

6-30-2016

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Recommended Citation

Conner, N. W., & Butcher, K. (2016). Perceptions of Tennessee School-Based Agricultural Education Teachers' Attitudes Toward Globalizing the Agricultural Curriculum. *Journal of Human Sciences and Extension, 4*(2), 7. <https://scholarsjunction.msstate.edu/jhse/vol4/iss2/7>

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Perceptions of Tennessee School-Based Agricultural Education Teachers' Attitudes Toward Globalizing the Agricultural Curriculum

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The agriculture industry is part of an interconnected world that is continually navigating complex trade regulations and cultural barriers. Graduates of School-Based Agricultural Education programs need to be prepared to positively communicate with people from all over the world and to have an understanding of international agricultural practices. The purpose of this study was to explore the perceptions of Tennessee School-Based Agricultural Educators towards globalizing the secondary agricultural curriculum. Twenty-six School-Based Agricultural Educators were interviewed for this study. The interviewees represented the entire state of Tennessee, including both urban and rural programs. The use of thematic analysis allowed the following five themes to emerge: (a) heightened awareness of living in a globalized world, (b) vision for a globalized School-Based Agricultural Education program, (c) benefits of exposure to a globalized School-Based Agricultural Education program, (d) preparedness to teach from a globalized perspective, and (e) professional development needs. Participants recognized the importance of teaching through a globalized agricultural curriculum and the benefits students received from experiencing a globalized agricultural curriculum. However, not every participant felt prepared to teach using a globalized curriculum and suggestions for professional development were made.

Keywords: agricultural education, internationalizing secondary curriculum, globalization

Introduction

The National Research Council (NRC, 2009) noted that the agricultural industry is more interconnected than ever before and that producers are working with people around the world to sell their products. International trade exposes employees to "... complex regulatory regime, transportation logistics, and the need to work with different cultures, laws, and individuals"

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(NRC, 2009, p. 31). As the agricultural industry continues to navigate culture and trade regulations, it is imperative that agricultural professionals are sensitive to international concerns and cultural norms (NRC, 2009). According to the NRC (2009), international experiences at a young age will help individuals become interested in employment in the worldwide marketplace.

Despite the interconnectedness of today's world (NRC, 2009), the word globalization does not have a single agreed upon or accepted definition. *Merriam-Webster* defines *globalization* (2014) as "the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets." However, Held, McGrew, Goldblatt, and Perraton (1999) described globalization as the interactions between the economy and all other aspects of life and culture. Additionally, the International Food Policy and Research Institute adhere to the following three definitions:

- 1) The multiplication and intensification of economic, political, social, and cultural linkages among people, organizations, and countries at the world level.
- 2) The tendency toward the universal application of economic, institutional, legal, political, and cultural practices.
- 3) The emergence of significant spillovers from the behavior of individuals and societies to the rest of the world. (von Braun & Díaz-Bonilla, 2008, p. 5)

Societies' focus on globalization has led for a need to produce globally-competent individuals. Mansilla and Jackson (2011) define global competence as "...dynamic learning about, with, in, and for a complex and interconnected world" (p. 2). Furthermore, the Longview Foundation (2008) believes that a globally-competent student exhibits interest and knowledge regarding international issues while taking into consideration world history and cultural differences. Specifically, Mansilla and Jackson (2011) described four competences associated with globally competent students:

- 1) Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
- 2) Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
- 3) Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- 4) Take action to improve conditions, viewing themselves as players in the world and participating reflectively. (p. 11)

With emphasis on globalization and global competence, it is imperative that secondary students begin to examine issues from a global perspective (Mansilla & Jackson, 2011). Radhakrishna, Leite, and Domer (2003) posited that global awareness should be incorporated into high school

agriculture curriculum in order to prepare students for the global job market. However, very little research has been focused on “using a globalized curriculum to prepare secondary students to work in the global agriculture industry” (Sharp & Roberts, 2013, p. 48). Therefore, it is imperative to examine educators’ perceptions of globalization. At the university level, Navarro (2005) found that personal knowledge of international agriculture is a key factor that aids in determining whether or not faculty members internationalize their curriculum. Additionally, a study by Akpan and Martin (1996) posited that agricultural education professors held positive beliefs toward globalization. Similarly, Hurst (2013) found that secondary agriculture teachers in the United States viewed international agricultural issues positively. However, Hurst (2013) also noted that secondary agriculture teachers performed poorly on a knowledge assessment focusing on international agricultural issues.

