Do You See It?: Framing of Professionalism in School-Based Agricultural Education

Introduction

- Professionalism makes a good SBAE teacher (Coleman et al., 2021; Eck et al., 2019).
- Professionalism is defined differently across literature (Dixon, 2003; Blezek, 1986).
- Dress and modeling are of importance (Coleman et al., 2021; Gorter et al., 2024).
- Tthere is a need to continue to explore what professionalism looks like day to day to support the learning of pre-service and in-service SBAE teachers (Coleman et al., 2021; Eck, et al., 2019; Gorter, et al., 2024).
- This study sought to describe how teachers elect to portray their own professionalism through photographs.

Methodology

Deductive content analysis using photographs submitted by California SBAE teachers (n = 6) to describe their own professionalism.

Coded using frames of modeling and dress where each term was defined as:

Active-Engaged in an activity

passive-Posed or staged

professional-dresses or suits; pant suits/slacks; blouses/collared shirts with or without blazers; ties; oxfords, loafers, pumps, flats or dress boots

business casual-Khakis/slacks; polo shirts; blouses/collared shirts without ties

casual-ripped/tattered clothing; denim jeans; shorts; sneakers, work boots, or flip flops; T-shirts, tank tops, or undershirts; sweatshirts; athletic apparel

Gwet's (2014) agreement coefficients were found to be above .90 for all visual frames across 4 independent reviewers coding 20% (n = 10) of photographs, resulting in acceptable intercoder reliability. Finding consensus, a single coder coded the remainder of the photographs. To analyze the data, we used descriptive statistics including percentages.

Passive Professional

Active Professional

Passive Casual

Active Casual

Theoretical Framework

The previous work of Gamson and Modigliani (1987) and Gitlin (1980) in sociological accounts of framing scaffolded this study.

Framing is used to provide context to the underlying plot of an event (Gamson & Modigliani, 1987).

Images can be used to create frames, and individuals then use those frames to form opinions about what they are observing (Gamson & Modigliani, 1989; Gitlin, 1980).

Results & Conclusions

63.8% (n = 30) framed active
36.2% (n = 17) Framed passive

21.3% (n = 10) portrayed professional
23.4% (n = 11) portrayed business casual
59.6% (n = 28) portrayed casual

California SBAE teachers view their own professionalism as mostly active (63.8%) when compared to passive (36.2%).

There is variation of how dress is presented. Most photographs were framed via the lens of casual dress, followed by business casual dress, then professional dress.

Implications & Recommendations

How do teachers of SBAE, and others professional stakeholders define dress standards?

Practitioners involved in pre-service and in-service professional learning may want to focus on professionalism as action rather the staging situations for public and outward appearance. Continuing discussions about what professionalism looks like within SBAE may aid in the creation of a clearer definition and ways to objectively measure progress towards professionalism, informing professional learning opportunities for all SBAE teachers in California.

References

Cal Poly
Agricultural Education & Communication

Erin Gorter, James Bingaman, Hannah Pope, Paola, Lomeli, Britney Bean , Ashley Crabtree