

Warren J. Baker Endowment

for Excellence in Project-Based Learning

Robert D. Koob Endowment *for Student Success*

CAL POLY

Proposal Cover Page

Title of Project: A Qualitative Evaluation of Teacher Change after an International Experience

Proposal Author: Jana Russell **Cal Poly Email:** jrusse07@calpoly.edu

Student ID: 010994291 **Dept.:** Agricultural Education & Communication

Signature (Optional): 
Signature provides permission to check financial aid eligibility.

Previous Baker/Koob Endowment funding? (circle one): Yes ☐ No ☒

Is this request to support a Senior Project or thesis? (circle one): Yes ☐ No ☒

Team Member(s)	Signature	Cal Poly Email	Department
<u>Sierra Taylor</u>	<u></u>	<u>sitaylor@calpoly.edu</u>	<u>English</u>

Anticipated Start Date: December 1, 2018 **Anticipated End Date:** May 31, 2019

Total Funds Requested: \$ 4410.00

Faculty Advisor: Erin K. Gorter **Department:** Agricultural Education & Communication

Faculty Advisor email: ekthomps@calpoly.edu **Telephone:** 6-5362

Signature of Faculty Advisor:  **Date:** 10/23/18

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PROPOSAL NARRATIVE

(Max. of 3 pages including figures/tables but excluding budget page, 1" margins, 12-point font. See Sec. XII of RFP for more details.)
Proposals not complying with format guidelines will not be considered.

I. Project Title:

A Qualitative Evaluation of Teacher Change after an International Experience

II. Abstract:

The purpose of this qualitative project is to describe the change in global perspectives, teacher passion, and professional commitment of second stage (years 4-10) agricultural educators from two western states ($N=7$) following an international experience in Ecuador. The census will use semi-structured interviews to explore the constructs of global perspectives, teacher passion, and professional commitment. The interview protocol will be created using the Global Perspectives Inventory, Pulse of a Teacher scale, and Push Pull Mooring instrument. Constant comparative analysis will be used to discover themes and provide rich descriptions of perceived participant change.

III. Objective(s):

Teacher attrition is a national issue and one that affects all education programs. Passionate teachers are more likely to stay in the profession. International experiences reinvigorate individuals. However, agriculture teachers have little time or opportunity to travel internationally and little is known about how the experiences influence them. In July of 2018, a group of agriculture teachers from California and Utah traveled to Ecuador to learn about agriculture and education as well as refresh their classroom practices. Seven of these teachers were in their second stage (years 4-10) of teaching, a group that is often ignored in regard to specific professional development. Second stage teachers are very competent and at a point in their career where they are likely to make a change. The purpose of this research is to explore what changes those teachers perceive in themselves in relation to their global perspectives, teacher passion, and professional commitment after traveling to Ecuador. Descriptions of change could help in the creation of other international programs to help re-engage second stage teachers and keep them in the classroom. This project is a joint effort between students in the Agricultural Education & Communication department and the English department as one student is highly interested in agriculture extension and the other plans on becoming an English teacher.

Project Objectives	Confirmation of Objective Achievement
1. Achieve Institutional Review Board (IRB) approval to conduct human subject research via Cal Poly IRB portal.	Receive research protocol approval through Cal Poly IRB email notification.
2. Create approved semi-structured interview protocol.	Receive research protocol approval through Cal Poly IRB email notification.
3. Recruit 7 participants for interviews.	Collect all 7 signed consent forms from participants.
4. Conduct 7 semi-structured interviews.	All 7 interviews will be captured via rev.com

	call recording software.
5. Transcribe all 7 interviews.	All 7 interviews will be transcribed using rev.com transcription services.
6. Code transcribed interviews using Constant Comparative Analysis.	All three researchers will review transcriptions and develop categories based on common themes.
7. Become student members of American Association for Agricultural Education (AAAE) National Research Conference	Receive email confirmation of membership.
8. Draft and submit 3 poster abstracts (change in global perspectives, change in teacher passion, change in professional commitment) for submission to AAAE.	Receive email submission confirmation from AAAE poster submission chairperson for three poster abstracts (change in global perspectives, change in teacher passion, change in professional commitment).
9. Have at least 1 poster abstract accepted for presentation at AAAE national research conference	Receive email confirmation of at least 1 poster abstract for presentation.
10. Create and print poster(s) for research presentation at AAAE national research conference.	Receive printed poster(s) from the Cal Poly print shop.
11. Travel and present at least one research poster at AAAE national research conference in Des Moines, Iowa in May 2018.	At least one research poster abstract printed in conference proceedings from 2018 AAAE national research conference.
12. Author and submit research article of comprehensive research to the Journal of Agricultural Education (JAE).	Receive article submission confirmation from editor of the JAE.