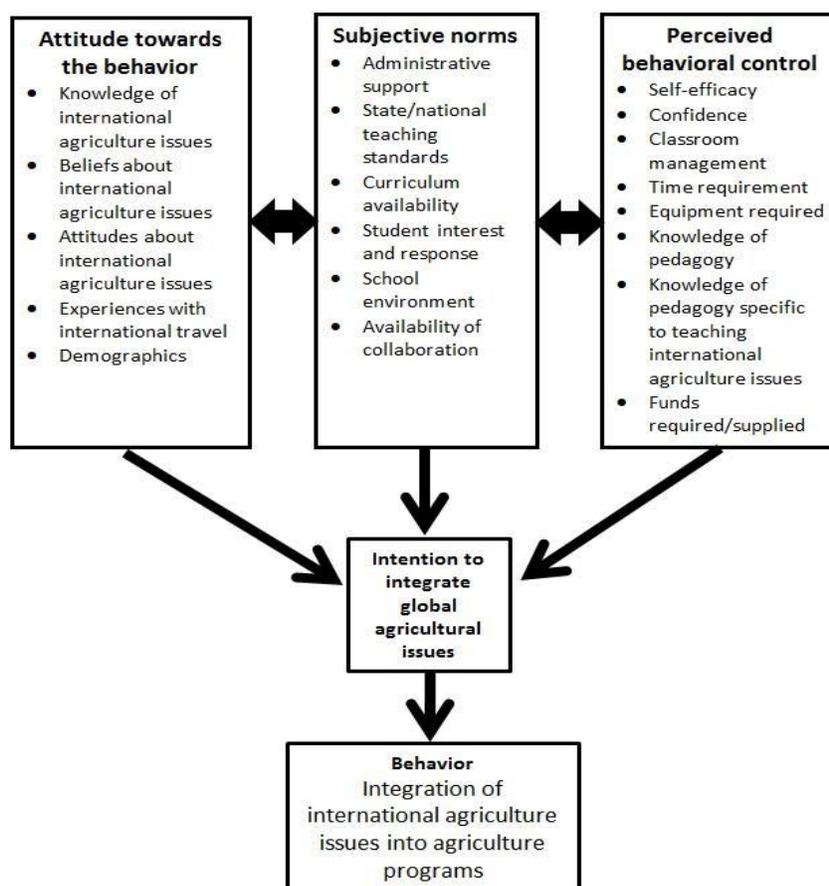
Currently, the Tennessee agriculture curriculum offers six programs of study which include veterinary and animal science, agriculture engineering and applied science, agribusiness, food science, horticulture science, and environmental and natural resource management (Tennessee Department of Education, 2016). Each program includes courses that could incorporate international agriculture practices but currently do not have a strong emphasis on international agricultural practices. The lack of emphasis on international agriculture practices and global issues in the Tennessee agriculture curriculum is consistent with assertions made regarding the Florida curriculum for secondary agriculture education (Sharp & Roberts, 2013). Boyd, Felton, and Dooley (2004) suggested that agricultural curriculum should expose students to international agriculture perspectives. However, there is currently very little literature that focuses on the globalization of the secondary agriculture curriculum (Sharp & Roberts, 2013). Therefore, it is imperative to have an understanding of secondary agricultural teachers’ perceptions of using a globalized curriculum.

Conceptual Framework/Theoretical Framework

The conceptual framework for this study was Hurst’s (2013) Conceptual Model of Examining Factors Associated with Integration of International Agricultural Issues into Secondary Agriculture and 4-H Programs (adopted from Ajzen, 1991). Ajzen’s (1991) Theory of Planned Behavior examines how an individual’s attitude and personality influence their personal behavior. An individual’s attitude towards a specific behavior is reflected in the consequences of the action and the subjective norm is the perception of how other people view the specified behavior (Ajzen, 1991). After taking attitude and subjective norms into consideration, the perceived behavioral control dictates the individual’s ability to go through with the specified behavior (Ajzen, 1991). Hurst’s (2013) Conceptual Model takes into consideration the attitude, subjective norms, and the perceived behavioral control that influence whether or not agricultural teachers globalize the agricultural education curricula through infusion of international agricultural issues.

