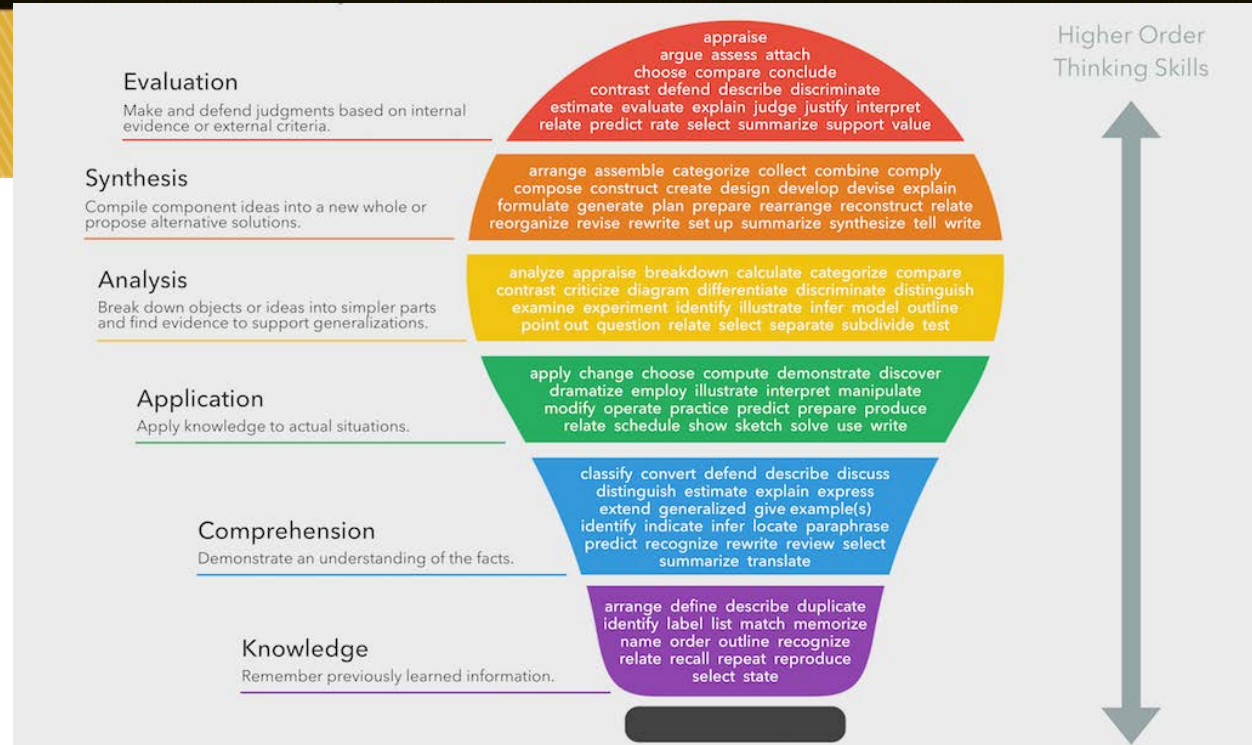
- Introductory graduate course on foundations of department disciplines – Ag Ed, Ag Comm, & Extension – was revised using backward design
- Utilized collaborative process between instructional designer and lead instructor
- Goal: transition to existing face to face course to an online delivery format, while maintaining the valuable components of student discussion and interaction.

Background

- Creating effective student engagement in online courses is key to success
 - Dixon, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? *J. Scholar. of Teaching and Learning*, 1-13.
 - Robinson, C. C. & H. Hullinger. (2008). New Benchmarks in Higher Education: Student Engagement in Online Learning, *J. of Educ. Business*, 84:2, 101-109.
- Three critical elements in the higher education using online methods — Social Presence, Cognitive Presence, and Teaching Presence = Community of Inquiry framework
 - Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The internet and higher education*, 13(1-2), 5-9.
- Bloom's Taxonomy - use to classify objectives, activities, and assessments to provide a clear, concise representation of a course
 - David R. Krathwohl (2002) A Revision of Bloom's Taxonomy: An Overview, Theory Into Practice, 41:4, 212-218.

