Perceptions of School Based Agricultural Education Teachers Attitudes and Beliefs toward Globalizing the Agricultural Curriculum

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Introduction

• The agriculture industry is part of an interconnected world that is continually navigating complex trade regulations and cultural barriers
Purpose

• The purpose of this study was to explore the perceptions of Tennessee School Based Agricultural Educators towards globalizing the secondary agricultural curriculum.
Methodology

• Participants
  – 26 agriculture teachers
  – Urban and rural
  – East, Central, and West TN
  – Selected FFA Advisors that attended camp

• Data Collection and Analysis
  – Individual interviews
  – Thematic data analysis
  – Trustworthiness
    » Multiple researchers
    » Member checking
    » Peer debriefing
5 Themes Emerged

• Heightened awareness of living in a globalized world

• Vision for a globalized school based agricultural education program

• Benefits of exposure to a globalized agricultural education program
  • Preparedness to teach from a globalized perspective
  • Professional development needs
Heightened Awareness of Living in a Globalized World

• Participants acknowledged that we live in a globally connected world

  – Participant 8 stated, “When I think about our world being globalized, I think about being connected. Even if something as simple as social media, a student can connect with someone literally half way across the world in a matter of seconds.”

• Living in a globally connected society instills a sense of responsibility on agriculturalists
Vision for a Globalized School Based Agricultural Education Program

• Program design
  – Students research specific countries and report to the class (18)
  – Texts and references with international agriculture examples (16)
    – Interacting with people/students from around the world (21;22;25)
    – Study abroad programs (21;22;25)
Vision for a Globalized School Based Agricultural Education Program

• Desirable international agricultural knowledge and skills
  – Participant 1 stated, “I think they [students] need to know how trade works because it effects supply and demand…”
    – Food safety and country of origin labeling (24)
      – Animal rights/welfare issues and animal diseases (22;25)
Benefits of Exposure to a Globalized School Based Agricultural Education Program

• Cultural Learning
  – Understand differences in Ag practices (11)
  – Participant 4 stated, “I think the culture is really important especially if you get in the food science area...what we are able to sell is so much about a specific culture and what they will eat.”

• Employability Advantages
  – Broadened perspectives (19)
  – Increased knowledge level (17)
Preparedness to Teach from a Globalized Perspective

• Feelings of preparedness
  – Access to technology (3)
  – International travel experience (8;18;22)
  – Exposure to cultural norms (8)

• Feelings of unpreparedness
  – Lack of international travel (17)
Professional Development Needs

• Professional development travel abroad experiences (2;8;11;14;16;20;21;22)
• Professional development sessions that discuss international agricultural issues
• Lessons/curriculum that infused with international agricultural practices (21;22)
Conclusion

• Positive perceptions of globalizing the secondary agricultural curriculum (Hurst, 2013)
• Interest in promoting interactions with students in other parts of the world (Boix & Jackson, 2011)
• Professional development
  • Further research focused on the globalization of School Based Agricultural Education programs.
Questions