Additionally, Hurst's (2013) Conceptual Model incorporated and built upon Bransford, Darling-Hammond, and LePage's (2005) Framework for Understanding Teaching and Learning. The Framework for Understanding Teaching and Learning depicts how professional teaching should be the culmination of the individual's knowledge of teaching, knowledge of technical content, knowledge of curriculum goals, and the knowledge of an individual learner's development in social contexts (Bransford et al., 2005). Hurst's (2013) model was used as a framework in the development of the interview protocol because the model provided a foundation that would allow for an in-depth understanding of how School-Based Agricultural Educators perceive the globalization of the agricultural curriculum (see Figure 1).

Figure 1. Conceptual Model of Examining Factors Associated with Integration of International Agricultural Issues into Secondary Agriculture and 4-H Programs (Hurst, 2013; Adopted from Ajzen, 1991)



Purpose

This study complements a thesis study by Hurst (2013) and allows for further exploration of thoughts and feelings through qualitative data methods. The purpose of this study was to explore the perceptions of Tennessee School-Based Agricultural Educators towards globalizing the secondary agricultural curriculum and to gain a better understanding of what resources and supports School-Based Agricultural Educators need in order to globalize the secondary agricultural curriculum. Specifically, the research questions under investigation were: (1) What are School-Based Agricultural Educators' attitudes towards globalizing the secondary agricultural curriculum? and (2) What resources would allow for the globalization of the secondary School-Based Agriculture curriculum?

Methods

Qualitative Perspective/Research Design/Subjectivity

A qualitative methodology was selected for this study due to the ideas expressed in Creswell's (1998) definition:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (p. 15)

The theoretical perspective consists of the underlying philosophy behind the methodology of the study and provides a framework for the study (Crotty, 1998). The theoretical perspective used for this study was constructivism (Koro-Ljungberg, Yendol-Hoppey, Smith, & Hayes, 2009). Constructivism posits that an individual applies meaning to an experience, situation, or the world and the individual's interpretation is considered equally as valid as another individual's interpretation (Crotty, 1998). Additionally, an epistemological perspective was also used to guide this study. Crotty (1998) defined epistemology as the "the theory of knowledge embedded in the theoretical perspective and thereby in the methodology" (p. 3). Constructionism was the epistemological perspective used for this study. Constructionism assumes that there is not a single reality or truth and that people depend on their brains to construct meaning (Crotty, 1998).

The qualitative approach used for this study was the basic interpretive approach (Merriam, 2002). The interpretive approach is used when the researcher seeks to understand "how participants make meaning of a situation or phenomenon, this meaning is mediated through the researcher as instrument, the strategy is inductive, and the outcome is descriptive" (Merriam,

2002, p. 6). The basic interpretive approach has been the qualitative approach most frequently used in the field of agricultural education (Dooley, 2007).

According to Preissle (2008), the subjectivity statement provides the researchers an opportunity to disclose any biases towards the phenomenon of study. One of the researchers is an undergraduate agricultural education student who was enrolled in a secondary agricultural program for all 4 years of the high school experience. This researcher has also completed four courses in the area of agricultural education teacher preparation and is passionate about School-Based Agricultural Education. The second researcher is an assistant professor of agricultural education and has experience teaching agricultural education courses at both the secondary and post-secondary levels. The researcher also has an interest in globalizing the School-Based Agricultural Education curricula and has experience conducting research outside of the U.S.

