

Evaluation of the *LifeKnowledge* Curriculum and Its Usability in the
Oregon Agricultural Sciences Classroom

by

Paul Wesley Crawford

A PROJECT

submitted to

Oregon State University

University Honors College

in partial fulfillment of
the requirements for the
degree of

Honors Baccalaureate of Science in General Agriculture and Animal Science
(Honors Scholar)

Presented June 5, 2006
Commencement June 2006

AN ABSTRACT OF THE THESIS OF

Paul Wesley Crawford for the degree of Honors Baccalaureate of Science in General Agriculture and Animal Science presented June 5, 2006. Title: Evaluation of the *LifeKnowledge* Curriculum and Its Usability in the Oregon Agricultural Sciences Classroom.

Abstract Approved: _____

Greg Thompson

The *LifeKnowledge* curriculum is a recent initiative of the National FFA Organization to develop key learning precepts in agriculture education students. This material utilizes cutting-edge teaching techniques in lesson plans designed to develop leadership, teamwork, personal development, and communication abilities in students. This project surveyed current agriculture teachers in Oregon to determine their use and experience with the *LifeKnowledge* materials. Pre-service teachers were also instructed on using the material and qualitative data were collected on their experience. The studies found the majority of Oregon agriculture teachers have used the curriculum, and most indicated enjoying the material, as well as their students. The respondents' training was evaluated and correlations found between quality of training received and overall ability to incorporate the curriculum into their classrooms. Other trends included small classes experiencing more success, younger students enjoying the curriculum more than older students, and teachers aged 27-32 having the easiest time incorporating *LifeKnowledge* into the classrooms. The pre-service teachers experienced some difficulty in utilizing the material, indicating limited time and poor student response in some instances. This project recommended a four-module training be developed for agriculture teachers.

Key Words: LifeKnowledge, agriculture education, brain-based learning, interventions.

Corresponding Email: wes.crawford@lifetime.oregonstate.edu

Evaluation of the *LifeKnowledge* Curriculum and Its Usability in the
Oregon Agricultural Sciences Classroom

by

Paul Wesley Crawford

A PROJECT

submitted to

Oregon State University

University Honors College

in partial fulfillment of
the requirements for the
degree of

Honors Baccalaureate of Science in General Agriculture and Animal Science
(Honors Scholar)

Presented June 5, 2006
Commencement June 2006

Honors Baccalaureate of Science in General Agriculture and Animal Science project of Paul Wesley Crawford presented June 5, 2006.

APPROVED:

Mentor, representing Agriculture Education and General Agriculture

Dean, College of Education

Committee member, representing the College of Agricultural Sciences

Committee member, representing Student Affairs

Dean, University Honors College

I understand that my project will become part of the permanent collection of Oregon State University, University Honors College. My signature below authorizes release of my project to any reader upon request.

Paul Wesley Crawford, Author

TABLE OF CONTENTS

	Page
INTRODUCTION	1
LITERATURE REVIEW	3
METHODOLOGY	9
Student Teacher Cohort.....	9
Current Agriculture Teachers.....	11
RESULTS	13
Student Teacher Cohort Results.....	13
Current Agriculture Teachers Results	21
CONCLUSIONS.....	35
Student Teacher Cohort Conclusions.....	35
Current Agriculture Teachers Conclusions	38
Summary	52
DISCUSSION.....	53
RECOMMENDATIONS.....	58
BIBLIOGRAPHY.....	61
APPENDICES	62
Appendix A Pre-Service Teacher Training Curriculum.....	62
Appendix B Pre-Service Teacher Materials.....	74
Appendix C Agriculture Teacher Emails	78
Appendix D Agriculture Teacher Follow-up Survey	82

