

Multistate Agricultural Literacy Research Committee (W2006) Meeting
May 19, 2015
San Antonio, TX—Embassy Suites
(Room: Texas B)

Members Present:

Debra Spielmaker, Utah State University (chair)	debra.spielmaker@usu.edu
Kellie Enns, Colorado State University (vice chair)	kellie.enns@colostate.edu
Denise Stewardson, Utah State University (secretary)	denise.stewardson@usu.edu
Gaea Hock, Mississippi State University	gaea.hock@msstate.edu
Michael Martin, Colorado State University	Michael.j.martin@colostate.edu
Kathryn Stofer, University of Florida	stofer@ufl.edu
Jennifer Keshwani, Nebraska Cooperative Extension	jmelander7@unl.edu
Ania Wiczoreli, University of Hawaii	ania@hawaii.edu
Cory Forbes, University of Nebraska-Lincoln	cforbes3@unl.edu
Cary Trexler, University of California, Davis	cjtrexler@ucdavis.edu

Guests:

Carley Calico, Mississippi State University	cpc215@msstate.edu
Michael Newman, Mississippi State University	men1@mssgate.edu
Katie Bigness, Cornell University (via phone)	kse45@cornell.edu

Members Absent:

Nancy Irlbeck, Colorado State University (excused)	nancy.irlbeck@colostate.edu
Carl Igo, Montana State University	cigo@montana.edu
Monica Pastor, University of Arizona Extension (excused)	mpastor@cals.arizona.edu
Robert Martin, Iowa State University	drmartin@iastate.edu
Kerry Schwartz, University of Arizona (excused)	kschwartz@ag.arizona.edu

Agenda Items and Minutes

Debra Spielmaker, committee chair, called the meeting to order at 8:40 a.m. and reviewed the meeting agenda (see attached).

Denise Stewardson, secretary, took roll call using the currently posted Participant List from W2006 (NIMSS website: http://nimss.umd.edu/lgu_v2/homepages/member.cfm?trackID=16496) Members/guests present and absent are noted above. Members gave brief introductions of their professional positions and research interests.

Approval of minutes for April 1, 2015 virtual meeting via WebEx (see attached):

Spielmaker noted: Page 2 of April 1, 2015 minutes: change of meeting time from 10:00 a.m. to 8:30 a.m. on May 19, 2015, in San Antonio.

Gaea Hock moved to approve minutes of April 1, 2015 with change; Kelly Enns seconded. Motion passed.

Spielmaker reminded members that the Multistate Agricultural Literacy Research (W2006) wiki is available and accessible to all committee members: <http://w2006.wikispaces.com/> Spielmaker will create a wiki page for each research priority area. Members are encouraged to add to these pages in regards to their research, interests, and professional activities.

Instruments from the MOSART project (a study being conducted at Harvard) to gather data on life science professional development related to teacher training have been added to the wiki.

Discussion ensued regarding the needs for agricultural career awareness. States are looking at agricultural literacy in elementary grades with plans to address future needs for agricultural specialists and researchers.

Spielmaker reviewed the multistate research project objectives. Members are encouraged to select objectives to pursue and indicate those on the NIMSS site.

The committee reviewed A Logic Model for Agricultural Literacy: <http://w2006.wikispaces.com/>

Discussion ensued regarding the Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECAs) grants; members working with K-12 may apply for funding. Higher Education grants are also available. Both are sponsored by National Institute for Food and Agriculture (NIFA).

Spielmaker reviewed the Concept Map of Agricultural Literacy Stakeholders. Mike Martin suggested that a broader view of “stakeholders” be considered: Slow Food, farm-to-table, Edible Schoolyard, The Female Farmer Project, farmers markets, etc. No formal changes were made to the concept map, but members were encouraged to broaden their scope as they pursued project objectives.

Spielmaker reviewed the projected outcomes and deliverables for the W2006 project. Discussion ensued about the opportunity to present an agricultural literacy research presentation at a future American Association for Agricultural Education (AAAE) conference. Ania Wieczoreli suggested creating and posting 15-minute presentations for each committee member to review and then discuss at the next meeting. Enns reiterated the importance of having an agricultural literacy presence at this conference (AAAE) in order to encourage replication of common language; papers, posters, and innovative ideas should be drafted as a group to present at this conference. In order to meet project goals, it is critical to have a broad dissemination of information. Hock reiterated that “branding” is important. Michael Newman asked about the frequency of papers submitted for review based on agricultural literacy. Spielmaker asked for a volunteer to speak with Dr. Grady Roberts who is leading the initiative of the new research agenda. (Revision of Priority 1 of the National Research Agenda: American Association for Agricultural Education’s Research Priority Areas for 2011 – 2015 is being considered.) Kathryn Stofer volunteered to talk with Dr. Robert; Enns will also follow up.

Spielmaker suggested creating a timeline for these conference proposals for posters and papers.

Stofer asked about a meta-analysis of agriculture literacy publications and research. Discussion followed. Cory Forbes gave background about a literature review being created at University of Nebraska—Lincoln. Would an explicit framework or literature review be useful to associate with this working group? Idea was supported as an outcome of this group as a baseline collection of research. It was also suggested to explore the “literacy” term broadly in order to define it for other disciplines. Wieczoreli suggested dividing into objectives groups and determine the papers/research that will be produced by each group. The whole purpose is to promote people conducting research in agricultural literacy.