Research Participants

Participants consisted of School-Based Agricultural Educators currently employed in the Tennessee public school system and included both males and females with levels of experience ranging from 1 year to 30 years. Some of the participants work in single teacher programs, and some of the participants work in multi-teacher programs with up to five teachers. Participants were selected from the School-Based Agricultural Educators that attended the Tennessee Future Farmers of America (FFA) camp in the summer of 2014. FFA camp was selected as the interview location because School-Based Agricultural Educators from each region of Tennessee attend FFA camp. Based on FFA camp attendance, participants were purposefully identified and asked to participate in the study. To ensure representation from all regions of the state, as well as urban and rural populations, participants were selected based on the location of their school. In order to construct a diverse group of participants, School-Based Agriculture Educators were also selected based on their international experience. This group of participants consisted of School-Based Agricultural Educators that have never traveled outside of the U.S., as well as School-Based Agricultural Educators that have visited multiple countries and have international experience. Most of the international experience was in the form of a vacation, specifically a cruise. However, there were some participants who gained international experience through the participation in agricultural study abroad programs during their college years.

Data Collection and Data Analysis

Individual interviews were selected as the primary data collection method and allowed the researchers to observe and record “informal communication” (Creswell, 1998, p. 124). A semi-structured interview protocol consisting of 10 open-ended questions were developed for this study. The questions included:

1. What does the word *globalize* mean to you?
2. When you think of a globalized agricultural-based curriculum, what do you envision?
3. How important is it for your high school students to be exposed to a globalized agricultural curriculum? Why?
4. What types of international agricultural issues should high school students know about and why?
5. Should information about the culture of other countries be integrated into agricultural curricula? Why or why not?
6. Do you feel prepared or qualified to integrate international agricultural perspectives into your courses? Why or why not?
7. What type of international experiences have you had?
8. Do you feel that you are knowledgeable about international agricultural issues? Why or why not?
9. In your opinion, do students that experience globalized curricula have employment advantages over students who did not? Why or why not?
10. What type of training or experiences do you need to effectively teach a globalized curriculum?

Twenty-six interviews were conducted over a period of 6 weeks. Creswell (1998) suggested “the researcher typically conducts 20-30 interviews...” (p. 56) in order to reach saturation. Saturation was determined when the participants were no longer providing new information. Each interview was approximately 15 minutes in length and was audio recorded for transcription. The interviews were conducted at the Tennessee FFA Camp. The location was selected based on the availability of School-Based Agricultural Educators. In addition to the audio recordings, researchers recorded written notes from the interviews to be used as a secondary data source.

Thematic data analysis was used to analyze the interviews because the method allowed for raw data to be consolidated into smaller chunks in order for the researchers to concentrate on reoccurring words and phrases in the data (Grbich, 2007). The block and file approach was used to color code the data and identify reoccurring words and phrases in order to categorize the data and allow themes to emerge (Grbich, 2007). Initially, each interview was read by both researchers in order to gain general understanding of the interview. The interviews were then re-read, and the words and phrases with the same meaning were lumped together. After categorization, titles for each of the themes were created and the corresponding data were used to justify the appropriate theme. The researchers independently coded data and allowed themes to emerge. The researchers then compared their findings and mutually decided on the appropriate themes.

To ensure trustworthiness, techniques outlined by Lincoln and Guba (1985) were followed. Credibility was achieved through triangulation, member checking, and peer debriefing.

Triangulation was achieved through the use of multiple researchers and by interviewing 26 participants. Multiple researchers analyzing the data helped to make sure the themes that emerged represented the data. Verbal member checking was done throughout the individual interviews to ensure the researchers captured the meaning of the participants' responses accurately. To prevent the researchers from becoming overly immersed in the study, the researchers took time to take a step back from the study and speak with knowledgeable professionals about the study (Erlandson, Harris, Skipper, & Allen, 1993).

Limitations

Please keep in mind that findings from this study are not generalizable, and the reader should determine whether or not the findings are transferable to a similar situation. The findings from this study only represent the 26 School-Based Agricultural Educators that participated in this study and do not represent the viewpoint or opinions of all School-Based Agricultural Educators in Tennessee.

Findings

Upon analysis of the data, five major themes emerged: (a) heightened awareness of living in a globalized world, (b) vision for a globalized School-Based Agricultural Education program, (c) benefits of exposure to a globalized curriculum, (d) preparedness to teach from a global perspective, and (e) professional development needs. Additional subthemes are revealed and explained under the appropriate theme.

