



LEARNING TO DO:

SAE MANAGEMENT THROUGH HANDS-ON LABORATORY EXPERIENCES

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INTRODUCTION/NEED FOR INNOVATION

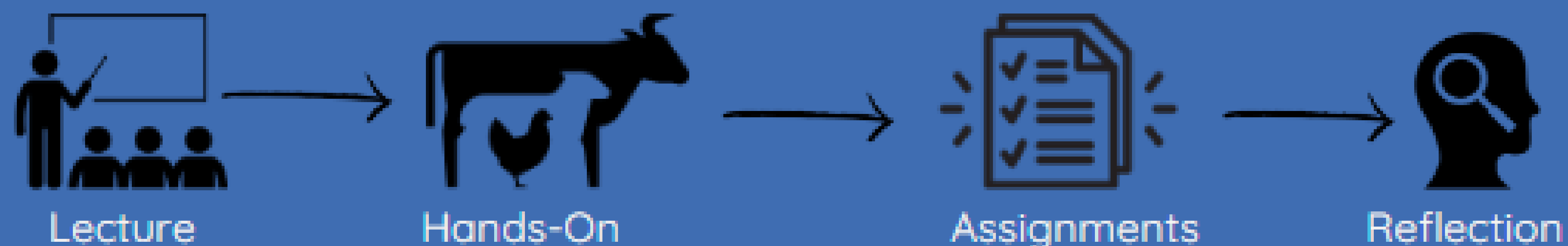
- Creating effective agriculture teachers is imperative for the long-term sustainability of agricultural education programs (Roberts & Dyer, 2004).
- Teacher education programs are responsible for preparing future agriculture teachers to teach and supervise all supervised agricultural experiences.
- Supervised Agricultural Experiences (SAE) are defined as “The application of the concepts and principles learned in the agricultural education classroom, in planned, real-life settings under the supervision of the agriculture teacher (Talbert et al., 2007, p.418).
- Past graduates lacked a course that prepared them to handle livestock SAEs properly and safely. There is a need to educate future agriculture teachers on traditional SAEs prior to student teaching and graduation.

HOW IT WORKS

- In the course, “Advanced Supervised Agricultural Experience (SAE) Management” it delves into each livestock species and the experiential learning component of the three-circle model.
- Guest lecturers cover topics such as selection, ethics, recordkeeping, and safety that align with their fields.
- Following the lectures, students apply the lessons through hands-on experiences at local school’s project centers.

During the course, students are required to complete the following:

- Participate in county validations for each species (cattle, hog, lamb & goat) and reflect on their experience. This reflection includes the agriculture teachers’ roles and responsibilities, student and parent interactions, and ways to improve the validation process.
- Create a project supervision notebook that includes information for the various species. This includes breeding and market selection, care, barn and show rules, etc.
- A scenario based AET recordkeeping proficiency/star application.
- Submit an ethics plan that includes specie specific rules, Quality Counts, show rules, and how they plan to manage parental involvement in SAEs.
- Weekly and end of semester reflection activities.



RESULTS TO DATE

Currently, 17 Texas Tech student teachers are in the “Advanced Supervised Agricultural Experience (SAE) Management” Course.

Students received information from experts during the lecture and laboratory sections of the course. The lab sessions focused on topics such as selection, daily care routines and included yours of the facilities, equipment, and livestock projects.

Course feedback from students:

- Student A: “The Advanced Supervised Agricultural Experience (SAE) Management course is the most interesting and student-centered learning course I have taken over my college career. Being able to talk to experts in different fields has given me the opportunity to learn like no other class. Lastly, as agricultural educators we must know how to manage student projects and this course has given me the confidence to properly and successfully manage projects.”
- Student B: “SAE Management has been undoubtedly the most useful class that I have taken because of the hands-on learning experiences and the demonstrations taught in lectures. I know this will be extremely useful when providing my students with diverse agricultural education, as well as giving every student the ability to have a successful SAE.”
- Student C: “This course has helped me grow professionally because I learned important facets of my career that I did not know prior to this course.”

FUTURE PLANS & ADVICE TO OTHERS

- We plan to continue offering this course to enhance student teachers’ traditional SAEs management skills. At the end of the semester, students currently enrolled in the course will be given a survey to determine if the course content gave them the confidence to manage livestock projects once they enter the teaching profession.
- We aim to bring in more specie experts to maximize the student’s education on how to manage SAEs properly and safely.
- Planning lecture and lab sessions weeks to months in advance is crucial to ensuring adequate time to cover each species.
- The lecture and lab times must be long enough to thoroughly cover each species to the degree that the students will be able to work with them.
- The students are having to transport themselves to and from the project centers so having a way to provide transportation for them would guarantee that each student makes it on time and all at once.

COST & RESOURCES NEEDED

- This course relies heavily on professionals providing their personal time, equipment, and livestock for the students to observe and use. The use of facilities, equipment and livestock has not been burdensome to any of the presenters.
- The students must travel to the lab sessions. These destinations were no further than 30 minutes from the university. Inherently, the students have travel expenses to and from lab sessions while taking this course.



ABSTRACT