LIST OF FIGURES

Figure	Page
1. Rating of the training received by student teachers, number of responses.....	13
2. Figure 2: Rating of <i>LifeKnowledge</i> incorporation ability, number of responses.....	15
3. Overall outcome ratings for student teacher’s experience.....	17
4. “How have you learned to use the <i>LifeKnowledge</i> materials?” responses	23
5. “Rate your training/learning experience for <i>LifeKnowledge</i> ” responses.....	23
6. “How many <i>LifeKnowledge</i> lessons do you think you’ve used in the classroom?” responses	27
7. “Gauge the ability to incorporate <i>LifeKnowledge</i> lessons into your existing curriculum” responses.....	28
8. “Have you incorporated E-Moments into your other classes/curriculum” responses.....	30
9. “Did your students enjoy the <i>LifeKnowledge</i> material?” responses.....	30
10. “Did you enjoy teaching the <i>LifeKnowledge</i> material?” responses.....	31
11. Comparison of training received to ability to incorporate <i>LifeKnowledge</i> into the classroom	42

LIST OF TABLES

Table	Page
1. Student Teacher Evaluation of Training: Overall Rating.....	14
2. Student Teacher Evaluation of Training Seminar: Content.....	15
3. Student Teacher Ability to Incorporate <i>LifeKnowledge</i> Material	16
4. Gauging Student Teachers' Enjoyment of the <i>LifeKnowledge</i> Teaching Experience.....	18
5. Gauging Students' Enjoyment of the <i>LifeKnowledge</i> Learning Experience.....	18
6. Gauging Students' Gain in Learning from <i>LifeKnowledge</i>	18
7. Demographic Data for the 2005-2006 Agricultural Education Cohort.....	19
8. Example E-Moments Used and Outcomes.....	20
9. Example <i>LifeKnowledge</i> Lessons Used and Outcomes.....	21
10. Agriculture Teachers' Responses to Initial Survey Questions	22
11. Agriculture Teachers Evaluation of the <i>LifeKnowledge</i> Training.....	24
12. Agriculture Teachers' Experience in Incorporating <i>LifeKnowledge</i> Lessons into Their Existing Curriculum	28
13. Agriculture Teachers Overall Experience (Positive/Negative/etc) with <i>LifeKnowledge</i> Materials	31
14. Agriculture Teacher Respondents' Demographic Information	34
15. Comparison of Students' Response to Ability to Incorporate <i>LifeKnowledge</i> into the Classroom	47
16. Comparison of Teacher's Age to Ability to Incorporate <i>LifeKnowledge</i> into the Classroom and Students' Response	48
17. Comparison of Teacher Gender to Ability to Incorporate <i>LifeKnowledge</i> into the Classroom and Students' Response	49

LIST OF TABLES (continued)

Table	Page
18. Comparison of Class Size to Ability to Incorporate <i>LifeKnowledge</i> into the Classroom and Students' Response	50
19. Comparison of School Size to Ability to Incorporate <i>LifeKnowledge</i> into the Classroom and Students' Response	50
20. Comparing FFA Classroom Emphasis to Ability to Incorporate <i>LifeKnowledge</i> and Student Response	51
21. Comparing SAE Classroom Emphasis to Ability to Incorporate <i>LifeKnowledge</i> and Student Response	51

LIST OF APPENDICES

Appendix	Page
A. Pre-Service Teacher Training Curriculum	62
B. Pre-Service Teacher Materials.....	74
C. Agriculture Teacher Emails.....	78
D. Agriculture Teacher Follow-up Survey.....	82

Evaluation of the *LifeKnowledge* Curriculum and Its Usability in the Oregon Agricultural Sciences Classroom

INTRODUCTION

Brain-based education is a new approach to an old discipline. The explosion in knowledge of the brain and its functions has led to new theories and models for the classroom (Lowery 1998). The *LifeKnowledge* curriculum incorporates multiple strategies from brain-based learning theory to provide students applicable lessons in preparation for premier leadership, personal growth, and career success. This curriculum is the product of the National FFA Organization and has been distributed to agriculture teachers across the nation. The 257 lessons have been designed for middle school, high school, and advanced high school students through the collaboration of teachers, teacher educators, education specialists, and consultants (*LifeKnowledge* 2006). Areas of emphasis include leadership, teamwork, communication, and personal development. The *LifeKnowledge* curriculum is meant to be incorporated into existing classrooms and prepare students with life lessons.