Heightened Awareness of Living in a Globalized World

Participants acknowledged that we live in a globally-connected world. Participant 17 described a world in which an individual interacts with people in the local community, state, country, and world. Globalization affects every person on earth and is not isolated to the U.S. (2; 8; 11). Participant 8 stated, "When I think about our world being globalized, I think about being connected. Even if something as simple as social media, a student can connect with someone literally halfway across the world in a matter of seconds." Agriculture is not isolated from globalization; products and goods are traded worldwide (4; 10; 17). Participant 25 stated, "globalize is basically, in my opinion, is trying to localize our world with our imports and exports and trying to figure out where all our food comes from." Living in a globally connected society instills a sense of responsibility on agriculturalists and that responsibility comes with the daunting challenge of providing food for the entire world (11).

Vision for a Globalized School-Based Agricultural Education Program

Program design. Participants had many ideas for what they wanted a globalized School-Based Agricultural Education program to look like. Participant 18 envisioned a program in which students “could learn about all different regions, all different continents, but it would have hands-on learning.” To study crops grown around the world, Participant 18 suggested growing small quantities of crops that are common around the world, but not common in the U.S. This could also be done with livestock (18). Participant 5 would develop a program that allowed for students to learn about specific countries, including Third World countries. Studying other countries would allow for comparison between the U.S. and the rest of the world (5). In order to provide quality information to the students, Participant 5 would identify and utilize existing materials and references that focus on agriculture around the world. One method of student learning would be to have the students research specific countries and report to the class (16).

Some of the participants described the possibilities of interacting with people/students from around the world. Participant 13 envisioned a program in which students communicated with students from other countries. Similarly, Participant 22 has witnessed programs that provide students with the opportunity to partner with students in other countries in order to work on projects together and to learn from each other. Participant 22 felt agriculture would be the perfect context for students to interact with students from around the world, in an effort to learn about different agricultural issues and practices. Additionally, Participants 21 and 25 described the possibility of incorporating a study abroad program into the globalized School-Based Agricultural Education program. This could possibly be done in the summer and count for supervised agricultural experience high school credit or potentially college credit (25).

Desirable international agricultural knowledge and skills. Participants had many ideas for what type of international agricultural knowledge and skills should be incorporated into a globalized School-Based Agricultural Education program. A primary area of focus would be on imports and exports (1; 2; 12; 16; 17; 22). Participant 1 stated:

I think they [students] need to know how trade works because it affects supply and demand. And that affects them whether they are going into farming or as consumers. And I think there is an increasing demand that they know about environmental issues and policies...

Learning about international trade will allow the teacher to educate the students in the area of crop diversity and to help the student understand that “not all countries eat just corn and wheat like the United States does” (26). As previously mentioned, the skill of growing crops that are not a regular part of the diet in the U.S. could be developed in a globalized School-Based Agricultural Education program (18).

The participants believe that food safety is an important topic to cover in a globalized program. Participant 24 stated, “I would say food safety would be a big thing to understand the work that goes into the different products, for example, bananas.” Students need to understand that other countries may have different food safety requirements than the U.S. and that meat in other countries may not always be kept refrigerated or sold in grocery stores (24). Country of origin labeling is something that Participant 3 believes is important to teach students due to the controversy that is associated with country of origin labeling. As consumers, students need to have a basic knowledge of where their food comes from and the relationships between the U.S. and country of origin (8).

Animal rights and animal welfare issues are also areas that many participants felt should be included in a globalized School-Based Agricultural Education program. Participant 25 stated, “We see a lot of animal rights issues going on right now, just knowing how our animals are treated is humane and fair as opposed to how animals are treated before they are harvested in other countries.” Similarly, Participant 4 felt that there should be a focus on the animal rights issues that arise when various countries legalize horse slaughter. Additionally, Participant 22 believes that a globalized program should educate students on animal diseases and how caution needs to be taken when traveling internationally in order to prevent the spread of disease.