IV. Methodology:

For this study, we are going to evaluate our participants based on qualitative research methods using phenomenology to focus on an experience and the perceptions of the experience as described the individuals involved. The census will explore agricultural educators in their fourth to tenth year teaching ($N=7$), who participated in Elevate Ag Education professional development event in Ecuador during July of 2018. The researchers will develop a series of semi-structured interview questions regarding change in global perspectives, teacher passion, and professional commitment to ask the participants. The interviews will take place after receiving consent from those involved, and will be recorded through phone interview service called rev.com. The recorded interviews will be submitted to the same service for transcription. Once receiving the transcriptions, the researchers will use constant comparative analysis to code the interviews looking for themes. The three constructs analyzed will be changes in global perspectives, teacher passion, and professional commitment due to their experience in Ecuador. In order for our study to establish the element of trustworthiness necessary in qualitative research, we will ensure the following criteria: credibility, transferability, dependability, and confirmability. To establish credibility, we will utilize triangulation through multiple sources of input (audio recordings, transcriptions, and hand written notes), member checks (by sharing transcriptions with those we interviewed), and peer debriefing with all three researchers. For transferability, we will make sure to provide thick description of our population through direct quotations supporting emerging themes. Dependability and confirmability will be maintained through an audit trail kept by the lead researcher in journal form. After we have coded the data, we will create three research abstracts to be submitted to AAAE for presentation at their national

conference in the research poster session. Based on the number of accepted abstracts, we will design one to three research posters for presentation and present at the conference. We will also write one research article for submission to the JAE.

V. Timeline:

Date	Progress Item
December 1, 2018	Obtain human subjects research approval from Cal Poly; Create approved semi-structured interview protocol (Objectives 1 & 2)
December 15, 2018	Recruit 7 participants (Objective 3)
January 7, 2019	Obtain written consent from all 7 participants (Objective 3)
January 8-15, 2019	Conduct 7 semi-structured interviews using rev.com (Objective 4)
January 16, 2019	Receive 7 transcribed interviews (Objective 5)
January 17, 2019	Send 7 transcripts to corresponding interviewees for clarification/feedback (Objective 5)
January 22-26, 2019	Code 7 interviews using constant comparative analysis (Jana, Sierra, and Erin) (Objective 6)
January 29, 2019	Finalize common themes (Objective 6)
January 30-February 9, 2019	Draft, edit, and revise 3 abstracts (Objectives 7 & 8)
March 1, 2019	Pay dues to AAAE; submit 3 abstracts for national research conference; receive confirmation of submissions (Objectives 7 & 8)
March 2-29, 2019	Draft, edit, and revise article for JAE (Objective 12)
April 1, 2019	Submit article to JAE; receive submission confirmation (Objective 12)
April 15, 2019	Receive confirmation that at least 1 poster abstract has been accepted for presentation to national research conference of AAAE (Objective 9)
April 16-May 15, 2019	Create research poster(s) (Objective 10)
May 16, 2019	Submit posters to Cal Poly print shop for production (Objective 10)
May 20-24, 2019	Present at national research conference of AAAE (Objective 11)

VI. Final Products and Dissemination:

The final products of this project will include three research abstracts for submission to AAAE and one journal article for the JAE. The posters will be presented and discussed at the national research conference of AAAE and will also be published in conference proceedings. The journal article will be published and seen by readers in the peer reviewed JAE.

VII. Budget Justification:

Travel (out of state): Funds for travel will allow three persons (two students and one faculty advisor) to travel to the AAAE national conference in Des Moines, Iowa in 2018 for conference presentation. The monies allocated will cover airfare (\$500/ea.), hotel (1 room), meals (\$55/day/person), and incidentals (if any) for the research conference. **Operating (software):** Rev.com is a transcription service used to format recorded phone calls into word documents for easier evaluation and coding. Cost of this service is \$1.00 per minute. We estimate each interview will take 1 hour and there are 7 interviews for a total time of 420 minutes or \$420.

