

Agriculture in the Classroom Preservice Teacher Seminar Evaluation

Amelia J. Miller, M.S., Zak A. Konakis, M.P.H., Emily Yoshikawa-Ruesch, M.S., & Debra M. Spielmaker, Ph.D.

INTRODUCTION

Utah Agriculture in the Classroom (AITC) works to improve agricultural literacy by developing programs to increase student awareness about agriculture and instill in students an appreciation for food and fiber systems (NAITCO, 2020). This research aligns with the American Association for Agricultural Education's (AAAE) Research Priority 1 (Roberts & Brashears, 2016).

THEORETICAL FRAMEWORK

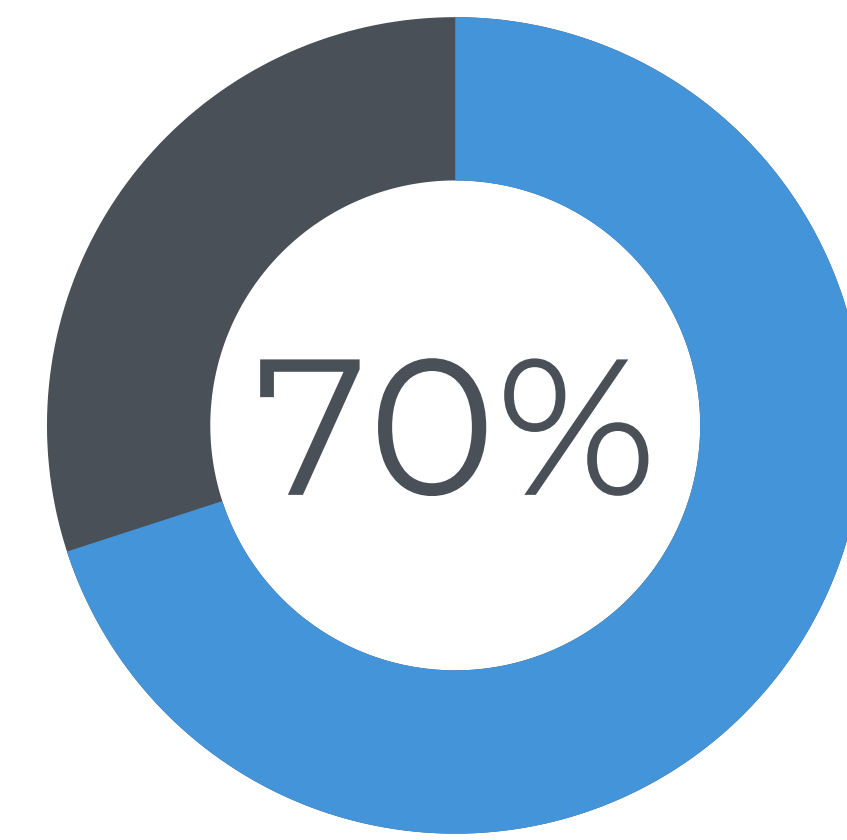
An AITC logic model was used to determine the short- and mid-term impacts of the elementary preservice program (Miller, et al., 2022).

RESEARCH OBJECTIVES

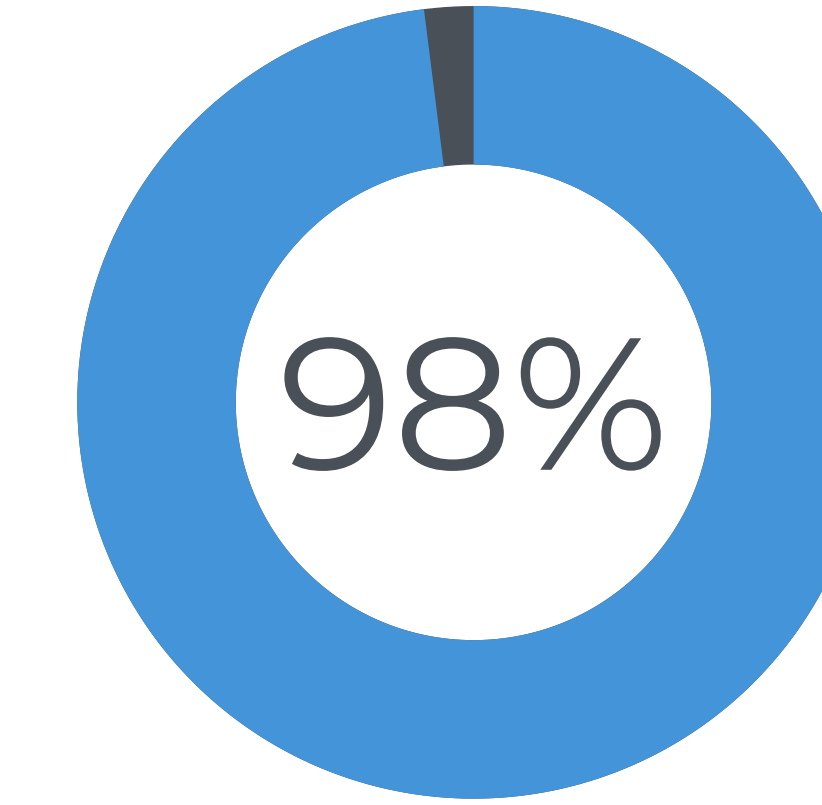
1. To evaluate the short-term preservice teacher seminar outcomes including teacher perceptions of agriculture, use of agriculture as a context to teach curriculum standards, and intended use of seminar resources.
2. To evaluate the mid-term preservice teacher seminar outcomes including actual use of seminar resources, self-efficacy to use agriculture as a context for addressing curriculum standards, and student perceptions of agriculture after the use of these lessons.