This thesis evaluates the effectiveness and usability of the *LifeKnowledge* curriculum in Oregon agricultural sciences classrooms. Now in its fourth year, the curriculum has been distributed to nearly all agriculture teachers in Oregon and direct training has been provided twice through the Oregon Vocational Agriculture Teacher's Association (OVATA) summer conferences. However, what has resulted from this training? Are teachers using the material, and if so, how is it working for them? Are teachers and students enjoying the curriculum? What factors influence whether or not

LifeKnowledge is successful? In addition, how well do pre-service teachers just now learning the about the *LifeKnowledge* curriculum incorporate the material and what response do they receive from their students? Overall, how can the delivery and implementation be changed so more teachers are using *LifeKnowledge* to prepare their students for future success?

LITERATURE REVIEW

Education is old (Jensen, 1998). The act of knowledge transcending between individuals and generations has allowed for the forward progression of civilization. The methods and strategies employed to teach and the theory behind how it is learned, however, have changed greatly. The most recent major phase our education has entered is, quite appropriately, the focus of education on the brain (Jensen, 1998).

Today, educational materials exist which hinge their effectiveness on cutting-edge strategies to engage the brain (Lowery, 1998). The *LifeKnowledge* program is one of these. The curriculum utilizes “E-Moments,” or engaging moments, meant to “[build] the necessary neural pathways for comprehension, recall, and transfer” (Reardon, 2004). These are short activities which can be inserted into a lesson plan to create personal connections with the students to the content. The incorporation of E-Moments into every lesson, as well as the availability of E-Moments to be incorporated into any existing curriculum or lesson, are crafted to engage all eight of Gardner’s multiple intelligences, to appeal to the kinesthetic, visual, and auditory learners that exist in every classroom, and stimulate higher order thinking (Reardon, 2004).

In order to understand the way *LifeKnowledge* stimulates the learner’s learning, as well as the teacher’s teaching, it is necessary to understand the theories, neurology, and models it is based on. Much has been written on these topics, both in favor of and opposing, the incorporation of brain-based learning theories into the modern classroom.

Today’s education enjoys an explosion in knowledge of the human brain and how it works (Wolfe, 1998). What used to be a dark area of our understanding has slowly

entered the twilight as realization dawns: how does the brain learn? Today, this rapidly developing knowledge allows educators to begin to move their strategies towards better engagement and education of the brain. This is occurring so fast that what is learned about the brain today becomes “old news” within two years (Wolfe, 1998). The ideas of how the brain remembers, analyzes, and synthesizes information have translated to learning modalities, multiple intelligences, higher order thinking, and methods to engage them. While only the surface has been penetrated, knowledge of the brain has been greatly advanced. The last two decades have seen theories and publications debating both sides of the issue of brain-based learning, progressively implementing and questioning the value of these new ideas (Jensen, 1998). While some educators maintain the values of their techniques to enhance learning, others contradict the viability of brain-based theory in the classroom (Hall, 2005).

Brain research and neuroscience does not assume to know how students should be taught; it cannot prove that one strategy for teaching will increase understanding more than another (Wolfe, 1998). However, understanding how the brain functions can lead to curriculum and strategy development which can play to the brain’s strengths (Lowery, 1998). Eric Jensen describes interpreting brain research in the same method the military categorizes surveillance information. This model defines Level 1 as the Brain/Learning Theory, which includes any theory about learning; Level 2 as Laboratory Discovery, done through any method such as experiments, autopsies, or related methods; Level 3 as Clinical studies, typically conducted through university support; and Level 4 as In-Context Applications, where the knowledge can be applied in action research (1998).

Pat Wolfe reports that findings of how the brain learns can be incorporated into education in order to maximize students' potential. These findings include the physiological change occurring in the brain as a result of experience and the environment, the IQ is not fixed at birth, some abilities are acquired more easily during sensitive periods referred to as "windows of opportunity," and learning is strongly influenced by emotion (1998).