FOUNDATION

Bloom's Taxonomy and Community of Inquiry



www.teachthought.com

Community of Inquiry

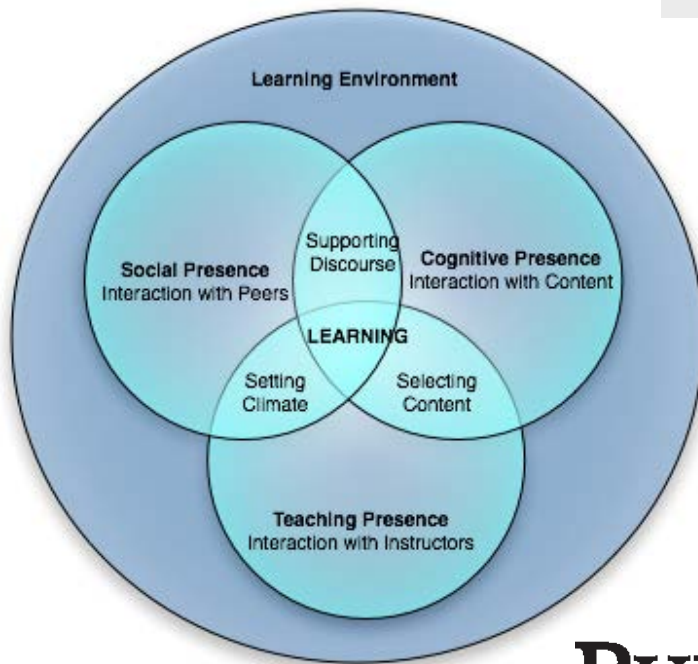


Figure adapted from R. Garrison, T. Anderson, L. Rourke et al. Community of Inquiry

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

Wiggins, G., Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.

The screenshot displays a user interface for a course module. On the left is a 'Menu' sidebar with a tree structure:

- Main Menu (selected)
- Introduction
 - Introduction
 - Social Science in Agricul...
 - Setting the Stage
 - Quiz 1 Question 1
 - Quiz 1 Question 2
 - Quiz 1 Question 3
 - Quiz 1 Question 4
 - Quiz 1 Question 5
- Agricultural Education
 - Introduction
 - Origins of Agricultural E...
 - Agricultural Education i...
 - Quiz 2 Question 1
 - Quiz 2 Question 2
 - Quiz 2 Question 3

The main content area is titled 'ASEC 520 Module 1 - History of ASEC_Final' and 'Resources'. It features a header 'ASEC 520' and 'Module 1: History of Agricultural Education, Extension, and Communication'. Below this are five green buttons representing sections: 'Introduction', 'History of Agricultural Education', 'History of Extension', 'History of Agricultural Communication', and 'Final Thoughts'. A text box on the right states: 'The icons on the left are the sections in this module. You will need to complete each one before proceeding to the next.' A woman in a green shirt stands in a field of wheat. At the bottom right are 'PREV' and 'NEXT' navigation buttons.

OBJECTIVES

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 Resources

Section 1 Introduction ASEC 520

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.

Community Ag Comm Mass Comm and Sociology

Human and Community Development Extension Industry






Schools Ag Education Psychology


Close

◀ PREV NEXT ▶


COURSE CONTENT

Course Content


- Build Content 
- Assessments 
- Tools 
- Partner Content 
- 




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.