Benefits of Exposure to a Globalized School-Based Agricultural Education Program

Cultural learning. Cultural learning was perceived as a benefit the students receive from participating in a globalized School-Based Agricultural Education program. Participant 11 felt that students benefit from learning about other cultures. By looking at other countries’ agricultural practices and taking into consideration how culture affects agriculture, students can begin to understand why agricultural practices are done differently throughout the world (11). Participant 5 felt that the infusion of cultural learning should be a part of agricultural economics because it will affect import and export markets and will help the student to better understand how the world operates and is affected by trade (11). Similarly, Participant 4 stated, “I think the culture is really important, especially if you get in the food science area... what we are able to sell is so much about a specific culture and what they will eat.” When preparing to feed an increasing world population, it will benefit students to understand cultural differences in order to know which countries will purchase and consume the food that has been grown (21). A background or foundation in cultural norm/differences will help students to “understand why things are the way that they are” (22). Cultural learning will also benefit students by showing them “that it’s a diverse group [work force] and it’s not just the person you graduated high school with, or your uncle, or your aunt or whatever the case may be, but you’re going to have to work together” (9).

Learning about other cultures would also benefit the students because it would help the students interact with people from around the world (26). Cultural knowledge would help the student understand “why people are different” (26). Another benefit from learning about various cultures would be tolerance (3). Participant 3 stated, “Showing them [students] about different cultures will make them realize that may be to become a little more tolerant.” Cultural learning that would take place in a globalized School-Based Agricultural Education program would also help students if they traveled out of the U.S. (2; 18).

Employability advantages. Many of the participants felt that graduates that understood cultural differences from an agricultural perspective held an employability advantage compared to graduates that were not exposed to a globalized program. Participant 19 stated, “Companies like DuPont and Monsanto are looking for someone who could go overseas and take their product over there.” Having a background in international agricultural knowledge could be a huge advantage (19). Participant 2 believed that exposure to a globalized program will help to broaden the students’ perspectives, which will come across in an interview and make the student more marketable. Increased knowledge levels will also help to make the student/graduate more marketable when it comes to employment opportunities (17). More specifically, Participant 15 felt that if a student with a globalized education in agriculture desired to pursue a career trading commodities and stocks, then there would be huge employment advantages to having their globalized education background.

Preparedness to Teach from a Globalized Perspective

Feelings of preparedness. Some participants reported feeling prepared to teach agriculture from a globalized perspective. Participant 3 felt prepared due to the availability of technology to research global agricultural issues. International travel experiences helped some of the participants to feel prepared to educate through a globalized perspective (8; 18; 22). Participant 22 felt that unique overseas travel opportunities have allowed for the development of international agricultural-related knowledge and understanding. Participant 18 stated, “I’ve been to Belize before and Honduras, both on mission trips. Basically, we did cattle projects, horse projects, and built roads.” This experience helped Participant 18 to feel prepared to teach from a globalized perspective. Additionally, Participant 8 also felt prepared to infuse social skills into a globalized curriculum in order for students to know how to not draw unwanted attention to themselves when traveling abroad.

Feelings of unpreparedness. Feeling of unpreparedness also emerged from the data. Participant 17 does not feel prepared to teach from a globalized perspective and stated, “I need to read up and study up on it [international agricultural practices].” Participant 17 indicated the absence of personal travel abroad experience. Similarly, Participant 11 has not had international travel experiences and does not feel prepared to teach from a globalized perspective. However,

Participant 4 indicated traveling abroad for vacation but does not feel knowledgeable enough about international agriculture to teach from a globalized perspective.

Professional Development Needs

Participants indicated the need for professional development in order to effectively teach a globalized curriculum within a School-Based Agricultural Education program. Professional development travel abroad experiences were mentioned by many of the participants (2; 8; 11; 14; 16; 20; 21; 22). Participant 14 believed the travel abroad experiences are needed because they will help the agricultural teachers gain interest in globalized agriculture. In addition to travel experiences, Participant 16 stated, “Resources are always good and different types of resources. Facts, figures, maybe some travel opportunities; it is always easier to talk about something once you experience it.” Participants 19 and 23 would value professional development sessions that discuss international agricultural issues. Additionally, lessons/curriculum infused with international agricultural practices would be useful (21; 22). Participant 21 felt training/information about the social science and culture would be beneficial and aid in teaching a globalized agricultural curriculum.