Spielmaker reviewed the National Agricultural Literacy Outcomes (NALOs) for social studies, science, and health for grades K-12 (<http://w2006.wikispaces.com/>). Forbes stressed the importance of bringing existing research to the group and work as a collective whole; as a group we pursue a systemic approach. Suggested that doing both is important in order to clarify core ideas that underlie the work/research of each committee member.

The committee discussed current and planned work for addressing the multistate objectives. The language within AAAE can be addressed in the meeting of the Special Interest Group (SIG) for agricultural literacy. The multistate research group can work in a broader context. It was suggested that each participant identify their research effort and identify the anticipated outputs (milestones of the project).

Members reviewed and identified areas of expertise and their respective objectives:

- **Objective 3**

Spielmaker: Evaluation—looking at pre-service elementary teacher (K-6) programs nationwide to determine the long-term effectiveness of these programs. Follow at least one year; are they implementing resources in their classrooms with students to increase agricultural literacy? Are interventions effective over time across disciplines and states? Tie the relationships to hours of instruction and content areas. Program managers will be approached; are programs cost-effective? Outcomes: recommendations to Agriculture in the Classroom (AIRC) programs for pre-service teachers. What are the perceptions of agriculture by teachers? Are they contextualizing their curriculum? Need to collect baseline. What are the descriptive programs nationally?

Hock: Submitted SPECA grant—perceptions/knowledge of careers; interactive videos for college students and secondary curriculum. Is this program effective (Objective 3)?

Wieczoreli: How are we teaching agricultural literacy to students? Need to focus on inquiry-based learning. *Wieczoreli*: SPECA grant addresses that question. (Objective 3: what are the best methods of agricultural literacy instruction?)

Wieczoreli: For Saturday program: Assessments are already designed. Need help with effectiveness of the instrument (Objective 3).

- **Objective 1:**

Wieczoreli: Knowledge gained by students (grades 1-3, 4-6) from short-term to long-term (once a month for one year) using her Saturday program. Assessments are already designed. Need help with effectiveness of the instrument (Objective 3).

Forbes: Program assessments of knowledge, attitudes, perceptions (Objectives 1 and 2). Student outcomes related to NALOs (K-12) instrument being developed. Will develop a comprehensive set of agricultural literacy outcomes measures.

Hock: Can use other instruments for knowledge and perceptions (Objective 1)

- **Objective 2:**

Mike Martin: Has program assessment for a one-time exposure to values related to agriculture.

Wieczoreli: Which program is most effective long-term? How to keep interest/motivation?

Forbes: Program assessments of knowledge, attitudes, perceptions (Objectives 1 and 2). Student outcomes related to NALOs (K-12) instrument being developed. Will develop a comprehensive set of agricultural literacy outcomes measures.

- *Enns:* Agricultural literacy in adult populations—value systems.

Carley Calico: University of Arkansas is using assessment instrument of perceptions (pre- and post-tour) for Moms on the Farm. Katie Bigness may have contact with Dr. Edgar at U of AR.

Enns will take the lead for collecting assessments in AAAE of perceptions. Cary Trexler was asked to share his resources for assessment.

Discussion ensued: How do we know “age appropriate” if none of the standards (NGSS, NCSS) have been tested on grade levels? The committee can consider this under Objective 3 as an evaluation instrument in Phase 3 of the multistate project.

Trexler: The NALO topics are so broad—science, social science, health—it is not like a “normal” academic discipline or research study. Suggested we choose one area (theme) on which to focus. We could use clinical interviews of students; practically go from qualitative to quantitative. Look for instruments that look at one aspect of a theme. What is the collective work of the group? What foundational knowledge is required of a particular population (college sophomores, adults, secondary students)? Multistate members were encouraged to think about the selection of a specific theme and discuss this at the SIG meeting.

Wieczoreli suggested the committee write one huge grant to collectively address an objective. Suggested: technology?

Goals for Agricultural Literacy SIG: Room Majestic C:

- Identify specific research objectives and lead researchers from the multistate committee
- Refine the strategies for research

Next Multistate Agricultural Literacy Research Committee (W2006) Meeting has been approved for Corvallis, OR, at the Western Region Meeting of AAAE, September 14-16, 2015. Detail to follow.

Meeting adjourned at 11:10 a.m.

Respectfully submitted,



Debra Spielmaker, Chair



Denise Stewardson, Secretary

**W 2006 Multistate Agricultural Literacy Research Committee
Meeting Agenda – May 19 & 20, 2015**

Embassy Suites – San Antonio, Texas

Room: Texas B

May 19: 8:30 AM – 12:00 PM

May 20: 8:30 AM – 10:00 AM

- Introductions
- Approval of the April 1, 2015 Meeting Minutes
- Membership updates
- Review of Multistate Objectives
- Review Agricultural Literacy Logic Model & National Agricultural Literacy Outcomes (NALOs) and Resources on the W2006 wikispace - <http://w2006.wikispaces.com/>
- Work on Concept Map of Ag Literacy Stakeholders
- Members discuss their current or planned work addressing the multistate objectives. Briefly sharing areas of interest. A full report-out on current or proposed projects will be conducted at the SIG meeting.
- Review and discuss examples of instrumentation used by others to gather data regarding agricultural literacy
- Project collaboration commitments for specific objectives
- Establish a timeline/milestones for specific research projects