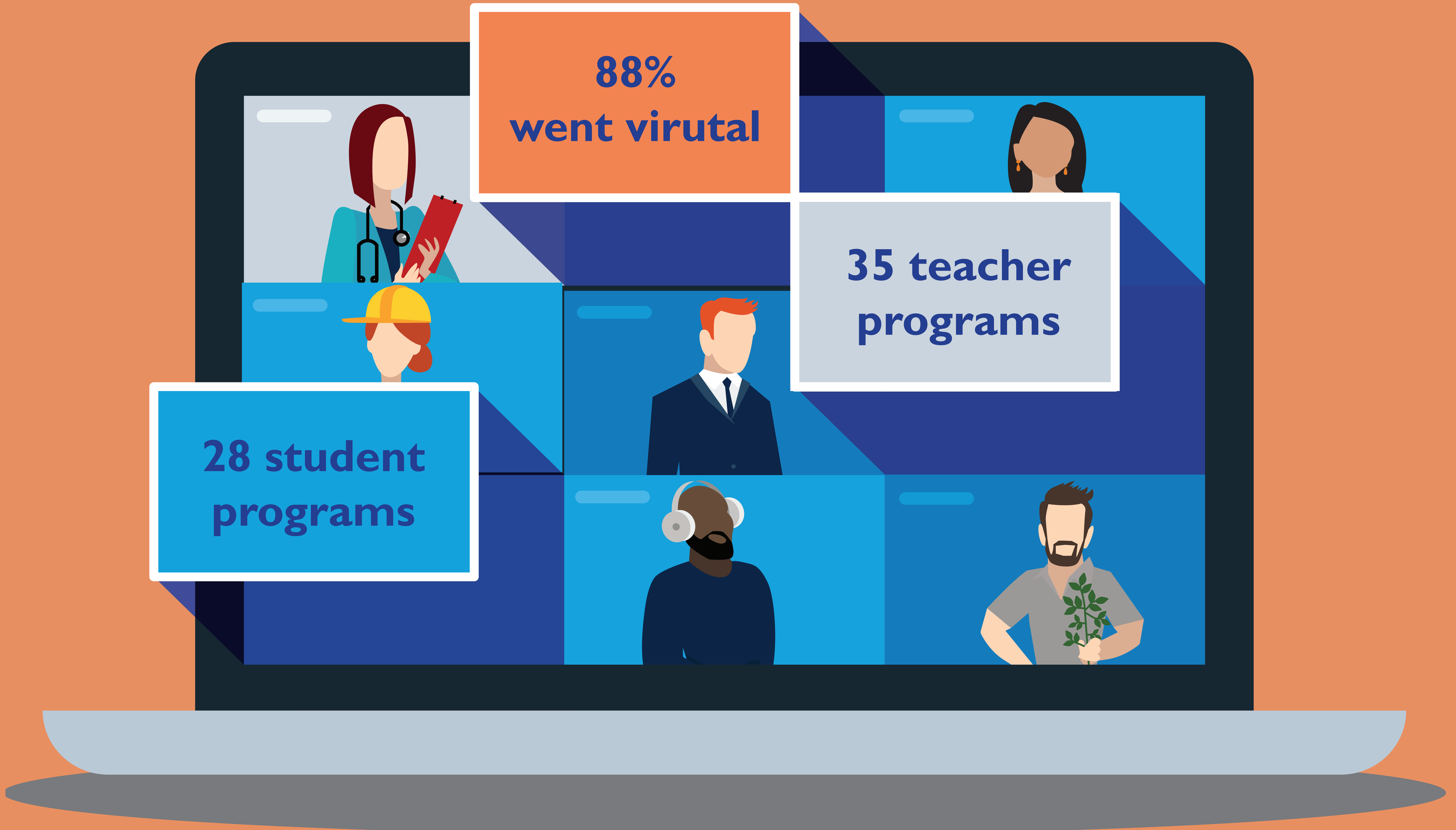


Agriculture in the Classroom: 2021 Virtual Connections Defined

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Introduction

- 52 AITC programs
- All use agricultural-based content to meet core curriculum standards
- Programs provide annual student and teacher outreach reports to NCAL

Theoretical Framework

- Agricultural Literacy Logic Model (Spielmaker, et al. 2014)
- Logic models are an effective program planning and evaluation tool (Mertens & Wilson, 2019)

Methods

- Survey sent via JotForm
- Long-answer responses were analyzed for questions two and three
- Three researchers coded responses
- Krippendorff's alpha was calculated to estimate inner coder reliability.

Research Questions

- How many AITC programs engaged virtually with students and teachers in 2021?
- What types of interventions made up the virtual engagement for students?
- What types of interventions made up the virtual engagement for teachers?

Results

2021 Student Virtual Programming

Virtual programming type	f
Field trips	14
Live presentations	11
Group activities	11
Live readings	6
Mailed lessons	3
Recorded presentations	3
Author visits	2
Readings recorded	2
Mailed activity	1

$\alpha = 0.7196$

Note: Some AITC programs reported more than one type of programming

2021 Teacher Virtual Programming

Virtual programming type	f
Teacher PD	25
Partner org. presentation	4
Resources provided	4
Coaching and mentoring	2
Farm tour	2
Seminar for college credit	2
After school/childcare providers workshop	2

$\alpha = 0.4854$

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Conclusions

- Most (88%) AITC programs found ways to virtually connect with teachers and students.
- Virtual programming is now a part of society (Atske, 2021).
- Further research is needed to understand effectiveness of virtual AITC programming.
- Impacts could be compared with those of in-person programming.
- Data should continue to be collected as to which programs remained virtual and which went back in-person.
- Program categories used in this study should be used in future data collection for more consistent reporting and ease of analysis.



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