Operating (duplication): Poster printing will be through the University Print Shop. The cost for a 12 sq. foot poster is approximately \$60.00 each. There will be at max three posters submitted, making the estimated total cost \$180.00. **Operating (registration):** National research conference registration fees for the AAAE are \$250 per person. Individuals presenting at the conference must be fully registered participants. **Operating (membership dues):** Student membership to the AAAE are \$20 annually. Individuals submitting research to their conference must be fully affiliated student members.

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PROPOSAL BUDGET

Student Applicant(s): Jana Russell & Sierra Taylor	
Faculty Advisor: Erin K. Gorter	
Project Title: Elevate Agricultural Education: A Qualitative Evaluation of Teacher Change after an International Professional Development Experience	Requested Endowment Funding
Travel <i>subtotal</i>	\$3020.00
Travel: In-state	\$
Travel: Out-of-state	\$3020.00
Travel: International	\$
Operating Expenses <i>subtotal</i>	\$ 1390.00
Non-computer Supplies & Materials	\$
Computer Supplies & Materials	\$
Software/Software Licenses	\$420.00
Printing/Duplication	\$180.00
Postage/Shipping	\$
Registration	\$750.00
Membership Dues & Subscriptions	\$40.00
Multimedia Services	\$
Advertising	\$
Journal Publication Costs	\$
Contractual Services <i>subtotal</i>	\$0
Contracted Services	\$
Equipment Rental/Lease Agreements	\$
Service/Maintenance Agreements	\$
TOTAL	\$4410.00

October 31, 2018

Warren J. Baker and Robert D. Koob Endowment Selection Committee:

This letter is in support of Jana Russell and Sierra Taylor as they seek funding for their qualitative project. I am ecstatic that both students are interested in conducting a social science project focusing on teacher professional development. Jana and Sierra offer a unique set of interests to approach this project. Jana is an Agricultural Science major who is interested in pursuing an advanced degree in agricultural extension. This past summer, she conducted a project for Valent USA assessing farmer/grower attitudes using appreciative inquiry. She is excited to strengthen her social science research skills through this proposed project as she prepared to enter graduate school. Sierra is an English major who plans on becoming an English teacher. Although she has no prior research experience, this will serve as her starting point in a topic of interest in her chosen career path. Both Jana and Sierra are excited to work together on a project that interests them.

The project Jana and Sierra have designed is very detailed in its timeframe and objectives. They have worked to ensure each objective is tied to a specific deadline they themselves established. The objectives for conducting the project and disseminating its findings are very explicit and attainable. Further, they have established a detailed budget, which allows them to carry out the objectives. The interdisciplinary nature of this project and collaboration between an Agricultural Science student and an English student are unique. Jana is highly interested in extension education in agriculture. She has also traveled internationally in abroad programs. Sierra plans to become a teacher of English and is interested in exploring the profession itself. The nature of this project allows both students to explore items of individual interests, which overlap within the realm of social science research.

Results from this project will be disseminated at a national level via national conference presentation and academic journal publication. The project has the potential to make a profound impact on the profession of agricultural education and education as a whole. There is little research documenting the global perspectives of teachers of school based agricultural education. Rarely do secondary teachers of agriculture have the opportunity to travel internationally and the impact of these types of programs is unknown. Further, teacher attrition and commitment are significant issues nationally. Any insight into how to strengthen teacher passion and commitment to teaching can help the profession as a whole. What Jana and Sierra have set out to explore is tied to research priority five of the national research agenda for the American Association for Agricultural Education—Effective and Efficient Agricultural Education Programs. Resolving the teacher attrition issue ensures a steady pool of prepared individuals to enter the agricultural workforce.

As faculty advisor, I am delighted to provide guidance and mentorship for this project. I see my role as one of support in a transformative learning environment where I assist, encourage, and promote discovery learning through the act of Jana and Sierra carrying out the project itself. My office will act as a meeting place for all project collaboration. Additionally, Jana and Sierra will have full access to my academic texts and resources. We will meet weekly to track progress towards objectives. My interactions with Jana and Sierra lead me to believe they are intrinsically motivated individuals who will achieve what they have set out to accomplish no matter what. They are driven and highly capable young women and I am in great support of their efforts in completing this project.

Sincerely,



Erin Gorter
Lecturer, Teacher Educator