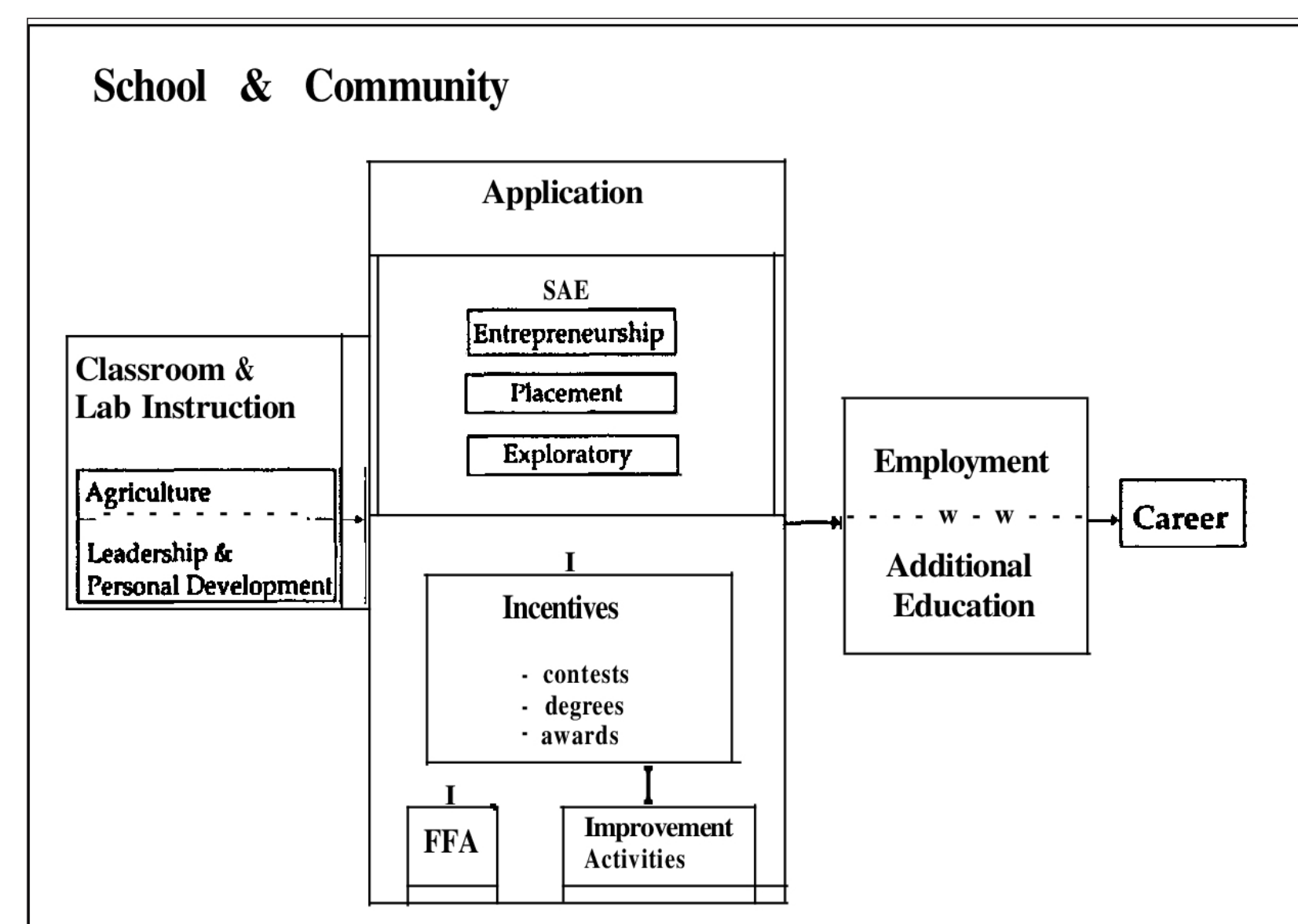


Introduction

- Kolb (1984) noted, "learning is the process whereby knowledge is created through the transformation of experience" (p. 38).
- Harris (2008) identified the preparation of CDE teams as one of the main areas of teacher interest for professional development.
- Through CDEs, the National FFA Organization provides intra-curricular opportunities for students to apply the knowledge gained in agricultural education courses to a career context related to their interest and develop college and career readiness skills (National FFA Organization, 2022; Phipps et al. 2008).
- The following research question guided the study:
 - What are the perceptions of preservice SBAE teachers regarding the purpose of CDEs in SBAE?