Caine and Caine take this further with their mind and learning principles. They define twelve principles on how the brain learns: the brain is a complex adaptive system; the brain is a social brain; the search for meaning is innate; the search for meaning occurs through "patterning"; emotions are critical to patterning; every brain simultaneously perceives and creates parts and wholes; learning involves both focused attention and peripheral perception; learning always involves conscious and unconscious processes; we have at least two ways of organizing memory; learning is developmental; complex learning is enhanced by challenge and inhibited by threat; every brain is uniquely organized (1998). In terms of actually teaching, Caine and Caine describe possibilities for instructional approaches, such as the traditional stand-and-deliver model; a model where teachers are "in charge but create richer and more complex experiences for students;" and a third model representing more of a partnership between the teacher and the student, which can be very complex (D'Arcangelo, 1998).

LifeKnowledge seeks to engage all types of learners, including all of Gardner's multiple intelligences (Dodson, 2004). Gardner points out that brain research has suspected and supported the theory of multiple intelligences for more than 20 years, which essentially eclipses the history of the field (1999). The E-Moments used in

LifeKnowledge are designed to engage students with eight identified intelligences: Visual-Spatial, Verbal-Linguistic, Interpersonal, Musical-Rhythmic, Naturalistic, Bodily-Kinesthetic, Intrapersonal, and Logical-Mathematical (Reardon, 2004). While every E-Moment does not engage all of the multiple intelligences, the collection together does; Reardon and Derner emphasize that while identified as individual intelligences, these eight multiple intelligences do indeed work cohesively together (2004). Gardner also points out that the brain theory behind multiple intelligences is not a quick prescription for how to teach students; in fact he does not support any attempts of “scatter-shot” education, trying to teach all of the intelligences at once, or even labeling students by their intelligences. Instead, educators must approach the classroom with the best method of teaching, understanding that so many different intelligences exist in the room (1999).

Another avenue E-Moments use to engage students is through learning modalities (Reardon, 2004). Michael Grinder’s study of nonverbal communication and rapport indicates the ability of verbal, auditory, and kinesthetic methods to enhance the learning experience for students. In addition, Dawna Markova identified six “personal learning patterns” which show how a student might use all three modalities in tandem: VAK, VKA, AKV, AVK, KAV, and KVA (Reardon, 2004). Markova suggests that every learner has a different preference for the combination of visual, auditory, and kinesthetic modalities. Reardon and Derner maintain rapport and learning are strengthened when all three are engaged, which is what E-Moments are designed to do (Reardon, 2004).

The third area each E-Moment addresses is high-order thinking. Benjamin Bloom’s original taxonomy has been modified and adapted over the years, but still emphasizes the five levels of cognitive learning: knowledge, comprehension,

application, analysis, and synthesis (Goodwater 2006). E-Moments emphasize high-order thinking, such as analysis, evaluation, and synthesis; these levels seem to result in better learning in students (Reardon, 2004).

While there are many facets of brain-based learning used to help guide educators, there are many who are skeptical of the purported trends to jump on board with anything that regards “the brain” (Jensen, 2000). John Hall points out the neuroscientists themselves do not suggest that neuroscience can be directly translated into education (2005). He points out there has been almost a backlash against brain-based learning as “[skeptics]...claim that the enthusiasts have over-simplified neuroscientific research and over-interpreted its findings, generating a number of ‘neuromyths’ in the process” (Hall, 2005). Hall also states that much of brain research is based on experimentation with rats, particularly in comparing “enriched” environments and synaptic density. However, due to obvious challenges no one has proven this same result is true in humans, although many authors of new educational material point to it as fact (2005).

Eric Jensen agrees that at times brain-based learning does need a “reality check” (Jensen, 2000). He points out many issues that have arisen from speculation to overexcitement because of one study suggesting one new idea, the implication immediately becomes the reference for new theories and models. He admits some people do misrepresent findings, and emphasizes that it cannot be said that, “Brain research proves...” because it does not prove anything in terms of education (2000). Jensen points out that research can instead “suggest a particular pathway” (2000). He also makes the argument that “educators should not run schools solely on the basis of the biology of the brain. However, to ignore what we do know about the brain would be irresponsible”

(2000). The balance of sound practices founded on proven principles of how the brain learns can allow education to continue to meet the needs of students.

