

# Joys and discomforts of multi-institutional collaborative global education

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# Introduction

- ▶ Globalization impacts all aspects of the world including agriculture.
- ▶ Agriculture needs globally competent workers.
- ▶ Teachers impact student awareness and dispositions towards global interconnectedness.
- ▶ Teachers should be globally competent.





- ▶ Carano (2011) defines **global-mindedness** as seeing oneself as being interconnected with world community and feeling a sense of responsibility for members of that community.



- ▶ Most of the literature on global competence reflects the nature of global competence as being primarily the ***functional requirements to operate successfully in a global environment***

- (Bikson, Treverton, Moini, Lindstrom, 2003; Cant, 2004; Hunter, 2004; Jokinen, 2005; Koehn & Rosenau, 22).



Good educators appreciate that the world is *increasingly interconnected*, so students require global skills, including knowledge of world geography, complex cultural literacy and world language skills, to understand these interdependencies.

Green & Olson, 2008; Johnston & Spalding, 1997; Mansilla & Jackson, 2011

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# But, we do not have to do it alone



- Developing global competency in college of agriculture graduates is a **multidisciplinary** effort.

- Discussion of crossing disciplinary boundaries should also include discussion of **crossing institutional** boundaries.

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# Purpose

- ▶ Goal–
  - Develop Globally Competent teacher candidates
- ▶ Challenge–
  - Adequately prepare students to maximize learning in country during the travel experience



# What did we do?

- ▶ Three Partners (PSU, UF, SNU)
  - 19 students
    - (90% had not participated in a structured study abroad experience; No students had visited Korea)
- ▶ 10 Class Sessions
  - Meet via Adobe Connect/Skype
  - 27 Guest Speakers
    - 3 institutions, multiple academic units, private/public sector
  - Utilization of industry specific Digital Community of Practice (NAAE CoP)
- ▶ 10 day embedded study tour in South Korea





# Joys

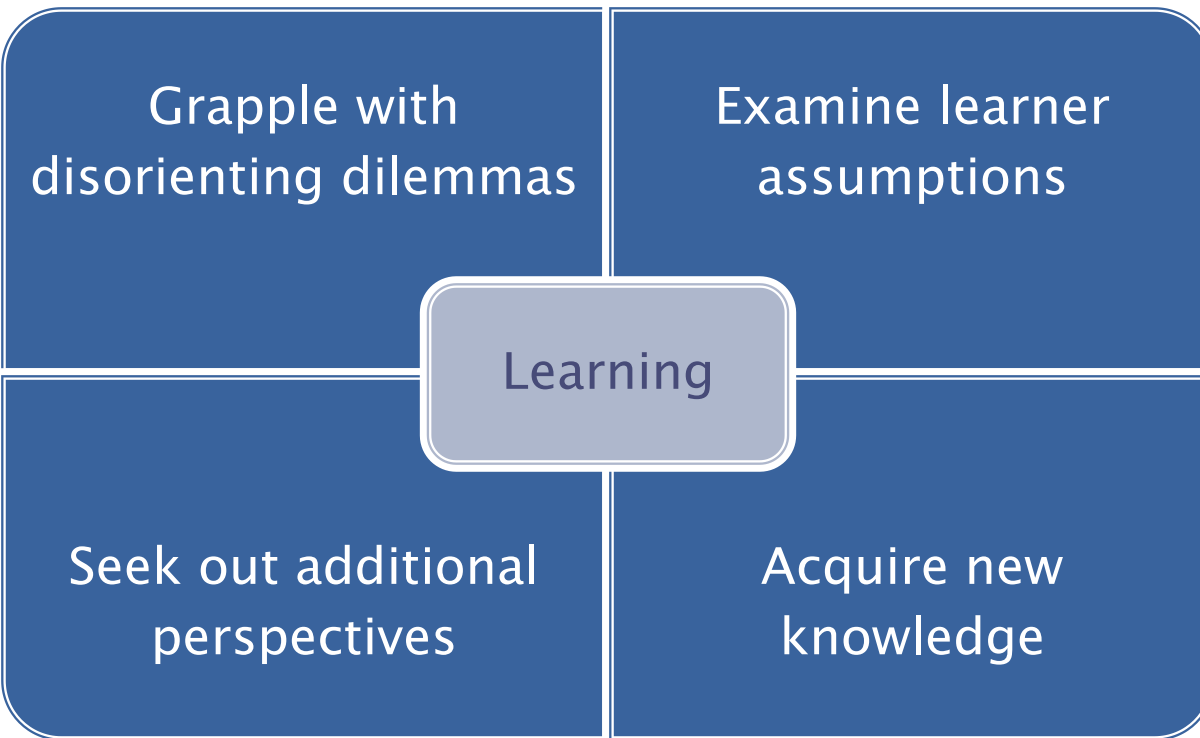
- ▶ Active Discussion in Instructional Design
- ▶ Broader Base of Expertise for Course Involvement
  - Snowball technique to identify experts
    - Example partners: Penn State, US Army, Ohio University, University of Florida, and Pennsylvania Certified Organic Organization.
- ▶ Establishment of broad sense of “Synergy”