Conclusions, Implications, and Recommendations

Participants in this study seemed to acknowledge and embrace the idea of living in an interconnected world. Even though various sources define/describe the word globalization differently, the participants seemed to capture aspects of the different definitions of globalization when describing today’s society (Held et al., 1999; Mansilla & Jackson, 2011; von Braun & Díaz-Bonilla, 2008). In agreement with Hurst’s (2013) Conceptual Model, the participants seemed to have positive perceptions of international agricultural issues. Participants were open to using a globalized curriculum, but it needs to be designed in a way that promotes hands-on learning and aligns with career and technical education. In agreement with Hurst (2013), all of the participants did not have the knowledge or confidence to teach international agricultural concepts. Interestingly, participants were open to designing a globalized program that would promote interactions with students in other parts of world. Interactions with students around the world will help high school students to become globally competent (Mansilla & Jackson, 2011).

Cultural learning and employability advantages were perceived as benefits of experiencing a globalized curriculum. Participants perceived culture as being an integral component of a globalized curriculum because it will allow students to understand why people behave differently in comparison to other people. In agreement with the NRC (2009), participants believed that culture is embedded into the agricultural industry, and therefore, cultural knowledge should give students an employment advantage.

Interestingly, some of the participants felt prepared to teach using a globalized curriculum, and some of the participants did not feel prepared. The participants that had traveled abroad seemed to feel more prepared to integrate international agricultural perspectives into their classroom than the participants that had not traveled abroad. The linkage between experiencing international travel and feeling prepared to integrate international agricultural perspectives into their classroom was similar to the assertion made in Hurst's (2013) Conceptual Model (adopted from Ajzen, 1991) that international travel experiences lead an individual to infuse international agricultural issues into their courses. Based on the findings from this study, travel abroad experiences are perceived to provide School-Based Agricultural Education teachers with global perspectives that will help them teach through a globalized curriculum. However, it is important to recognize that a vacation abroad may not effectively prepare a School-Based Agricultural Educator to integrate international agricultural perspectives into the classroom. Therefore, if funding is available, it is recommended that teachers interested in using a globalized agricultural curriculum participate in a professional development study abroad opportunity. However, study abroad experiences are costly and therefore not always feasible as a professional development option. Workshops and in-service trainings that focus on international agricultural issues are also recommended as valid professional development options. The participants' positive attitudes toward the globalization of School-Based Agricultural Education curriculum, coupled with a supportive school environment and the appropriate resources, will help to encourage School-Based Agricultural Educators to integrate global agricultural issues into their courses (Hurst, 2013).

School-Based Agricultural Education teachers interested in globalizing the agriculture curriculum are encouraged to take it one step at a time. Until the state of Tennessee creates and implements a globalized agricultural curriculum, it is recommended that teachers select one or two units within the existing programs of study and integrate international agricultural practices, international agricultural issues, and cultural perspectives. It is suggested that teachers select a topic that easily aligns with globalization and one that will impact students in their future careers. An example from this study would be international trade and food safety. The participants felt that it was critical for students to have a working understanding of international trade and food safety. As School-Based Agricultural Educators gain experience implementing a globalized curriculum, it is recommended that the teachers continue to globalize the course. Eventually, the entire course and program area will have a globalized perspective built into the curriculum.

Overall, participants had positive perceptions of globalizing the secondary agricultural curriculum, and participants in both rural programs and urban programs recognized the need for a globalized School-Based Agricultural Education program and acknowledged the benefits students received from experiencing a globalized program. Further research focused on the globalization of School-Based Agricultural Education programs is needed in order to better understand what a globalized program should look like. School-Based Agricultural Education

programs that are currently using a globalized curriculum should be identified, and further research should be conducted in order to better understand what a globalized agricultural program looks like and whether or not the curriculum is positively influencing the students and preparing them to be successful in a globalized world. Additionally, teacher educators should conduct research to determine the specific content that should be incorporated into a globalized agriculture curriculum. Curriculum developers should then use the newly-identified content and develop a globalized agriculture curriculum for pilot testing. Curriculum developers and teacher educators should then evaluate the curriculum and assess both cognitive and cultural gains.

In order to help agriculture teachers effectively globalize their courses, workshops should be developed and implemented to aid agriculture teachers in successfully using appropriate pedagogical practices for teaching international agricultural issues. Additionally, the development of a globalized curriculum and international study abroad program for School-Based Agricultural Educators would help produce globally-competent teachers that are prepared to educate students in ways that help prepare them to work and live in a global society.

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