The *LifeKnowledge* curriculum does not claim to be a product of brain-based learning. However, it does utilize the forefront of techniques and theories to increase student engagement, learning, and retention (Derner, 2004). This is done through the lesson format, which is based on Hunter's elements of effective instruction, and the inclusion of the E-Moments in every lesson. Currently, *LifeKnowledge* has been distributed to agriculture teachers across the United States through conferences and training. Further development of additional lessons for college students, as well as supplemental support materials, have been planned (Derner, 2004). As Dr. Brad Dodson points out, the goal of the curriculum is not to just introduce leadership development in leadership classes, but to be able to teach and incorporate leadership skills in all students who are enrolled in agriculture science courses (2004).

Utilizing the strategies and techniques developed by researchers, education specialists, and scientists, *LifeKnowledge* seems to be a collection of some of the best practices for developing knowledge and skills in students, motivating them to new levels of success and achievement.

METHODOLOGY

This project utilized two processes for evaluating the usability and outcomes of the *LifeKnowledge* curriculum by Oregon agricultural science teachers. The first track involved the 2005-2006 Oregon State University Agricultural Education Masters program cohort during their practicum experience, and the second emphasis measured the responses of current Agricultural Teachers in Oregon high schools.

Student Teacher Cohort

The 2005-2006 OSU Agricultural Education cohort consisted of 10 graduate students of varying ages and experiences. Commonly known as pre-service teachers, this group is referred to as “student teachers” throughout this project. The majority had graduated with their undergraduate degrees in the past year. The cohort spent fall term on campus, winter term at their host school, and spring term back on campus. Their host schools varied in size, emphases, locations, and demographics. The winter term teaching experience began with one or two high school classes, scaled up to the full class load for a minimum of five weeks, and eventually scaled down to all classes transferred back to the mentor teacher by the end of March. The cohort traveled back to Corvallis four Fridays of the eleven-week term to meet with their professors and debrief their ongoing experiences.

The first of these Friday meetings during winter term was held within the second week of their teaching experience. This meeting included a one hour training on navigating the *LifeKnowledge* curriculum CD, incorporating “E-Moments” into

conventional lessons, modeling how “E-Moments” can be presented, and setting expectations for the implementation of *LifeKnowledge* in their classes¹. The training involved a brief PowerPoint presentation explaining the precepts and objectives of *LifeKnowledge*, while exploring the way the materials are put together². The rest of the time was utilized on computers, with each person being taught and teaching a partner how to use the program of curriculum for accessing the lessons and understanding the topical organization.

The student teacher cohort left with instructions to incorporate at least three “E-Moments” and one *LifeKnowledge* lesson into their respective classroom loads within the next two weeks. The student teachers were sent email reminders from their professor to reaffirm this, along with reminders to record their observations of the students and their response to the material. After this period, the student teachers were asked to incorporate three “E-Moments” into their lessons and to teach one *LifeKnowledge* lesson each week. They were also sent a series of guiding questions by their professor to assist them in recording their qualitative observations of the materials³. Expectations were set that each student teacher would keep records and submit their qualitative observations at the end of the term. This was reinforced by their professors during visits and future meetings.

After the observations were collected, the final step was an in-depth questionnaire regarding the training, implementation success, and overall results of using the *LifeKnowledge* materials⁴. The survey was designed to best understand their experience and identify the factors influencing these outcomes. It was given to the student teachers

¹ Please refer to the Training Lesson Plan in Appendix A

² Please refer to the “Learning LifeKnowledge” PowerPoint in Appendix A

³ Please refer to the Observation Guiding Questions in Appendix B

⁴ Please refer to the Cohort Follow-Up Survey in Appendix B

during class time when they were back on campus, and administered by their professor. Eight of the ten students in the cohort submitted responses; one other student did not attend class that day and another came in late.

