**TITLE OF PROJECT:**

***Subtitle of Project***

Pre-Departure Sessions (Maximum 9 sessions) –  
 January 1-June 18 [Or as scheduled]

**Travel Experience (4 weeks): July 6th – August 3rd**

*(subject to change by one day either direction for best flight prices)*

**Post Experience Debrief:**

*Date To Be Determined*

**Program Leader**

Dr. Eleanor Rigby (E.Rigby@apple.edu), Professor Office of International Programs, College State University

**Program Assistants:**

Dr. Leroy Brown (L.Brown@JC.edu) Associate Professor Agriculture Education

College State University

Mrs. Sara Smile (Sara.Smile@HAO.edu) Instructor

School of Education University Community College

# Purpose:

To develop and prepare globally minded agricultural education teachers by providing the opportunity an immersion experience within the context of agricultural education in nation's that have school­ based agricultural education and university agricultural teacher preparation programs.

To assist current agriculture educators and pre-service teacher candidates in acquiring the characteristics of a global-minded agricultural education teacher as purported by The National Council for Agricultural Education (2011), which are:

* is open to new perspectives and attitudes from students and others
* easily introduces global examples with authority and understanding (is well read)
* regularly asks the question about the impact on global systems
* has an awareness of current global events with the ability to connect to students in a relevant way
* invites global perspectives into the classroom

# Experience Learning Objectives:

Project will work to develop global citizenship which is understood as a multi-dimensional construct that entails three interrelated domains: social responsibility, global competence and global civic engagement. Thus, major course learning objectives are, the students will be able to:

1. Evaluate social issues and identify instances and examples of global injustice and disparity.
2. Examine and respect diverse perspectives and construct an ethic of social service to address global and local issues.
3. Recognize their own limitations and abilities to engage successfully in an intercultural encounter.
4. Demonstrate an array of intercultural communication skills by engaging successfully in intercultural encounters.
5. Discuss and interpret world issues and events.
6. Construct their political voice by synthesizing their global knowledge and experiences in the public domain.
7. Engage in purposeful behaviors that advance a global civic sensitivity through public educational presentations.
8. Demonstrate general knowledge of history, geography, agricultural systems, educational systems, and culture.

# Experience Mechanics

1. Spring/Early Summer:
   1. The pre-departure portion of this emphasizes learning via group interaction in both synchronous and asynchronous settings, guest presentations, student presentations, lecture, discussion and demonstrations.
2. Travel to Host-Country:
   1. For one month the group will travel to country and engage in conversations and interaction with school based agricultural education, professional teacher organizations, and student youth organizations as well as language and cultural experiences.
3. Debrief Event:
   1. Following the experience in the early Fall 2018 (exact date to be determined), program leaders will facilitate a debrief/reflection event.
4. Post Travel Impact:
   1. Following the study abroad experience, team members will be expected to assist in exponential impact diffusion of this transformational learning experience by conduct a minimum of one presentation in groups of two or three to an audience of their choosing on their experiences and perspectives to global agricultural education. Possible suggested audiences include: FFA Members, secondary agriculture students, 4H members/clubs, agriculture teacher meetings, college agriculture majors, college faculty.
5. Conference:
   1. All participants will be provided a complimentary digital registration to conference. Participants in GPA project are asked to submit a presentation abstract as an individual or group. Presentation can be "live" or "on-demand"

# Experience Digital Presence:

The experience will be utilizing the following:

* Learning Management System
* Website/Blog
* Twitter

# Experience Requirements

1. Copy of U.S. passport valid through January XX, 20XX
2. Attend and participate in all experience sessions (pre-departure, in-country, and post-experience) unless alternative arraignments created with program leader.
3. University release form and copy of travel insurance cards.

# Course Agenda & Timetable

*Sessions will be primarily online (except for in-country experience).*

*Sessions may be "live" (synchronous) or "on-demand" (asynchronous).*

*All session dates/time can be adjusted to meet needs of group! Flexibility is key!*

