2022 North Central AAAE Conference & National Conference on Learner-Centered Teaching: Roundtable Discussion Sessions

Alternative Models for Agricultural Education

Becky Haddad, University of Nebraska
Co-Presenter: Aaron McKim, Michigan State University

Join us for a pre-print conversation to discuss the guiding models of our practice. Discuss current pitfalls for the three-circle model of agricultural education and supplemental conceptualizations to move practice forward.

Building Multi-University Extension Partnerships

Mikayla Hargis, West Virginia University,
Co-Presenters: Seth N. Plaugher, Rebecca Mott, Haley Rosson, Adam Cletzer, Aaron J. Giorgi

Extension professionals are tasked with the challenge of having a diverse educational background and technical expertise. Professional development and training programming provided by the land-grant institutions allow agents to develop and strengthen competencies that Extension professionals should possess. One way to do this is by building multi-university Extension partnerships. These partnerships can allow Extension professionals to participate in lifelong professional learning opportunities. West Virginia University and University of Missouri have joined forces to create The Extension Exchange Experience. This experience will highlight Extension programming across West Virginia and Missouri on a biennial rotation through a domestic study abroad opportunity.

Digital Data-inquiry Learning through STEM-based Agri-food System Education Programs

Hui-Hui Wang, Purdue University
Co-Presenters: Neil Knobloch & Rama Radhakrishna, Purdue University

Data science offers possible solutions that allow humans to keep up and adapt well in a rapidly changing world. Desirable 21st century workforce skills for the food and agricultural scientists include managing, analyzing, and manipulating large data (NASEM, 2019). Big data can be used to improve decision making for sustainable solutions to address agri-food system grand challenges. Agricultural and Extension educators should be introduced to using big data and align their teaching with digital transformation technologies. In this round table, participants will discuss, "What digital agriculture projects are happening in their universities that could be developed into data-inquiry learning experience?"

How Can Course Grading Be More Inclusive?

Tim Buttles, University of Wisconsin-River Falls
Co-Presenter: Kellie Claflin, The Ohio State University

Participants will discuss the role of grading in inclusive teaching, examples of inclusive grading practices, and ways to implement inclusive grading. Guiding questions include: (a) Who might be left behind as a result of traditional grading practices? (b) How can grading practices help more students reach their potential while feeling supported and affirmed? (c) How can a growth mindset be embedded in grading? (d) What are examples of inclusive grading policies and practices? (e) How can inclusive grading be implemented? (f) How does instructor identity and status influence how students respond to grading policies and procedures?

Integrating Global Learning into Teacher Preparation

Carson Letot, Penn State University

Co-Presenter: Daniel Foster, Penn State University

Global competency is being called to the forefront of discussions on what should be included in the preparation of our program graduates. With packed curriculums and limited credit hours before graduation however, finding the time and space to fit in global learning for global competency has been challenging for many. We would like to initiate a dialogue between educators and administrators on need, best practices, and direction moving forward to reshape the way we prepare students to enter a globalized society.

Place-Based Education in Agriculture and STEM

Bryanna Nelson, Purdue University

Place-based education is an immersive teaching approach that takes advantage of geography to create authentic and meaningful learning. It places students in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. We invite you to learn more about the basics of place-based education, how to differentiate it from similar models like service learning or community-based learning, and ways to apply the pedagogy in agriculture and STEM education. Join in on the conversation about current and future projects using place-based education!

Universal Design for Learning and Avenues of Engagement as an Equity Framework

Matt Spindler, Penn State University

Research reveals building courses that support equitable and inclusive learning experiences is critical for ensuring student success. Integrating elements that build more equitable and inclusive learning spaces into courses can feel overwhelming to faculty. Models and conceptual frameworks to guide faculty course and curriculum development can unfreeze stuck faculty and help them build a kind of mental map that facilitates creative adaption and innovation. To that end, selecting a guiding framework is one of the most important aspects in equity building processes, yet it is often a missing step in designing, operationalizing, and evaluating actions to build equitable learning experiences.