Current Agriculture Teachers

The parallel portion of this evaluation with the current Oregon Agriculture teachers was conducted through email surveys. This was coordinated through the Oregon State University Agricultural Education and General Agriculture Department, using the current Oregon Vocational Agriculture Teacher's Association, or OVATA, listservs. The first email included two binary questions: "Have you received training for the *LifeKnowledge* curriculum?" and "Have you used *LifeKnowledge* curriculum in your classroom?" A second email was sent to all respondents who confirmed they had used *LifeKnowledge* in their classroom when replying to the initial message⁵. This included a link to an online follow-up survey which asked for details regarding the agricultural teacher respondents' training, implementation success, and outcomes of the experience⁶. This survey was posted using the Business Solutions Group's resources at Oregon State University⁷. Reminders were sent to all non-respondents once, asking for further participation in either the first two questions or in the follow-up survey⁸.

Survey results were compiled, and responses were compared to demographic information (school size, class size, teacher gender, teacher age, FFA incorporation,

⁵ Please refer to the Follow-Up Survey Request email in Appendix C

⁶ Please refer to the Online Teacher's Follow-Up Survey in Appendix D

⁷ Business Solutions Group: <http://www.bus.oregonstate.edu/programs/bsg.htm>

⁸ Please refer to the Reminder Email in Appendix C

Supervised Agricultural Education emphasis) to evaluate trends in the experiences of teachers regarding the *LifeKnowledge* curriculum.

RESULTS

Results were compiled through the qualitative records and student teacher observations the student reactions, follow-up questionnaires with the student teachers, and surveys with current agricultural teachers in Oregon.

Student Teacher Cohort Results

The student teacher cohort was instructed to compile observations following their initial training in the *LifeKnowledge* curriculum. In addition, the cohort was given a questionnaire during one of their graduate classes. Not all student teachers submitted the questionnaire. Responses evaluated their ability to implement the *LifeKnowledge* materials and the outcomes of using it during their student teaching experiences. The first component analyzed was the student teacher's training for the *LifeKnowledge* curriculum. Figure 1 indicates this training was sufficient but not exceptional: five of eight students rated it adequate, while one thought it needed improvement and two thought it very good. This evaluation can be found in Figure 1.

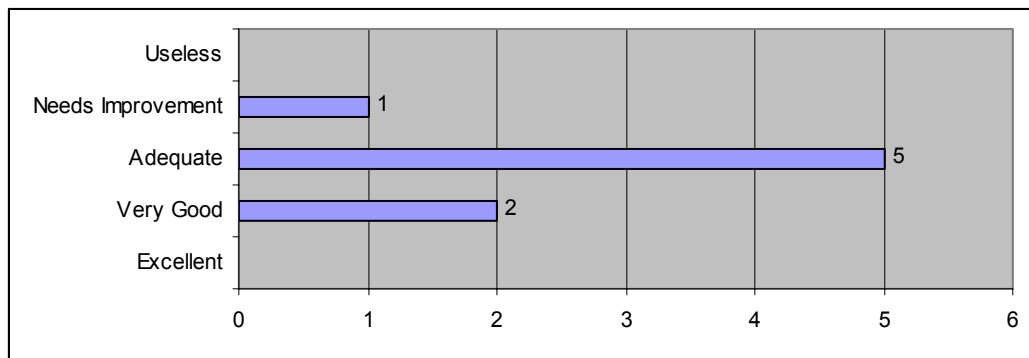


Figure 1: Rating of the training received by student teachers, number of responses.

The student teachers pointed out their reasoning for the ratings they give. Some thought the training was too brief; others felt they left not knowing how to use it. Three students had no answer to this question. These responses were similar to feedback regarding the valuable and the lacking components of the training. Several appreciated learning the CD and program overview; others pointed out the lack of time to fully cover and break down the lessons and E-Moments. Table 1 outlines the ratings and responses. Table 2 describes the content evaluation of the *LifeKnowledge* training seminar.