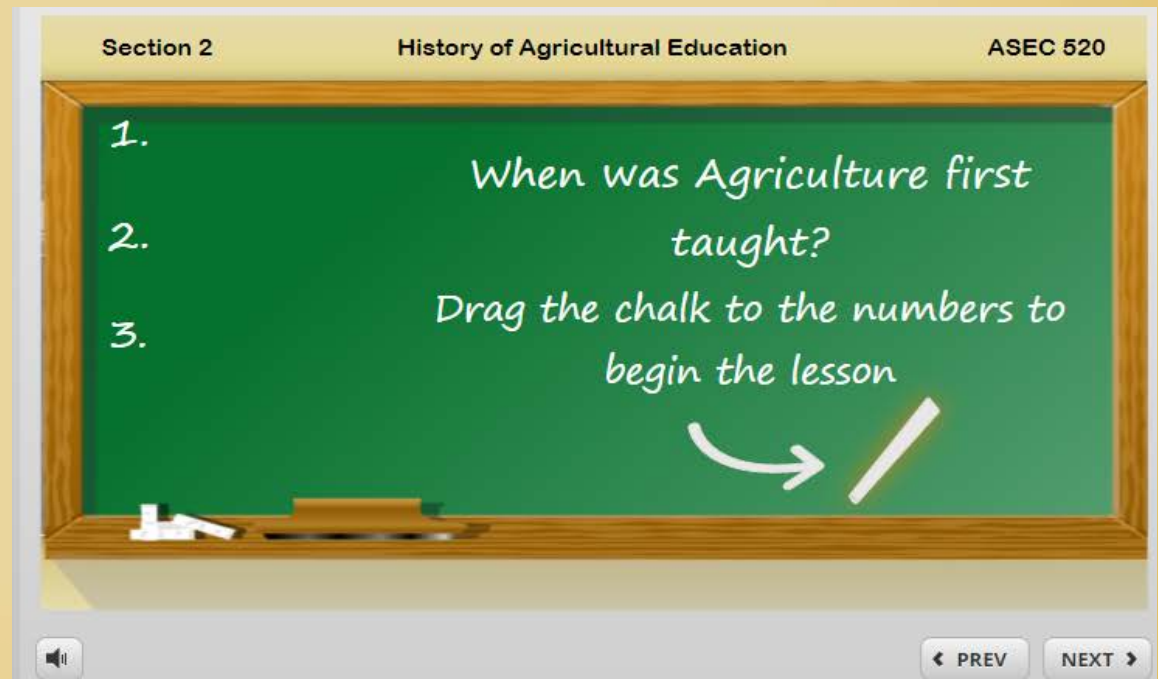
Blackboard

CREATING INTERACTION

- 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



TOOLS

- **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

The screenshot displays the Perusall interface for a course titled "Fall-2018-YD...". The interface is divided into several sections:

- Navigation Menu (Left):** Includes "My Courses and Cl...", "Course home", "Course setup", "Gradebook", "People", "Student view", "Notifications (36)", "Notes", and "Add to my calendar". Below this are sections for "Readings", "Documents", and "Assignments".
- Document Library (Center):** Titled "Document library", it lists several readings under "module 1 readings":
 - Chapter 1 - The history, development, and future of agricultural extension (8 pages, 7 comments, 1 unanswered question)
 - chapter 2 US AG yesterday and today (16 pages, 8 comments, 2 unanswered questions)
 - early agreements ag and ext ed_Hillison (6 pages, 9 comments)
 - Hatch Act_Ag in school MOORE (12 pages, 4 comments)
 - 1994 LGU Anniversary Pub WEB_0 (15 pages, 1 comment)
 - Anderson_NACTA_Journal_June_1984-11 (4 pages, 14 comments)
- Past assignments (Right):** Titled "Past assignments", it shows a list of assignments with due dates and details:
 - Due Sun Dec 9 11:55 pm EST: "Science Breakthroughs to Advance Food and Agricultural Research by 2030 | The National Academies Press" (2 thoughtful comments required for full credit)
 - AAAE_National_Research_Agenda_2016-2020 (Entire document, 2 thoughtful comments required for full credit)
 - NAP Communicating Science (Entire document, 2 thoughtful comments required for full credit)
 - Due Sun Dec 2 11:55 pm EST: "Understanding the Link Between Research and Policy" (Entire document, 2 thoughtful comments required for full credit)

Tools

- Perusall®

KO

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DOI: 10.5032/jae.1996.01009

**AGRICULTURAL EDUCATION AND COOPERATIVE EXTENSION:
THE EARLY AGREEMENTS**

John Hillison, Professor
Virginia Polytechnic Institute and State University

Abstract

With many universities having merged or discussing merger of agricultural education and cooperative extension administrative units, it is time to examine the history of competition and collaboration between the two agencies. Historical research methods using both primary and secondary sources were used to accomplish the objectives of this study. The major objectives were to examine the common historical factors of the two agencies, examine the controversies of the two agencies, and examine the memoranda of understanding established for them. Both have common clientele groups with youth and adults and a common subject matter area of agriculture. After passage of the Smith-Lever and Smith-Hughes Acts, a federal memorandum of understanding was established by members of the Federal Board for Vocational Education and USDA. Over a period of 20 years, the original memorandum was revised a few times, but basically it stayed intact. Today's agricultural educator and cooperative extension leader need to look at the historical memoranda of understanding to find precedent-setting points of agreement and points of controversy in order to best facilitate collaboration.