Conceptual Framework

The Hughes and Barrick (1993) Model for Agricultural Education in Public Schools serves as an expanded version of the Three Component Model of Agricultural Education and aims to serve the growing diversity of students more effectively.



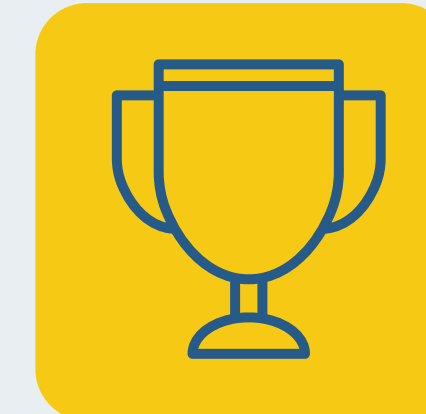
Methods

- Students' demographics reflected five males and seven females (N=12).
- A then/now reflective essay assignment was used to evaluate perceptions of students regarding the purpose of CDEs.
- Two researchers (one graduate student and one faculty member) analyzed the data to establish inter-rater reliability in the study.
- Once each researcher completed the coding process, the researchers worked together to turn the codes into overarching themes (Saldaña, 2016).
- 30 codes were identified that led researchers to eight themes.

Results



CDEs provide opportunities for SBAE students to explore agricultural careers.



CDEs provide a competitive outlet for SBAE students.



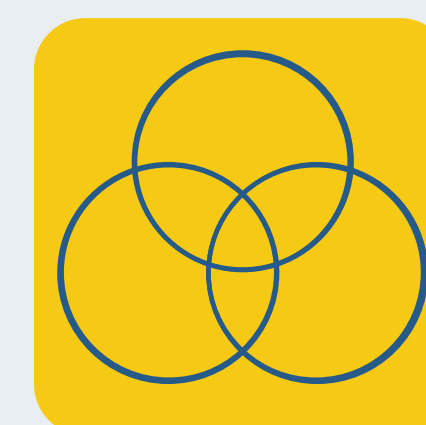
CDEs provide real-world connections to agriculture.



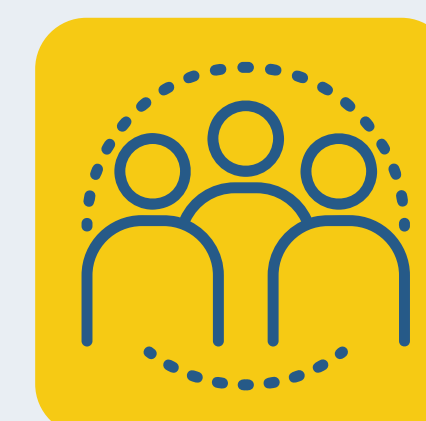
CDEs facilitate both technical and employability skills.



CDEs are an extension of the classroom and laboratory.



CDEs highlight the intra-curricular nature of the three-component model of SBAE.



CDEs provide opportunities to integrate community resources in the SBAE program.



CDEs have the potential to initiate professional networks.

Conclusions and Implications

- The data aligned with Hughes' and Barrick's (1993) assertion that agricultural education programs should be a part of the community.
- The results supported the purpose of CDEs as outlined by the National FFA Organization (2022) and Phipps et al. (2008).
- Furthermore, data confirmed the views of Phipps et al. (2008) and Hughes and Barrick (1993) that CDEs in SBAE are more than just an "activity."
- The researchers acknowledge the qualitative approach to this exploratory study was a limitation which does not allow for generalizability above the university level.
- Results of the study do inform the SBAE teacher-preparation program at OSU regarding future research and practice opportunities.
- It is recommended similar SBAE teacher preparation programs implement a similar approach that provides preservice SBAE teachers the opportunity to apply the intra-curricular nature of CDEs into their future practice as SBAE educators and FFA advisors.

References