Table 1: Student Teacher Evaluation of Training: Overall Rating

Type of Training	Rating	Explain your rating
Ag Teacher's Inservice	Very Good	It's not too hard to understand; doesn't take long to learn it.
Ag Teacher's Inservice, Another person	Very Good	<i>No response received.</i>
Ag Teacher's Inservice, Another person, Self-taught	Adequate	<i>No response received.</i>
Ag Teacher's Inservice	Adequate	Training was brief; it would have been helpful if E-Moments and lessons would have been covered more in depth.
Ag Teacher's Inservice, Another person	Adequate	The lesson/training was very fast-paced and brief.
Ag Teacher's Inservice	Adequate	<i>No response received.</i>
Ag Teacher's Inservice	Adequate	Really didn't know how I was going to use it.
Ag Teacher's Inservice, Self-taught	Needs Improvement	I didn't need to do the <i>LifeKnowledge</i> myself. Presenting more options would have been more helpful

Ratings Used: Excellent, Very Good, Adequate, Needs Improvement, Useless

Table 2: Student Teacher Evaluation of Training Seminar: Content

Valuable from Training?	Missing from Training?
Didn't know about it beforehand so I learned about it.	Make the E-Moments a little more to high school level.
Getting the CD	<i>No response received.</i>
<i>No response received.</i>	Some parts of training were too slow paced; other parts were too fast paced for some participants
Learning how to navigate the material	How to easily and quickly break down the lessons so they are easier to use
Navigating the CD.	Training was brief; it would have been helpful if E-Moments and lessons would have been covered more in depth.
All the information.	<i>No response received.</i>
The overview/contents.	Doing more of the activities.

The cohort was asked to evaluate their ability to incorporate the *LifeKnowledge* material into class during their teaching experience. Five of the eight student teachers found it moderately to extremely difficult to incorporate *LifeKnowledge* into their classrooms. The student teachers cited issues such as time and poor engagement of older students. The other three found it fairly easy to do, whether it was teaching it to primarily younger students or just having all of the information together in one lesson plan. Responses are found in Figure 2 and Table 3.

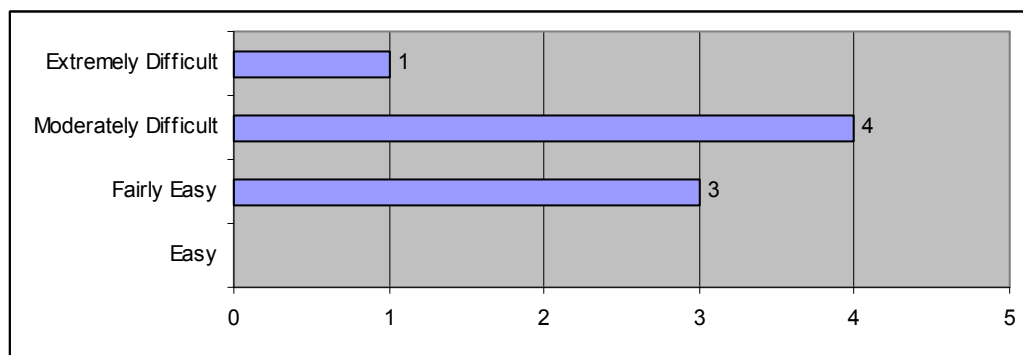
Figure 2: Rating of *LifeKnowledge* incorporation ability, number of responses.

Table 3: Student Teacher Ability to Incorporate *LifeKnowledge* Material

Ability to Incorporate	Reasoning
Extremely Difficult	Because we were running through lessons so fast to get where the teacher wanted us. If I had just a leadership class I think they would have been okay, or started a class with it at the beginning.
Moderately Difficult	Time; need more orientation with available <i>LifeKnowledge</i> lessons.
Moderately Difficult	Depended on the age of students whether or not I could incorporate <i>LifeKnowledge</i> . Simply if it would work or not.
Moderately Difficult	The way the lessons are written, it is easy to lose your place in the material and it takes a quite a bit of reading while teaching the lesson.
Fairly Easy	I used this curriculum mostly with my freshman class; they enjoyed it so it made it easier for me to incorporate into several lessons.
Fairly Easy	The lesson plans are very complete and you can use them any time.
Fairly Easy	<i>No response received.</i>

Student teachers were asked to rate the overall “outcome” or results of utilizing the *LifeKnowledge* curriculum. Responses were given on a 1-10 scale; one respondent had not used the actual lesson plans and did not submit a rating. The average rating was 4.86 out of a possible 10, with values as high as 7 and as low as 1. Figure 3 shows the distribution of ratings in increasing value for the seven other respondents.

