



Canvas and Field Experiences: Engaging Blended Learning for Faculty Development

This material was created with funding from:
USDA/NIFA Higher Education Challenge Grant
Project # 2019-70003-29092

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Takeaways



- How we developed the blended faculty development Academy
- How field experiences were developed from Canvas modules
- Experience each phase of the blended faculty development Academy
- Enhancing Faculty Development

Ongoing Term

POLA Academy [▲]

Edit

Welcome to the Preparing Organizational Leaders in Agriculture (POLA) Academy

Date	Module/Activity
August 29 - 2:30pm Eastern	Opening Webinar [↗] Recording [↗] PowerPoint Notes [↓]
Sept 2 - Sept 15	Module 1 - Impacts of Agricultural Disasters
Sept 16 - Sept 29	Module 2 - Using Leadership as a Lens
Sept 30 - Oct 13	Module 3 - Structural and Human Resource Leadership
Oct 14 - Oct 27	Module 4 - Symbolic and Political Leadership
Oct 28 - Nov 10	Module 5 - Contextualizing a Leadership Lens

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Innovation



- USDA NIFA funded to engage faculty in colleges of agricultural and life sciences who teach courses focused on the food production value chain.
- Thirty-six (N = 36) faculty, representing 11 universities, participated in a newly developed online faculty development academy called “Preparing Organizational Leaders in Agriculture” (POLA).
- Teaching students about the role of leadership in how individuals and organizations in production agriculture respond to natural disasters prepare them for developing solutions for future agricultural challenges.
- Faculty will be better prepared to integrate leadership, change management, and teamwork skill areas into their courses, so ultimately better preparing their students will be better prepared to lead their future organizations when faced with a disaster.

Outcomes

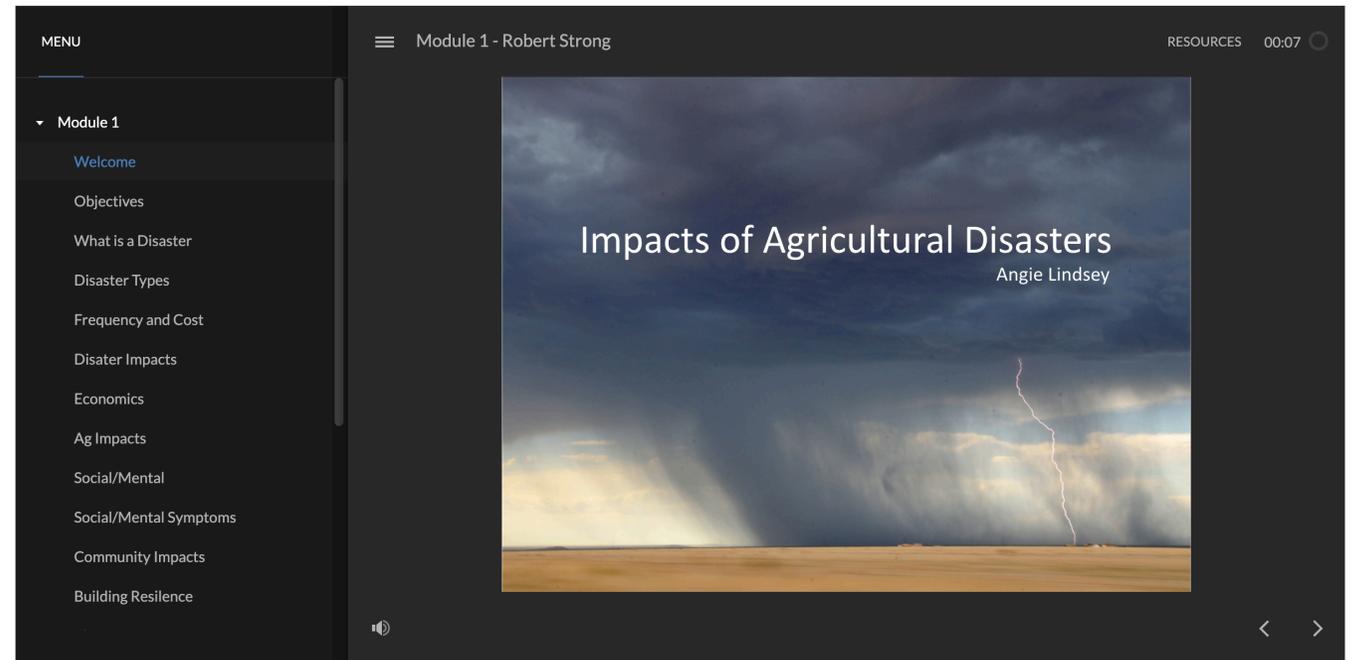


- The short-term outcome was participants were more confident in their abilities to develop and implement eLearning case studies in their teaching.
- A medium-term outcome was participants will adopt the use of eLearning case studies that integrate leadership frames with technical content in their courses.
- The long-term outcome was the inclusion of Canvas and field experiences would improve the quality of baccalaureate instruction to help meet current and future national food and agricultural sciences workplace need.

