

Public Service Announcement: Spreading Farm Safety Awareness through the Mobile Application *Glide*

Courses in agricultural production are becoming common in colleges of agriculture at the college and university level (Thompson, 2009). Agricultural educators must place emphasis on their students' safety when students participate in these courses (Daniels, 1989). [Course] is the senior level capstone course in which students enroll during their final year of a production agriculture-focused curriculum at [University]. [Course] provides an experiential-learning facilitated laboratory that allows students to gain the practical experience of managing and operating a typical Midwestern farm (Trede and Andreasen, 2000). As stated by Crunkilton et al. (1997), a capstone course allows students to integrate previously learned subject matter with new information to solve real world or simulated issues. Experiential learning activities are integrated within the five required components of a capstone course which includes team work, problem solving, decision-making, critical thinking, and communication (Andreasen, 2004). Students must work together and make decisions to sell commodities, purchase inputs, and maintain resources on the farm (Trede and Andreasen, 2000). Since students are managing a working farm, they assume the risk of the multiple hazards farming can pose.

Ranked as one of America's most hazardous occupations, farming has one of the highest accident rates in the United States, stemming from farming machinery and equipment, storage bins, silos, and animals (DeRoo and Raitainen, 2000). Farm safety educational programs are utilized to educate, convince, and persuade farmers to participate in safe behavior while at and away from work (Ambe et al., 1994). One excellent way to promote farm safety is to conduct public service announcements. As stated by O'Keefe and Reed, (1990), public service announcements (PSAs) are created to influence public beliefs, attitudes, and behaviors concerning situations that are of great importance to a community, while informing citizens of possible solutions to these situations. Social networking has become popular as an instructional tool with educators since society has rapidly embraced social media (Settle et al., 2011). *Glide*, which has 2 million active users, is a walkie-talkie styled application that records a video and sends it to a user's contacts while simultaneously alerting them that they have received a recording (Olson, 2013). Though it is mainly utilized for social communication, it has been tested by the instructor and graduate assistant for educational uses in the [Course]. Could the integration of the mobile phone application, *Glide*, be utilized to develop PSAs in an agricultural capstone course to help students recognize and prevent potential safety hazards and also educate their classmates about these situations?

How It Works

Students utilized Glide to develop PSAs that were distributed to their classmates via personal mobile devices and/or classroom iPads to educate each other about possible safety hazards that have arose during experiential learning activities and performing weekly tasks on the farm. The videos were saved within the application which allowed for reviewing by the students and instructor. For students who did not have access to classmates' cell phone numbers or to the students who did not want to provide personal numbers, Glide provided a PIN number when allowed contact through the application. Glide allows the user to email the videos they have created to their intended recipients, provided the recipient has Glide to view the videos. Table 1 outlines the steps in creating a Glide account and the utilization of the application to send PSAs to students to educate them on potential farm safety hazards.

Table 1

Steps to Utilizing Glide to Develop Public Service Announcements for a Capstone Course

Steps	Activity	Description
Step 1	Download and install the free application	Download Glide from either the Apple Store or Google Play, depending if the user has an iPhone/iPad or Android. Follow instructions that allow the user to utilize Glide.
Step 2	Add classmates and teacher	Students use each other's contact information, or the anonymous PIN and the teacher's contact information.
Step 3	Begin recording videos	Students identify potential hazards on the farm, record five minute videos describing the hazards and how to remedy them, and send the video to their class members and instructors.
Step 4	Review videos	Recipient of videos may review videos multiple times after receiving. This allows the teacher to grade for content and can even make room for discussion via Glide.

Results to Date

This innovative idea was tested by the instructor and the graduate assistant. The instructor and graduate student found the application very easy to use. Assignments utilizing this application are being developed for the students. Since every student in the class may not have a smart phone, classroom iPads are provided for the students' use.

Future Plans/Advice to Other

Safety and privacy are very important when users share information through the Internet. Two users can only interact via Glide when both parties have the application installed on their device. The use of Glide encourages enhancement of teamwork, communication, decision making, problem solving and critical thinking between students during the collaborative team-based assignment naturally found in a capstone course.

Cost/Resources Needed

Users who plan to utilize this application will need either a smartphone or a tablet that has a wireless connection. The application is downloadable from both the Apple Store for iPhones and Google Play for Androids. Other than the personal charges that the user will incur from owning a smartphone, which may include data usage, the application is free to download and use. The application is also usable via other devices such as iPod touch.

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