

## A New Approach to Field Observations During Covid-19

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### Introduction/Need for Innovation

- ❖ Early field experiences have been identified as an important component of coursework in agricultural education teacher preparation programs (Smalley & Retallick, 2012).
- ❖ Traditionally, students in Introduction to Teaching Agriculture complete 12 hours of structured observations of agriculture teachers, microteaching activities, and reflections.
- ❖ Due to the on-going COVID-19 pandemic, a remote field observation was developed and implemented.

### How It Works

- ❖ The field observation experience consisted of six activities in Planning and Instruction, Classroom Management, FFA, SAE, and Innovative Teaching Ideas.
- ❖ Six videos were selected in ATLAS (Accomplished Teachers, Learning, and Schools) for students to observe effective teaching characteristics, and the use of teaching methods and questioning strategies.
- ❖ Videos were also used to introduce students to classroom procedures and management strategies and the integration of FFA and SAE.
- ❖ A list of five innovative teaching ideas were created using social media outlets.

### Results to Date

- ❖ The remote field observation experience was implemented in Fall 2020.
- ❖ All 30 students in the course completed the experience.
- ❖ The quality of submitted assignments was excellent, with a class average of 96%.
- ❖ Student comments indicated they would have preferred a face-to-face setting; however, they recognized the inability to do so as a result of the pandemic.

Part One - Planning and Instruction

From the six [ATLAS videos](#) below, please select three to watch and use to answer the following questions. In order to access the ATLAS videos, you should have received an email at the beginning of the semester with information about how to login and access the site. If you have any issues with access to ATLAS, please let me know.

ATLAS Case #1181 - Researching Agricultural Products to Fit Customer's Needs (20:07)  
 ATLAS Case #1076- Applying Learned Content to Scientific Discussions on GMOs (18:25)  
 ATLAS Case #1183 - Developing Arguments about Environmental Issues Using Collaborative Skills (20:00)  
 ATLAS Case #1266 - Constructing Floral Arrangements (20:08)  
 ATLAS Case #1269 - Completing Electrical Circuits Collaboratively Using Industry Standards and Procedures (20:00)  
 ATLAS Case #1071 - Addressing Issues of Genetic Manipulation (20:00)

A. In your opinion, what are **3 characteristics** that the teachers demonstrated that you believe contributed to effective teaching? Please reflect on characteristics discussed in class ([How People Learn](#), [Rosenshine and Furst variables](#)) and provide the characteristic and a specific example in the table below.

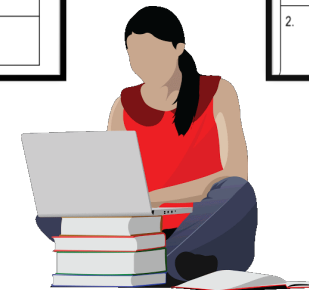
ATLAS Case #	Teacher Characteristic	Specific Example
	1.	

Part Two - Classroom Management

D. Routines and procedures are conducive to effective classroom management. Routines may include how announcements were made, how attendance was taken, how homework was checked, how materials were distributed and collected, how permission was given to move around or leave the classroom, how transitions were made between classroom and the lab, etc.

Watch this video, [My High School Classroom Procedures](#) (14:02). Also, review the accompanying [blog post](#) and her [procedure planner](#). Please elaborate on three routine/procedures and explain how it works in the classroom (either based on the video or how you think it would work in your future classroom).

Routine/Procedure	How does this routine/procedure work in the classroom?
1.	
2.	



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### Future Plans/Advice to Others/Costs

- ❖ The course instructor plans to return to the traditional approach of completing field observations in future semesters.
- ❖ The remote observation experience could be used if students have extenuating circumstances, such as lack of transportation or scheduling conflicts.
- ❖ The activities developed as part of the remote field observation experience can supplement classroom observations and provide a few common experiences since there is considerable variation in what students observe across different classrooms.
- ❖ Additional agricultural education specific videos will be created and archived for future use.
- ❖ The section on innovative teaching ideas needs clarification as it generated questions from several students.
- ❖ Approximately 10 hours was invested in selecting videos and modifying observation prompts and activities from the field observation guide used in previous semesters.
- ❖ NC State University pays \$4990 for 300 subscriptions to ATLAS per year.