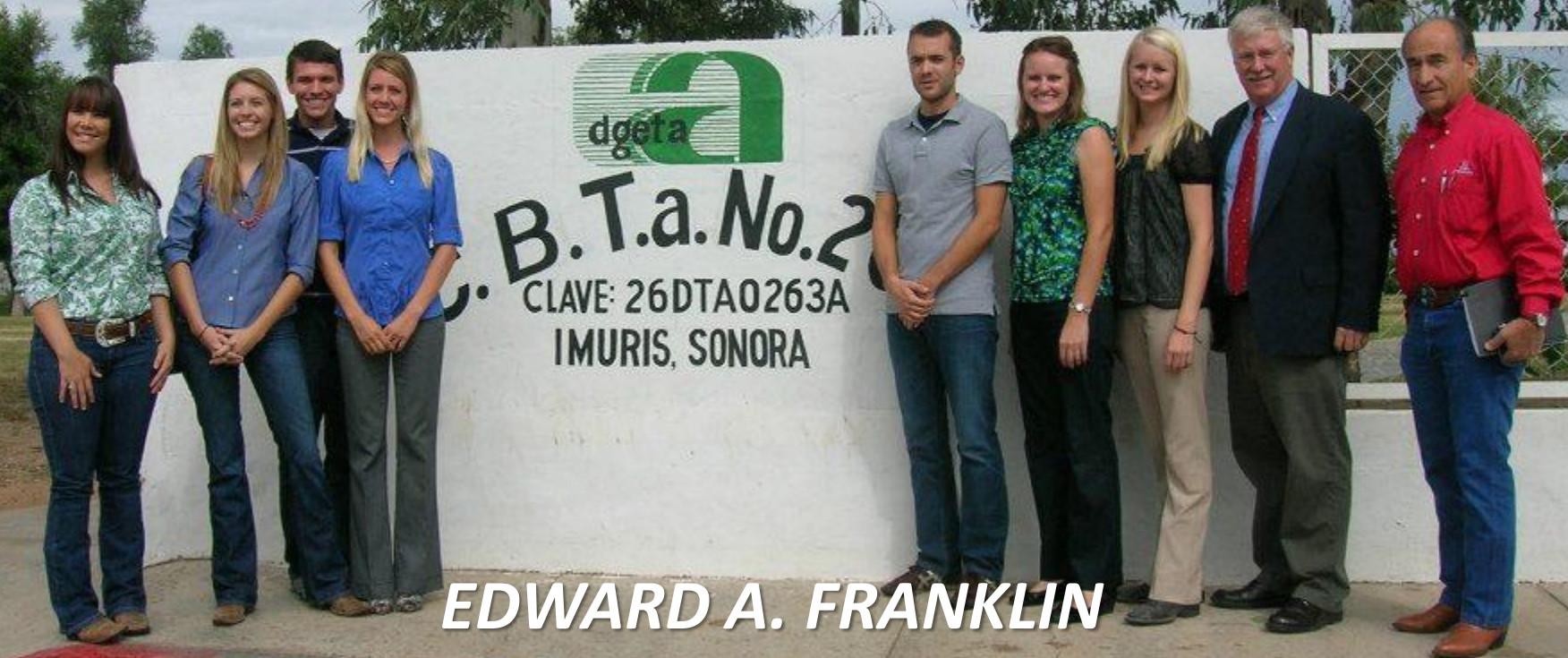


PROJECT IMURIS: A PILOT INTERNATIONAL MICROTEACHING EXPERIENCE



EDWARD A. FRANKLIN

DEPARTMENT OF AGRICULTURAL EDUCATION

UNIVERSITY OF ARIZONA

STUDENT ENROLLMENT

- All School Enrollment in Arizona
 - Hispanic - 473,793 (43.23%)
 - White, non-Hispanic – 456,478 (41.65%)
 - Black, 57,384 (5.23%)
 - Native American – 53,852 (4.91%)
 - Asian, 30,822 – (2.82%)
 - Pacific Islander, 2,984 (0.27%)
 - Multi-Racial, 20,724 (0.19%)
 - Total – 1,096,040 (98.30%)*
- (Source: Arizona Department of Education, 2012)