Both agricultural education and the cooperative extension service started before there was legislation giving them federal financial support and national uniformity. Both have several goals and areas in common. In fact, they have enough common goals that many officials were concerned that after passage of federal legislation for each, that there would be a lot of duplication between the two. When federal legislation was passed for both, some controversy occurred and a great deal of energy was put into establishing work boundary agreements for the two agencies.

education and the cooperative extension service. Both have the fundamental purpose of disseminating information of a practical nature. Today, several universities have merged agricultural education and extension activities into one administrative unit and several other universities are debating such a move. With that perspective in mind, it is important to examine the historical development that has led to both competitive and collaborative arrangements for agricultural education and the cooperative extension service.

Purpose and Objectives

The purpose of this study was to examine the commonalities between the cooperative extension service and agricultural education and how agreements attempted to avoid duplication of efforts after passage of federal legislation.

Specifically, the objectives of the study were to:

The Hatch Act of 1887 had close ties to both agricultural education and cooperative extension. One of the important statements in the Hatch Act was "That in order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science . . ." (Hatch Act, 1887, p. 440) It could be argued that this provision was the beginning of both agricultural



Conclusions and Implications

Born with common influences such as the Morrill Act and the Hatch Act, cooperative extension and agricultural education had to resolve duplication problems and work responsibilities. With leadership at the federal level, especially USDA and the Federal Board for Vocational Education, many agreements were reached on numerous subjects over a period of approximately 20 years. The agreements covered such topics as location of administrative responsibility, adult instruction, membership in youth organizations, and who should be on the payroll. Some leaders advocated collaboration, while others advocated competition.

Lessons were learned over the course of the years. The formal agreements were made and implemented. Informal interpretations were made of the formal agreements. In many ways a new era is about to begin in the working relationship between agricultural education and cooperative extension. Both organizations have suffered budget cuts, but still have a very large clientele to serve. Often times the motto for both has been "Do more with less." History indicates that it is possible for the agencies to cooperate. From that history may come the best answers for working together on the traditional and also contemporary issues of administrative responsibility, adult instruction, youth organizations, and the numerous other issues facing both agencies. The history of collaboration between the cooperative extension service and agricultural education needs to be dusted off and reviewed in times such as the present.

References

- Hatch Act. (1887). *U. S. Statutes at Large*. 440-441.
- Hawkins, L. S. (1917, November 7). *Memorandum to U. S. Department of Agriculture*. Washington, D C: National Archives.

Vol. 37, No. 1, 1996

EC

in conflict article. was nice to agree to between instrument issues.

13

DM

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 these 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.

Current conversation

What area(s) of Ag Ed and Ext presently show overlap, duplication, or other conflict that could be resolved to improve operations of both organizations? Post your response here.

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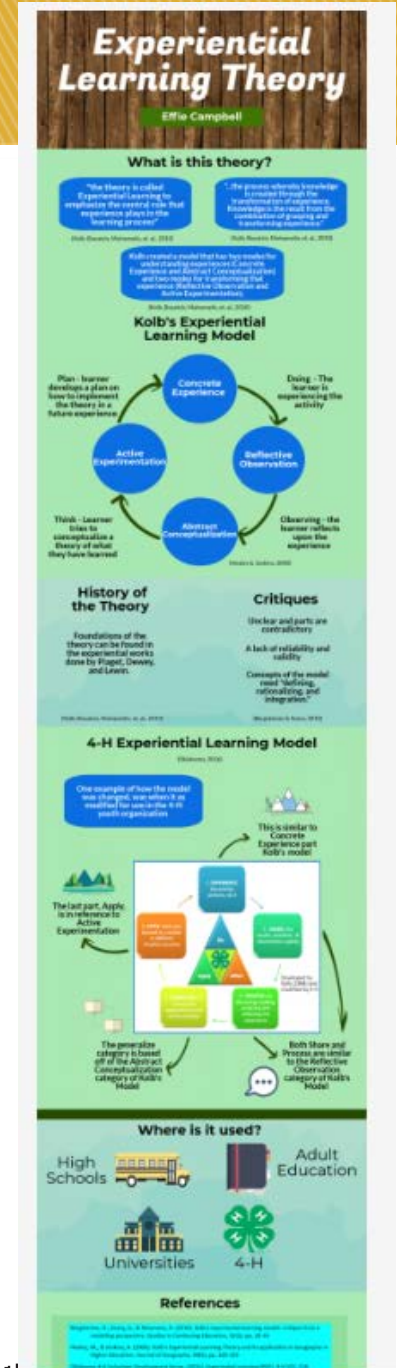
Aug 23 11:19 am