SHORT-TERM EVALUATION

Agree own knowledge increased

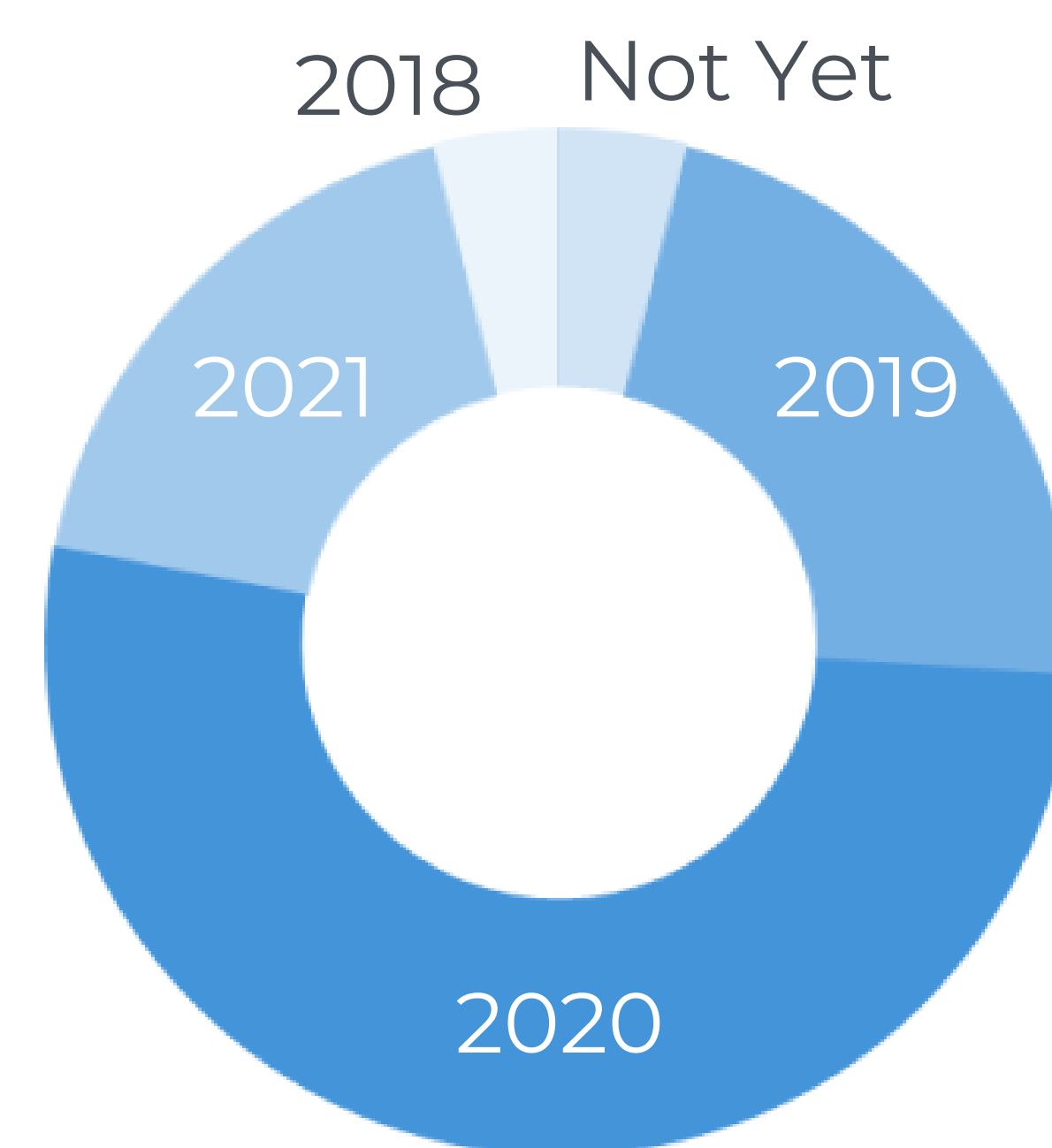


Likely to use resources

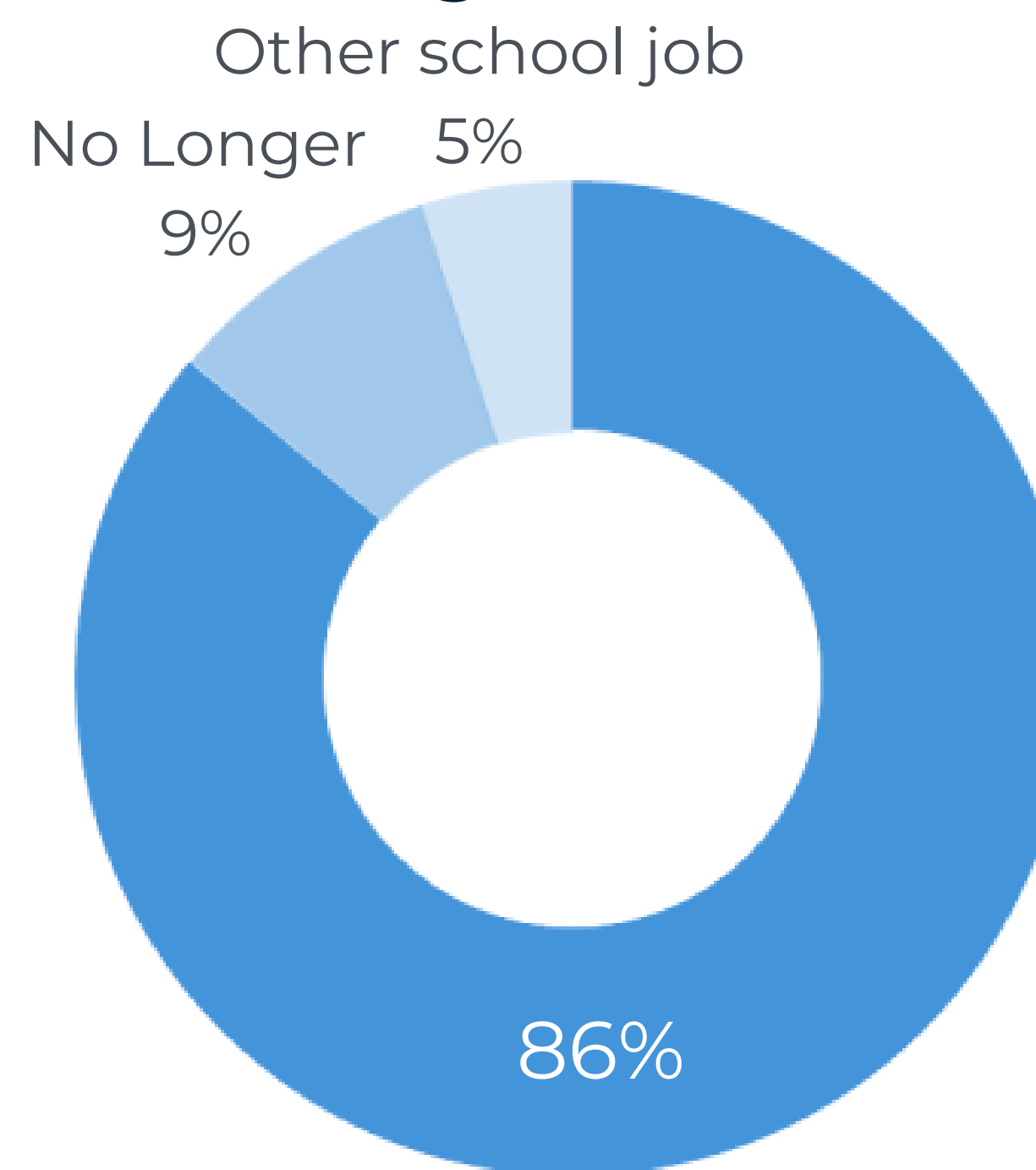


MID-TERM EVALUATION

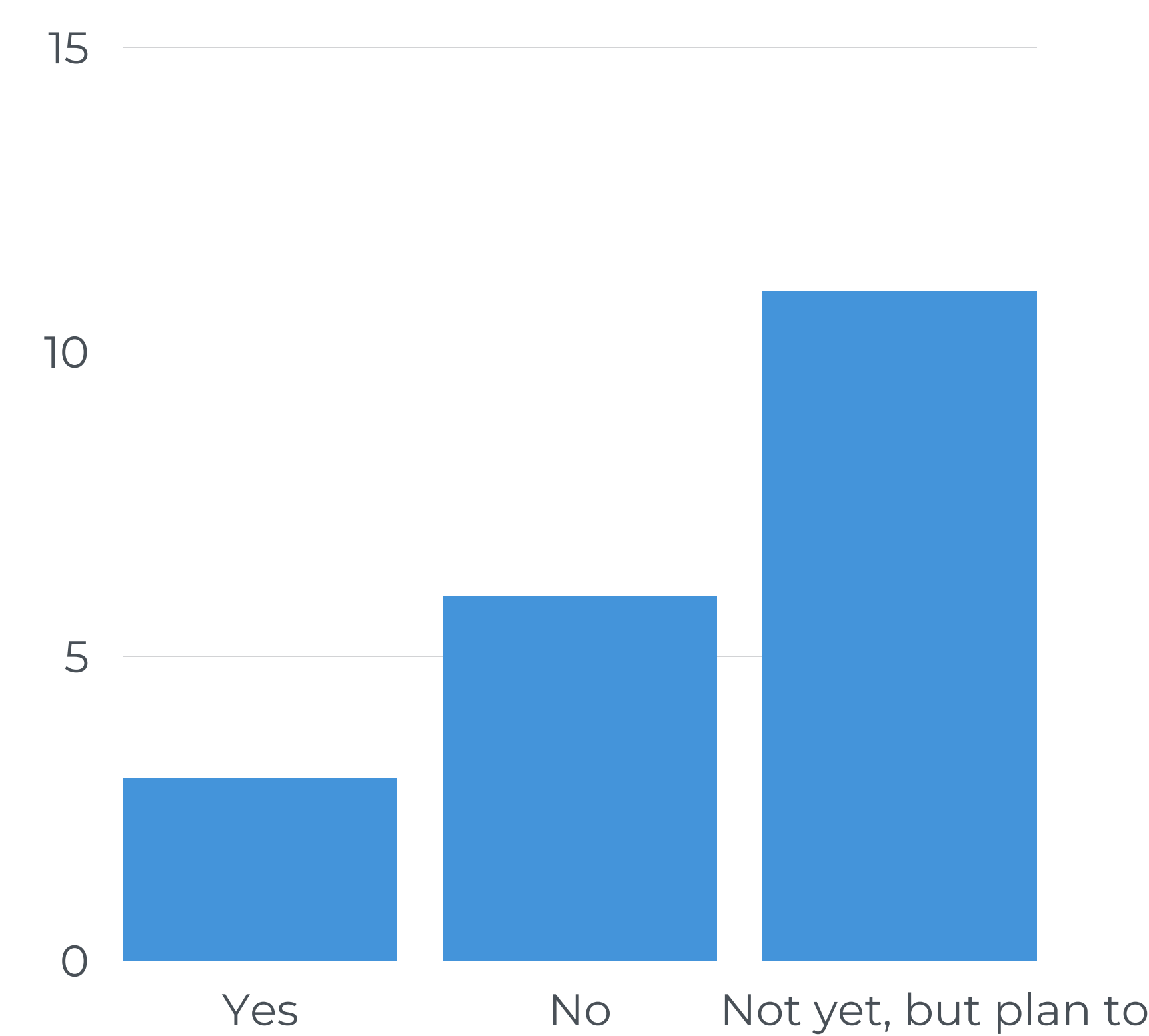
Graduation year



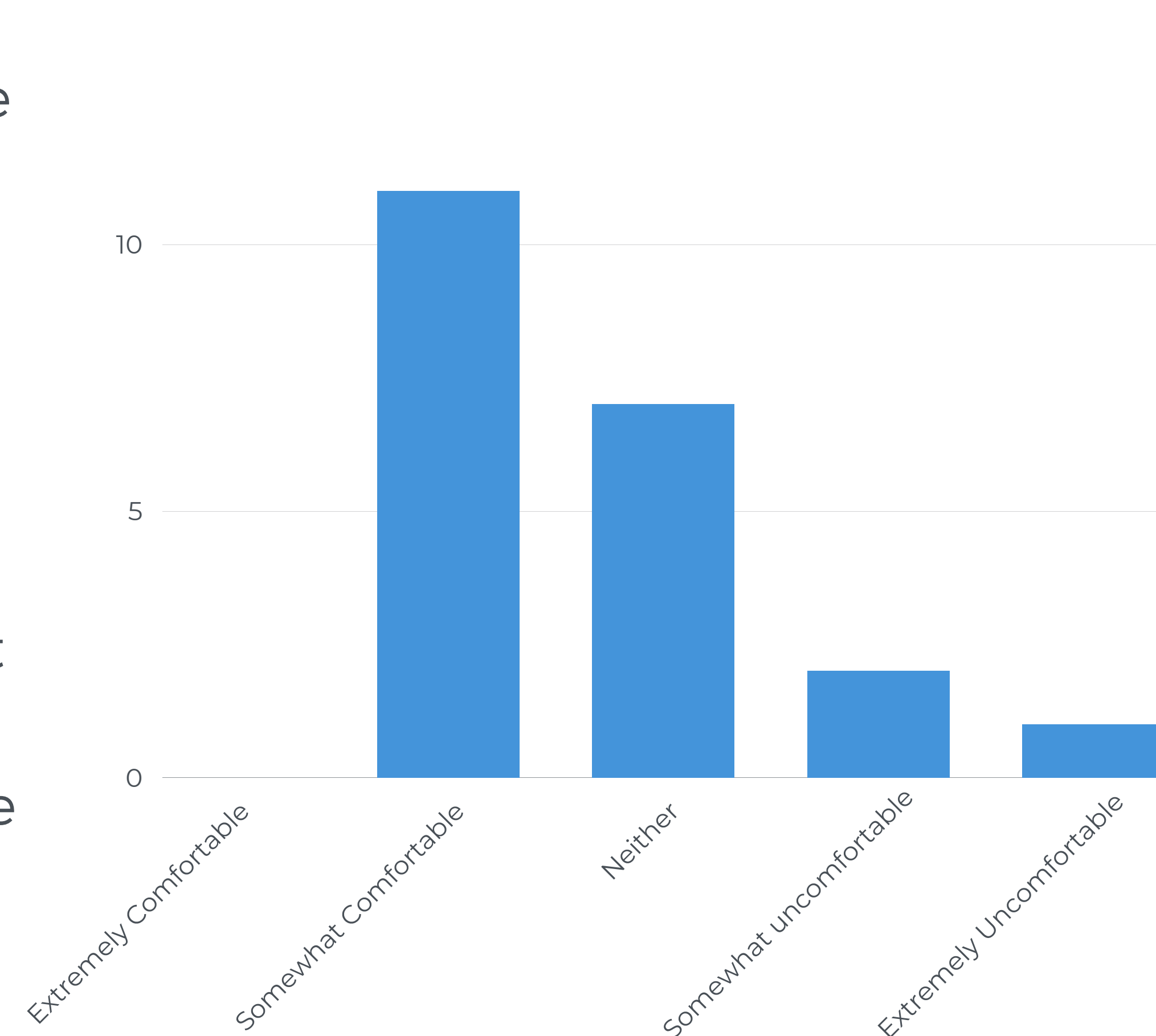
Teaching status



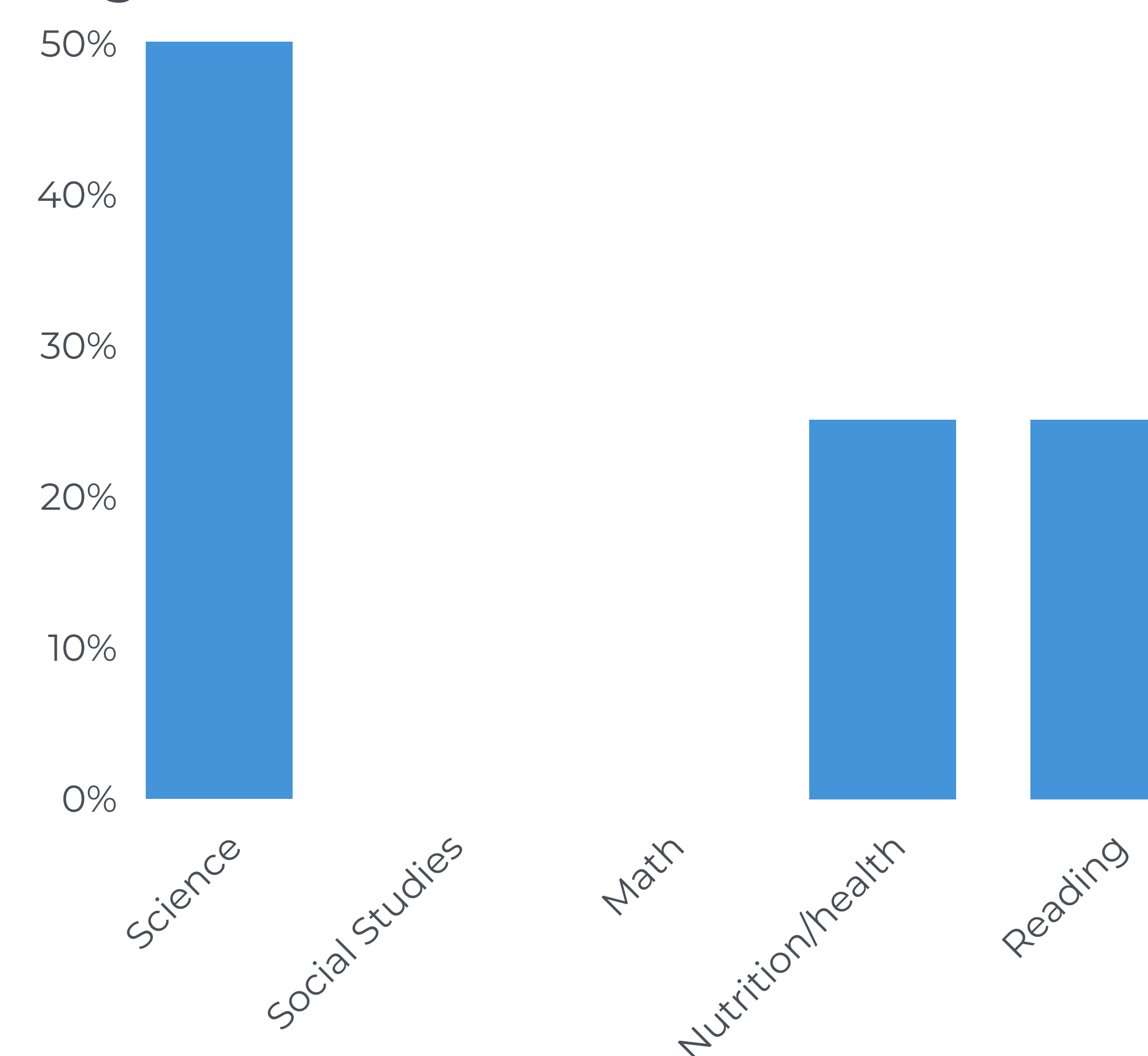
Have used seminar resources



Comfort using agriculture as context within curriculum



Agriculture connects most to



METHODS

A follow-up survey was emailed to 231 individuals who participated in an elementary preservice program from 2018-2021. Survey questions were developed by researchers and UTAITC staff using the programs' desired outcomes. Response data was analyzed using Excel and SPSS.

DISCUSSION

- Short-term results found seminar to be informative and students planned to use resources.
- Mid-term results indicate participants did not follow through with their plans.
- The responses in this study do indicate participants desire to use the resources, but forgetting about the resources or, other curriculum requirements prevailed.
- Researchers suggest program staff review the timing review seminar timing related to when preservice students will be in classrooms, ideally in their senior year.
- In addition, participants may need more frequent reminders of resources through existing professional learning communities.
- Other state AITC programs conducting preservice seminars should consider evaluating their programs to determine the effectiveness.

600

Preservice teachers participate in UTAITC seminars annually

4

University partnerships in Utah

98%

Likely to use UTAITC resources in future teaching

231

Follow-up emails sent to participants

10%

response rate

K-6

grades represented by respondents



Applied Sciences, Technology & Education
College of Agriculture & Applied Sciences
UtahStateUniversity