| ***Session/Week Date*** | ***Speaker/Session Coordinator*** | ***Topic*** | ***Assigned Reading*** |
| --- | --- | --- | --- |
| January 15 | Dr. E. Rigby | ***Welcome and Orientation*** |  |
|  | **March 1st** | **Deadline for Approved Plans** |  |
| March 19th | Speaker Name | ***"Pro Tips" with Fulbright Commission Guest Speaker*** | Live session |
| March 26th | Speaker Name | ***What is the Palm Oil Industry?*** | Blended (live session and on-demand with Canvas threads) |
| April 2nd | Speaker Name | ***What is Host-Country Cuisine?*** | On Demand Cooking Challenge |
| April 9th | Speaker Name | ***How does Host-Country Government Policy Impact Agricultural Education?*** | On-demand Google Classroom |
| April 23rd | Speaker Name | ***How is the Host-Country School System different from the U.S.?*** | On-demand VoiceThread |
| April 30th | Speaker Name | ***What are Current Business and Cultural Trends?*** | On-demand via Google Sheets |
| Weeks of April 30 & May7 | Dr. L. Brown Dr. E. Rigby | ***What have we learned so far?*** | Individual meetings with each participant on Zoom |
| May 21st | Dr. E. Rigby | ***Status Check for Pre-Departure*** | Live |
| June 18th | Dr. E. Rigby | ***Status Check for Pre-Departure*** | Live |
| July/August | In Country Travel |  |  |
| Fall 2018 | Post Experience Debrief |  |  |
| January 2019 | Conference |  |  |

# Experience Grand Challenges

**The GPA Project had two primary "Grand Challenges" for all participants complete. It is very possible that no two individual student experiences or expectations will look exactly the same.**

## Grand Challenge 1 of 2

*Leading with Instruction: Your Experience, Your Class*

Deadline: As Soon As Possible (no later than March 1st)

Submission Method: Communicate via Canvas Discussion Thread; Facilitate Course Session Selected

Description: Team assignment for teams of two (1 candidate, 1 teacher) to develop a 30-45 minute online learning session (your option of "live" or "on-demand"). Teams must represent two different states.

Characteristics of Success:

* 1. Class session topic and date selection will occur as a "first-come, first-serve" system on the course canvas discussion thread.
  2. Each course session should have a reusable learning object that would present value to all team members.
  3. Course session should include a minimum of 3 external sources presented in APA Format.
  4. You are invited to use the framework/materials of past projects (see google search, twitter, blog, course syllabus) as reference materials for inspiration.
  5. Financial resources are available (limited!) to procure resources as needed for awesomeness to occur!

## Grand Challenge 2 of 2

*Differentiated Global Growth: You Do You!*

Deadline: March 1st

Submission Method: Email

Description: Each individual will write their individual learning contract with 3 parts (outlined below) collecting 5 specific endorsements for success.

Characteristics of Success:

1. The individual learning contract will address three specific areas:
   1. Area 1: Pre-Departure Learning Goal
      1. *One thing you are personally going to develop as evidence of preparation to maximize your in­ country experience. Share your learning artifact with the group by May 21.*
   2. Area 2: In-Country Learning Goals
      1. *Two to three learning goals you are going to pursue while in country for four weeks. Make sure they are SMART (Specific, Measurable, Action-Oriented, Relevant, and Timely). Share* a *reflection/learning artifacts during travel and/or in the post-travel debrief.*
   3. Post-Experience Impact Plan
      1. *What is one specific way you will assist in facilitating exponential impact upon return from your transformational learning experience? Make sure the plan is SMART (Specific. Measurable, Action-Oriented, Relevant, and Timely). Share your plan in the post-travel debrief.*
2. Endorsements.
   1. Each plan will have the following five endorsements. Endorsement means evidence (email is fine) that the individual has reviewed, provided suggestions/feedback and endorsed your learning plan. The endorsements should come from:
      1. A teacher candidate on the GPA team from a different state.
      2. A teacher on the GPA team from a different state.
      3. One local school representative/administrator (Note: For teacher candidates could be any mentor agriscience teacher (i.e. your former agriscience teacher, a future cooperating teacher, participants in GPA project, etc.)
      4. Two of the three primary courses instructors

# Experience Policies

*Specific Policy* - Please read with the lens appropriate for your role in the experience.

## Expectations

You have read and signed a code of conduct form to register for this course. Expectations of behavior and personal responsibility are high in any embedded course. Violations of the code of conduct can negatively affect your final assessment.

## Academic Integrity

Academic integrity, as defined by University Faculty Senate Policy, is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Individual assignments in course should be authored by and reflect that individual's ideas and opinions.

## Disability Access Statement

The University encourages qualified persons with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructors as soon as possible.

## Attendance and Make-up Exams and Assignments

Students are asked to successfully complete their individual negotiated learning contracts.