First, I need to be clear I am not at all sure I have a correct answer to this question as my exposure to extension is limited; I hope someone follows up with a better answer from their own experiences/background. I remember students enrolled in neighboring counties participated in both school ag activities and 4H activities that sometimes overlapped/contradicted such as beef or dairy units. I remember very little about their education relevant to crop science. Is this an area where overlap and contradiction would have been detrimental to their learning? Teachers would have needed to be following the guidance by the Extension program in MN? They were obviously enrolled in both as encouraged by the 1939 statement by the State Directors of Extension. We did not have agriculture programs in my school, which is surprising now as I reflect back on our rural town. I digress... So, yeah, secondary animal and crop science units should work with Extension programs (4H) to prepare students for higher ed or

MH

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*



EXAMPLE ASSIGNMENT - INFOGRAPHIC

Show Presentation

PUBLIC

Social Cognitive Theory Infographic

published by

Views 4

Like 0 Tweet

Pinterest Share

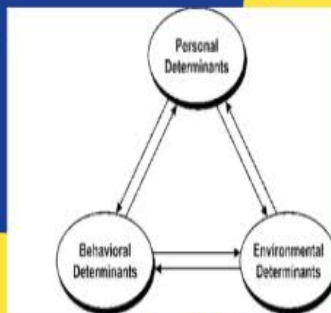
Want to create a visual like this?

Get Started

Blog | Resources

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(Figure 1)

Dr. Albert Bandura

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 renames to "Social Cognitive Theory"

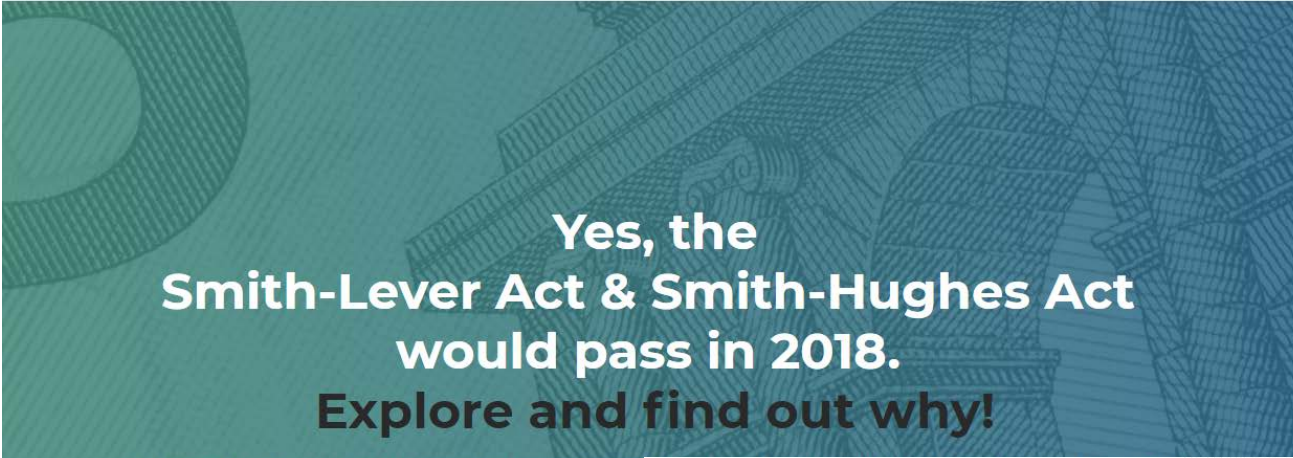


EXAMPLE ASSIGNMENT – DIGITAL PRESENT.

