

**Comparing Classroom Instruction from Two Different Perspectives: Implications for
Learner-Centered Teaching**

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Introduction & Need for Strategy

The process of internationalizing higher education and the phenomenon of globalization have transformed the world into a global village. Although it has extensive, beneficial effects on the world advancement, it has also generated significant challenges in many areas, including academia. As a result of the rapid globalization of higher education and increased student enrollments in U.S. universities, especially graduate school have become more diverse (De Wit & Altbach., 2021). It is imperative that we have a thorough understanding of the approaches used in higher education across multiple countries. It is vital to compare and contrast higher education in India and USA as the agricultural and extension education in both countries is equally significant, considering the prominence of agriculture in both countries. Acquiring a deeper understanding and drawing references from effective procedures will help in advancing agricultural and extension education offerings. Performing a comparative analysis may additionally highlight the strengths and areas for improvement in each system, especially as it relates to learner-centered teaching. Furthermore, such efforts may contribute to the advancement of agricultural education and research worldwide. It also offers direction to professors and other departmental staff on how to overcome any challenges that foreign students might have and how to adapt their teaching strategies to better fit the diverse classrooms of the United States (King & Bailey., 2021). A reflexive analytic study was used to examine the differences in graduate education in agricultural sciences between the United States and India.

Connection to literature

According to Dewey (1933, p. 9), reflection is defined as “an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends”. Whereas, Marshall (2019, p.411) defined it as “a careful examination and bringing together of ideas to create new insight through ongoing cycles of expression and re/evaluation”. Reflective analysis is a deliberate process that encourages students to analyze their experiences, feelings, and actions with the purpose of providing insights that facilitate a more comprehensive understanding. For this study, I used Atkins and Murphy's (1993) model of reflection, which focuses on self-reflection. The model comprises of components such as awareness, describe, analyze, evaluate, and identify, which are organized in a clockwise circular pattern.

How It Works & Implementation of Strategy

Before undertaking the study, I thoroughly examined literature pertaining to reflective studies, with a specific emphasis on the Atkins and Murphy's model of reflection. This aided in identifying the appropriate thought processes and strategies for thinking, recognizing the guidelines required for producing higher quality results from reflective activity. Additionally, it provided the necessary information for minimizing any potential biases that could hinder the inquiry.

This study was undertaken after experiencing two-semesters of graduate classwork at Purdue University (a major land-grant university in the mid-western part) of the United States. The following questions guided my reflective analysis: - What are my experiences of graduate education in the field of agriculture in the United States? What distinguishes these instances from my previous

experiences in India? What were the challenges I faced while adjusting to the new academic system? I consciously acknowledged my emotions and thoughts by asking these questions and documenting them in a memo. Then, I reviewed the memo a few weeks later and presented the results.

Results to Date / Implications

Being both a researcher and participant, I attempted to develop a thorough understanding of the differences in both educational systems.

Agriculture and Extension education in India is rigorous, with little emphasis on project work or projects. Examinations and theoretical classes were given a greater amount of attention. In contrast, the focus in the USA was mostly on developing practical expertise. The curriculum is flexible, allowing students to prioritize their personal interest. However, it is challenging to me while adjusting to the new academic structure.

These reflections on education system in USA were in-line with findings discussed in Fossum., (2020). Zhang et al., (2022) also emphasized that Asian international students struggle to maintain academic performance while adjusting.

In India, students were taken on field or site visits more frequently to strengthen their understanding of organizational structure and awareness of various types of operations. In the US, however, these kinds of exposure trips are not usually part of the course curriculum. I also believe that such exposure visits are necessary in the U.S. because the students come from a variety of backgrounds, and that these visits to county extension offices, as well as various non-profit and governmental organizations, will increase students' awareness and improve their ability to adapt to the new system.

The education and research quality are higher in United States than in India. Furthermore, educational resources, state of the art classrooms are generally more available in United States compared to India. In India, it is more of knowledge acquisition, and less of knowledge to real world situations or problems. In contrast, it is the other way in the United States, that is, a decent amount of learning and more of practical application.

Deb (2023) also highlighted that research quality and funding availability is one of the major challenges in Indian education system.

Future Plans / Advice to Others

There is a necessity to conduct these types of investigations with a large number of students to enable us to obtain a variety of perspectives. Additionally, the study would provide insights on actions which would ease students' transition to a new academic system through learner-centered teaching approaches used in the academic environment.

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