# Discomforts

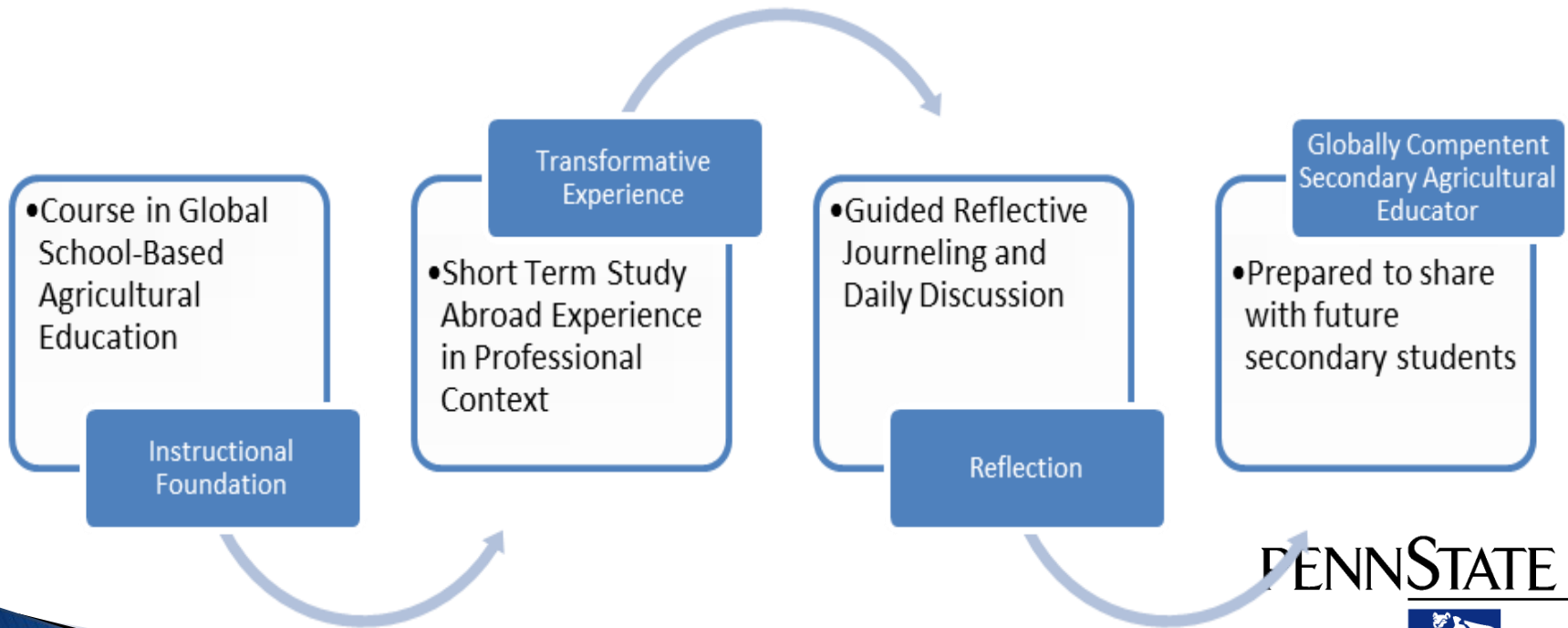
- ▶ University Bureaucracy (x 3)
- ▶ Drawbacks of the approach of utilizing multiple external guest speakers including loss of instructor autonomy in some class sessions.

# Theoretical Foundation



Mezirow's Theory of Transformative Learning (2000). Learning is seen as an experience of critical questioning of beliefs and assumptions as the learner examines the framework from which he/she has been viewing the world.

# Conceptual Framework



# How did we assess?

- Quantitative

- Four Constructs

1. Knowledge

2. Perceptions of Global Competency Knowledge

3. Perceptions of Global Competency Skills

4. Perceptions of Global Competency Dispositions

- Three Measurements

- Pre Class; Post Class/Pre Trip; Post Trip

- Qualitative

- Content Analysis of Reflective Journals

- 10 Class Session prompts

- 10 “in-country” prompts

# Conclusions

Findings suggest growth in global knowledge, skills, and attitudes of the participating college students.

The findings also show student gain in attitudes of acceptance/appreciation, open-mindedness, personal growth, and professional development.



# However...

- ▶ It is unclear if the students developed to a point of a paradigm shift and their thinking modified as a result of the new experiences.
- ▶ To label a student globally competent, the student must engage not only themselves, but others as well as the experience, reflect on what is happening to them, and strive to integrate these new perspectives into their frame of reference.
- ▶ It is not until this occurs are they transforming into a globally competent graduate.

# Future Plans & Recommendations



- ▶ Longitudinal look at future impact on curriculum taught and how it impacts the global competency of their future secondary students
- ▶ Is there a relationship between global competency and multicultural competency?
- ▶ Does involvement in global experiences promote a more mobile teacher candidate?



# Future Plans, cont.



- ▶ Establish agricultural teacher education programming in both developing and developed countries
- ▶ Continue to refine Quantitative Assessments
- ▶ Integrate active discipline professionals into experiences with pre-service students (ie active agriscience teachers)

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