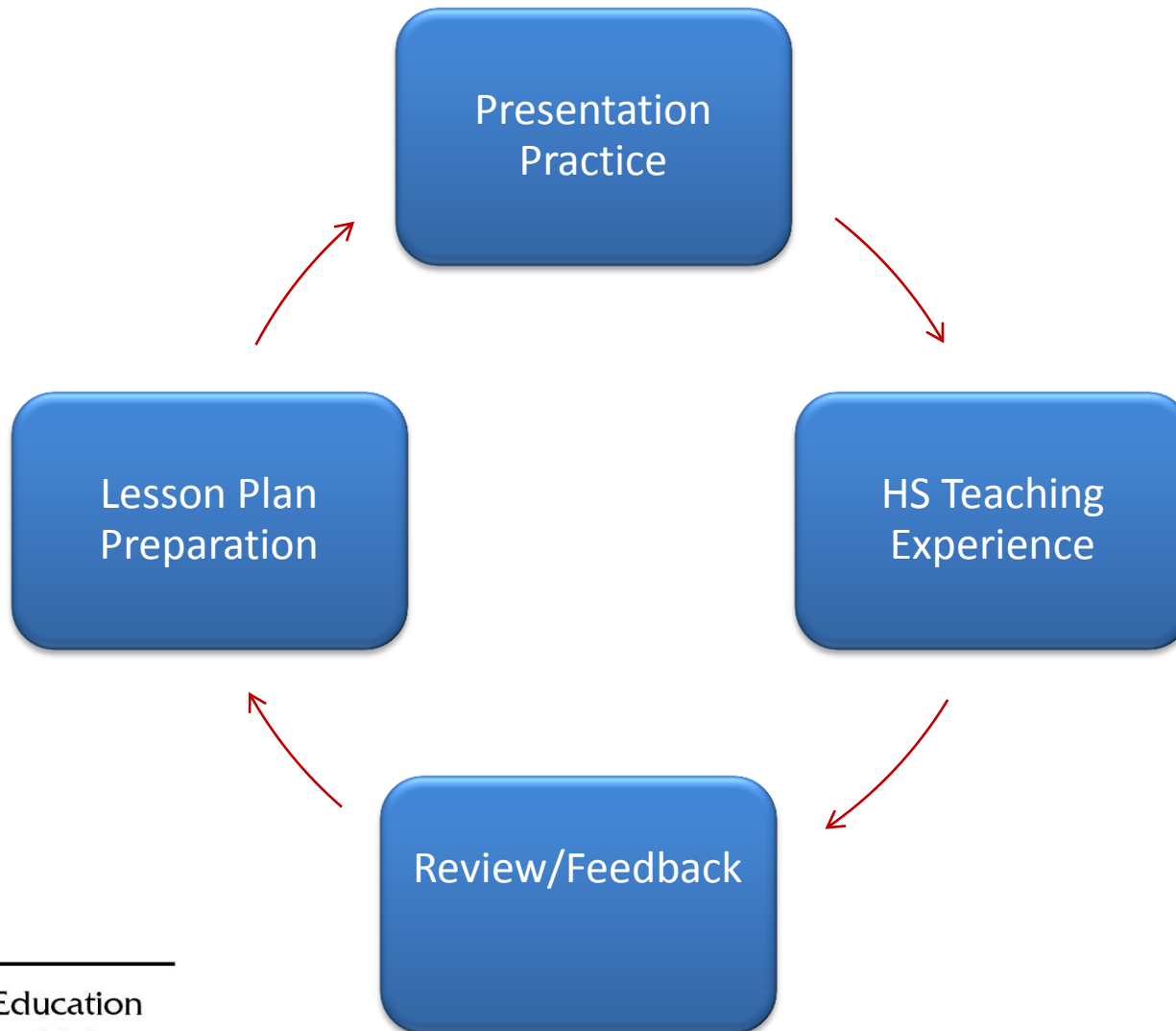


CTE PROGRAM ENROLLMENT

- CTE Program Enrollment in Arizona
 - White, (Non-Hispanic), 43,122 (48.05%)
 - Hispanic, 33,721 (37.58%)
 - Black, 4,190 (4.77%)
 - Native American, 4,630 (5.16%)
 - Asian, 2,656 (2.96%)
 - Pacific Islander, 196 (0.22%)
 - Multi-racial, 1,196 (1.33%)
- Total – 89,730*