Canvas



- Synchronous webinar with the Academy
- Seven topical modules
- One hour in length (lecture, readings, discussions, quizzes)
- Fellows had two weeks to complete each module
- Concept note for their case study



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Field Experiences



- Three locations and Fellows were divided into three teams
- Learn specific impacts from weather-related disasters on agriculture and collect data for individual case studies
- Field experiences were four to five days and included visits with a variety of stakeholders impacted by weather-related disasters.
- Three project team members traveled with each group of participants to help facilitate the experience, consult on leadership concepts, case study development, and collect evaluation data.
- Project team members assisted participants process their experiences and initiate the case study development process.

Florida



- Thirteen participants traveled to Fort Myers, Florida February 23-28, 2020
- Itinerary stops included 7 stops highlighting both agricultural and natural resource hurricane Irma impacts
- Reflection sessions were used to check-in with participants throughout the trip
- Focus group at the end of trip confirmed synthesis and application of online learning materials in a real context

Texas



- Nine participants traveled to Fulton, Texas February 23-28, 2020
- Eight experiences emphasized agricultural hurricane Harvey impacts
- Reflection sessions implemented to examine participant learning
- Synthesis and application of online learning materials in a real context confirmed during summative debrief



Blended Attributes

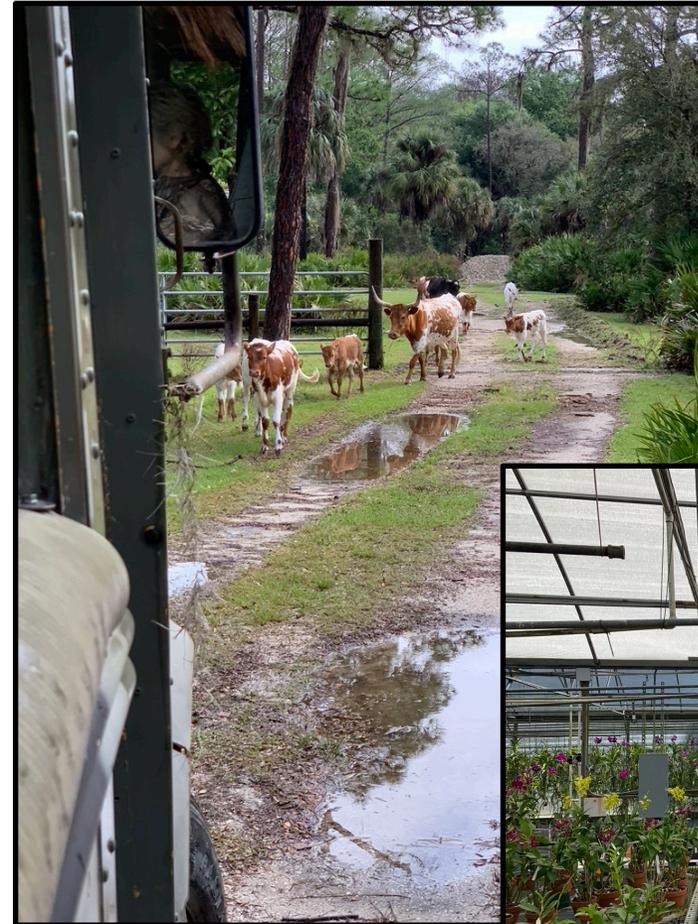


- Enabled the project team to maximize learning, participant time, and faculty development.
- Mastery of the Canvas modules due to the inclusion of the field experiences.
- Canvas was effective in disseminating the content and field experiences provided real examples of how the content impacts people affected and future leaders of organizations.
- Fellows will be able to transfer those content and technical skills to their students, better preparing them to be successful in the workforce.

Evidence



- Group interviews
- Semi-structured protocol
- Pre-field experience survey
- Otter for audio and text files



Academy Outcomes



- Canvas lessons were more effective at increasing knowledge than confidence
- Some participants desired increased synchronous engagement with instructors and peers
 - “It would be great to have more direct contact with instructors and fellow classmates about how they will assess whether learners have learned about leadership frames in their case studies. The asynchronous approach is good but scheduling more live check-ins would have been appreciated.”

Field Experience Outcomes



- “It was valuable to connect with other faculty with similar interests and discuss our ideas and the challenges associated with designing our projects.”
- “There was significant value in learning how to expand and bring case studies to life with interviews and videos of the sites.”
- “. . . hearing in first-person the stories of the various stakeholders and how their organizations and personal lives were impacted was the most meaningful part of the experience.”
- “The personal stories really put things in perspective and showed me that bringing more of the storytelling into teaching will better connect students with concepts while leaving a lasting impression.”



Student-Centered Outcomes



- “I feel that this experience has helped me think outside the box. And I would like to continue to pass on that type of thinking to my students so they don’t get confined to their area of expertise, but they know how to deal with people and how to think outside the box when they need to for particular jobs.”
- “. . . this experience has led me to recommend courses with a leadership focus to our graduate students.”

Replicability



- Potentially reproduced on a local level
- Real-world access to information that informed the creation of the Canvas case studies
- Willingness of faculty to invest in this type of professional development



Preparing Organizational Leaders in Agriculture through Innovative Leadership Case Studies Contextualized in Agricultural Disasters

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