- <https://woulditpasstoday-marks.weebly.com>

intro & background more +

WOULD 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 the Smith-Lever Act and Smith-Hughes Act would pass in 2018. Scroll down for background information about the Smith-Lever Act and Smith-Hughes Act. Click on "more +" at the top of the page to view more information.

intro & background more +

POWERED BY weebly

WOULD IT PASS TODAY?

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 to enough public and federal support that would allow Smith-Lever and Smith-Hughes Act to pass in 2018.



Global Connections



Trends in Education



Current Need

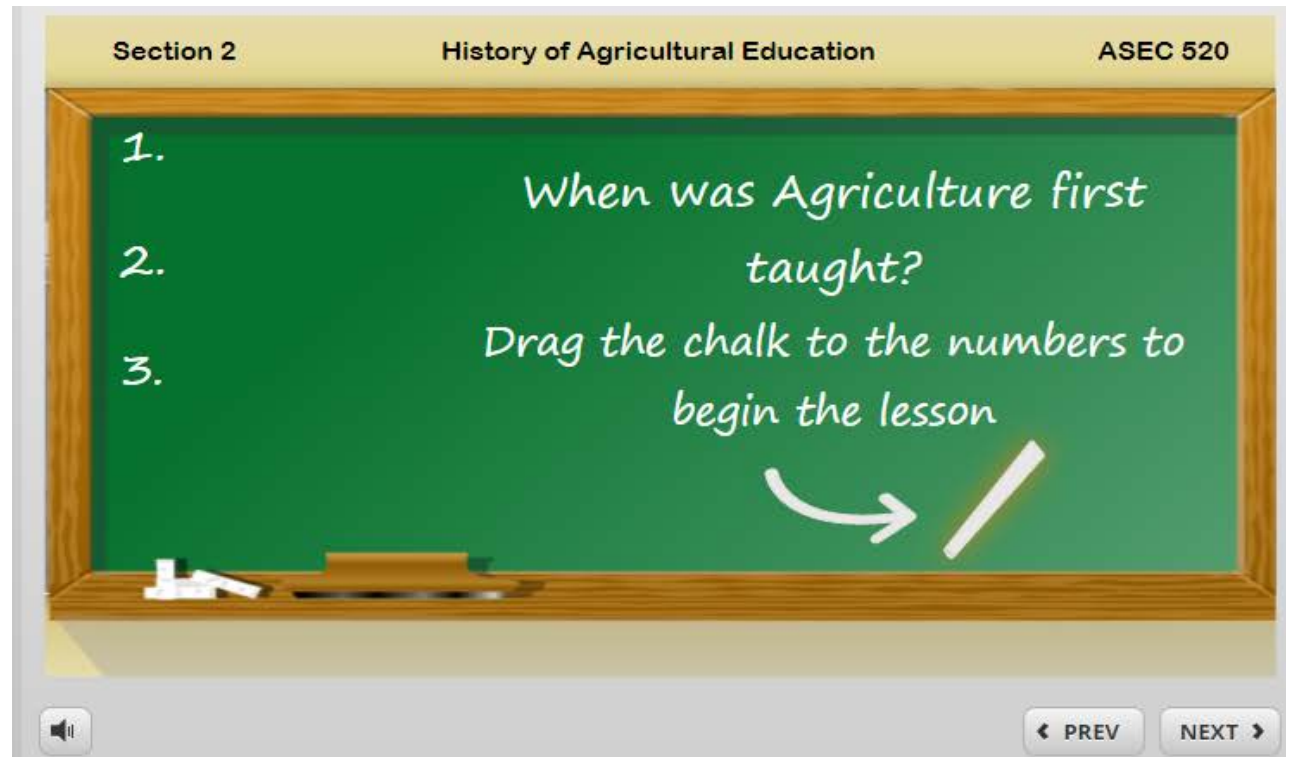
Student Feedback

- 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.