MICROTEACHING ACTIVITY





Agricultural Education
The University of Arizona

Learning • Discovery • Engagement • Leadership



Tucson

77

10

10

10

19

90

80

2

2

15

17

2

COSTS

- Hydroponic teaching materials
 - Transportation
 - Video tapes
 - Gifts for Hosts
 - Post-trip meal
- (Funding source: UA Faculty/Student Interaction Grant)



PREPARATION

- March – Trip to visit with school director and teachers
- March – Notice of activity, passports/cards
- Aug - Orientation – Guest speaker; create projects; practice presentations; recruit translation assistance



Check point for passports

“AGRICULTURE TECHNOLOGY PREPARATION CENTER”



Agricultural Education
The University of Arizona

ACTIVITY LOGISTICS

- Single-day trip.
- Met with Mayor and Cultural Minister at Municipal Palace.
- Travel to CBETA
- Four classrooms; four concurrent 30 minute presentations to audiences of 30-40 per class
- Each lesson presented four times.
- Lessons videotaped for review.
- Lunch with hosts at a nearby ranch with music, arranged by school director & cultural minister













CHALLENGES

- Language barrier
- Communication (preparation)
- Logistics (university travel restrictions)
- Perceptions (drawn from media)
- Student participation



REWARDS - REFLECTIONS

- *“The trip to Imuris was well outside my comfort zone, but the outcome of the day could not have been more beneficial or enlightening. The entire cohort was received with open arms into a country that has a reputation tarnished by drug trafficking and extreme acts of violence. The people of Imuris showed no sign of hatred or animosity towards any of us, instead we were treated like friends. We were exposed to the Mexican culture and education system, all while enjoying great food and exceptional hospitality.”*



REFLECTIONS

- *“The experience was absolutely amazing! I had a fabulous time and was so glad that I was able to go on the trip. It truly was in a once in a lifetime opportunity and feel so blessed to have gone down to teach in Imuris. They were so grateful and responsive to everything we had to say or teach. I was super nervous at first because I did not know what to expect when we got there, however I did feel comfortable that Dr. Franklin and other faculty had been down there before and seemed to only have positive things to say. Overall I had a fabulous time and would absolutely love to do it again. The trip definitely helped me with my teaching skills because it opened my eyes to something I had not really thought of before. In my future classes I will have students where there will be some type of barrier between us. Whether it is language, family, culture, experiences or learning styles; students will not always understand what you teach and you will have to find a way to make it a positive learning experience for them. In this case we had a translator, which was super helpful for the language barrier but it made me realize that it is important for me to think about barriers in my classroom and how I will overcome them. It also gave me an appreciation for the Imuris students who were so excited for us to come and teach even though they knew it would be difficult. I have always had an interest in international agriculture education but this made it real for me and make me want to try and do something further.”*



REFLECTIONS

- *“I took a lot of valuable knowledge from the project. It really made me feel what an English language learner goes through when they can’t speak the dominant language in the classroom. I learned more ways to communicate with students than just talking, such as hand motions, realia and sound effects. I also learned that when you open your mind and heart to an opportunity such as this amazing awards can come from it. The experience helped a lot in developing my classroom teaching skills. I truly felt that I learned to be more patient and to look at situations from other people’s point of views. I feel like this trip helped me to embrace other cultures and to try to find ways to connect with students that may not speak the same language or have different backgrounds. “*



PERSONAL FAVORITE

- *“Franklin, you are dumb if you don’t continue with this activity...”*

