

# Retrospective Reflection on School-based Agricultural Education Early Field Experience: Perceptions of Teacher Aspirants'

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## ~ INTRODUCTION ~

SBAE teacher aspirants often enter teacher preparation programs with their own vision of an effective SBAE program (Ingram et al., 2018)

- Leading to a limited view of SBAE and the rejection of new ideas not experienced
- Early field experience (EFE) is critical for reframing pre-service SBAE teachers' frame of reference (Mezirow, 1991)

## ~ Purpose/Objective ~

The study aimed to evaluate the impact of agricultural education teacher aspirants' self-perceived change in school-based agricultural education (SBAE) teaching effectiveness.

1. Was there a change in teacher aspirants' now-and-then assessment scores?
2. What change was found in teacher aspirants' based on personal and pre-profession characteristics?

## ~ METHODOLOGY ~

- The now-and-then instrument was chosen to address the self-perceived levels of SBAE teaching effectiveness
- Pre-service SBAE teachers ( $n = 41$ )
- The instrument used a four-point Likert-type scale. Ranging from Strongly Disagree (1) to Strongly Agree (4)
- Data were converted to an SBAE teaching effectiveness score for analysis with a minimal potential score of 26 and a maximum potential score of 104

## ~ FINDINGS ~

### Then ETI Score

$M = 83.96$

$SE = 1.94$

### Now ETI Score

$M = 93.80$

$SE = 1.66$

### Change in ETI Score

EFE from course resulted in Statistically significant pair t-test

$(t(25) = 6.531, p > .01)$

Large Effect Size of  $r = .672$

## ~ PERSONAL & PRE-PROFESSIONAL CHARACTERISTICS ~

### No significant difference was found

Age –  $(F(23,3) = .942, p = .453)$

And

Intent to Teach –  
 $(F(24,2) = 1.107, p = .365)$

Years of SBAE Enrollment –  
was found to be significant  
 $F(23,3) = 5.304, p = .017$

Participants with six years of SBAE course enrollment had a mean score change of 28.00

## ~ CONCLUSIONS/IMPLICATIONS/RECOMMENDATIONS ~

- SBAE teacher aspirants all had a positive change in ETI score due to course EFE and reflection
  - Having a positive influence on SBAE teacher aspirants' teaching preparedness
- SBAE course enrollment expanded aspirants' career and program expectations
- Incorporate structured reflection to accompany EFE in SBAE teaching courses
- Additional investigation is needed to understand EFEs impact on SBAE teacher aspirants' effective teaching development within the three-component model

