Computer Technology Competency Needs for Collegiate Agricultural Education Students

Assumption VS. Reality
Technology Currently Used By College Students

- 98% of 18-29 use the internet – 45% do online browsing on mobile device
- 83.3% of students use laptops to take notes (EdTech, 2014)

Dairy Tech Use Each Day:
- 181.43 minutes texting
- 131.35 Searching
- 101.93 on Facebook (EdTechReview, 2013)

Use devices to write paper (82%), do research (81%), taking notes (70%), create class presentation (65%), etc. (EdTechReview, 2013)

98% of students own laptops (University of Maryland, 2013).
ASSUMPTION

Technology-oriented
Learn new technology quickly
Use technology all the time

REALITY

• (Edgar et al. (2012))
MORE REALITY
REALITY
(in Ag Industries)

Trained workers with computer skills (Holt and Brockett, 2012)

Technology-based training (Bedgood et al., 2008)

3D visualization programs (Lovett et al., 2010)

Data analysis software (Lecca et al., 2011)

Microsoft Office (Doye, 2004)

Synthesize abstract information and evaluate usefulness (Ezziane, 2007).
Mismatch

Use of Internet
Use for Communication
Use for Training
Recommendations

Survey employer
- Identify specific computer skills
- Review current programs and curricular
- Develop technology related competencies

Research on students’ efficacy
- Identify missing skills
- Identify training needs
- Develop competency-based curricular
The Competencies

Based on Bloom’s Taxonomy

Evaluation
- Evaluate technological tools to ensure these tools efficiently support relevant tasks

Synthesis
- Generate knowledge from electronically received information

Analysis
- Analyze abstract information from the web
- Compare technological tools to determine the best tool for a task

Application
- Solve work problems with technology

Comprehension
- Explain how to operate technology that are relevant in supporting job duties

Knowledge
- Identify technological tools that are suitable for performing job duties
References