The screenshot shows a digital course interface. At the top, it reads "ASEC 520 Module 2 - Theory and Practice_Final" and "Resource". Below this, a yellow banner contains "ASEC 520" and "Module 2: Theory and Practice in Agricultural Education, Extension, and Agricultural Communication". A central navigation menu consists of five green buttons: "Introduction", "Theory and Practice in Agricultural Education", "Theory and Practice in Agricultural Communication", "Theory and Practice in Extension", and "Final Thoughts". To the right of the menu, a woman in a green shirt and brown pants stands with her arms outstretched, next to a speech bubble that says "Welcome back! We have a lot of material to cover, so let's get started." The background features a chalkboard with a lightbulb and some diagrams. At the bottom, there are navigation controls including a speaker icon, a "PREV" button, and a "NEXT" button.

CONCLUSION

- 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.



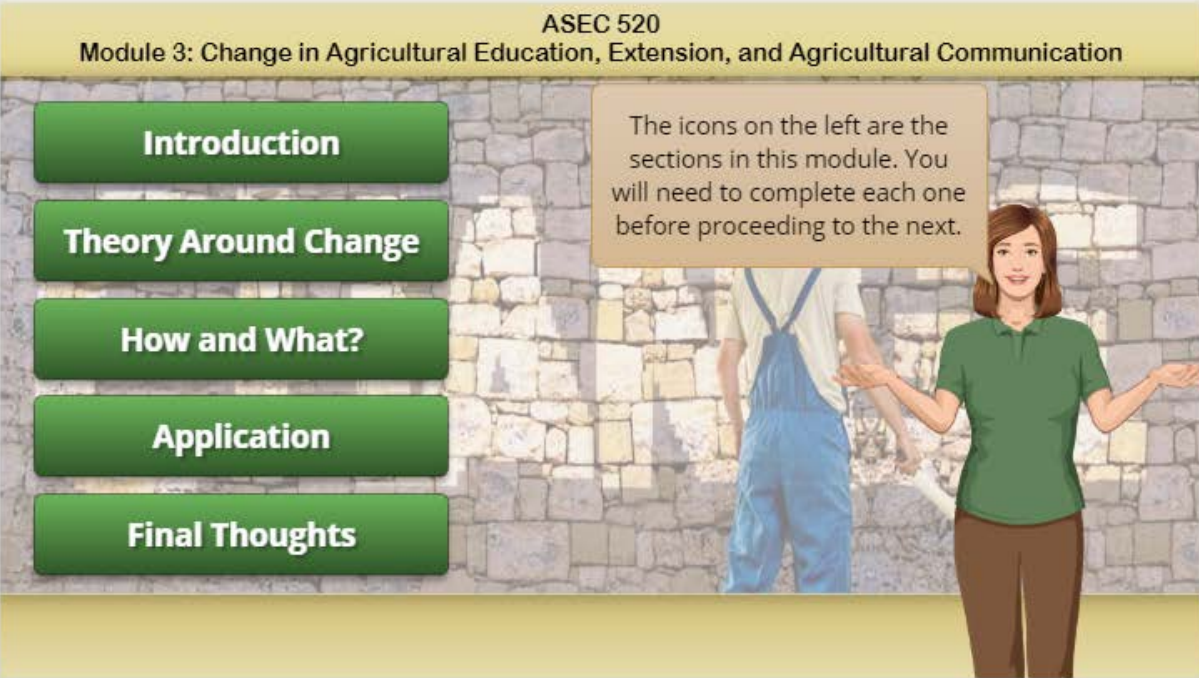
QUESTIONS?

Menu

- ▾ Main Menu
 - Welcome
 - Main Menu**
- Introduction
- ▾ Theory Around Change
 - Introduction
 - Theory Around Change
 - Quiz 2 Question 1
 - Quiz 2 Question 2
 - Quiz 2 Question 3
 - Quiz 2 Question 4
 - Quiz 2 Question 5
- How and What?
- Application
- Final Thoughts

ASEC 520 Module 3 - Change Resources

ASEC 520
Module 3: Change in Agricultural Education, Extension, and Agricultural Communication



Introduction

Theory Around Change

How and What?

Application

Final Thoughts

The icons on the left are the sections in this module. You will need to complete each one before proceeding to the next.

◀ PREV NEXT ▶