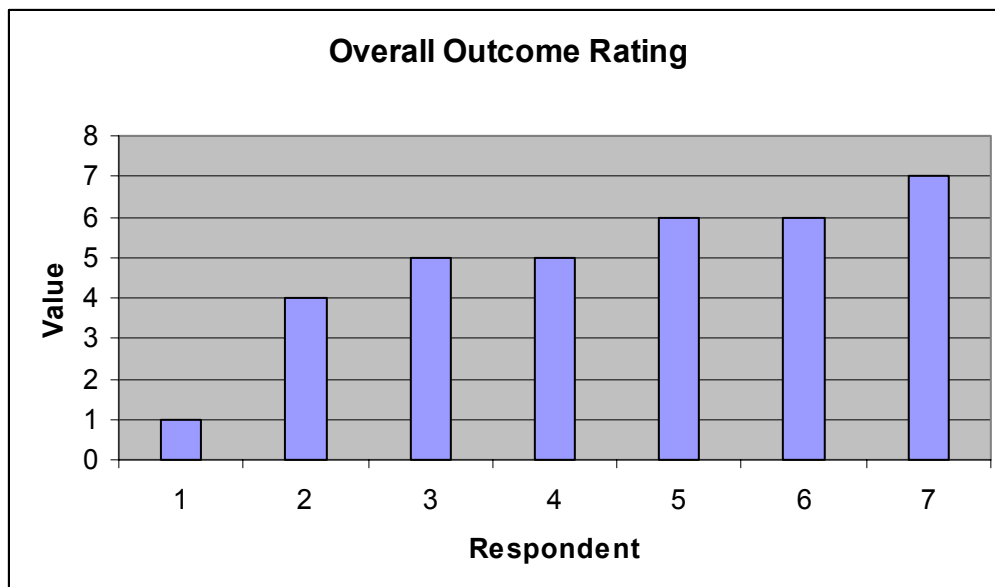


Figure 3: Overall outcome ratings for student teacher's experience.

The survey was designed to determine the overall impression the *LifeKnowledge* material left on the student teachers. The cohort was asked to gauge whether they enjoyed the teaching experience, if their students enjoyed the experience, if the students gained more from the *LifeKnowledge* material than conventional lesson techniques, and what they based their responses on. The student teachers were more inclined to enjoy the teaching experience than not; they were split whether or not their students enjoyed the lessons, and some were unsure. Very few were confident that their students had gained anything additional from the *LifeKnowledge* material. The responses can be found for seven of the students in Table 4, Table 5, and Table 6. The eighth student teacher again did not respond as he had not taught a *LifeKnowledge* lesson; other respondents also failed to answer every question.

Table 4: Gauging Student Teachers' Enjoyment of the *LifeKnowledge* Teaching Experience

Teacher Enjoyment?	Basis of Determination
No	<i>No response received.</i>
Yes	I would really play along with the whole class.
Yes	The materials were creative and easy to follow.
Yes	<i>No response received.</i>
No	I was rushed because of time and I felt it was just one more thing I had to fit into my already packed schedule.
Yes	<i>No response received.</i>

Table 5: Gauging Students' Enjoyment of the *LifeKnowledge* Learning Experience

Student Enjoyment?	Basis of Determination
No	Because it was jumping from what they were doing.
No	Students didn't want to be too involved and look like idiots in front of their friends.
Yes	The students interest level while teaching materials.
Yes	<i>No response received.</i>
No	<i>No response received.</i>
Yes	The students' behavior

Table 6: Gauging Students' Gain in Learning from *LifeKnowledge*

Students Gained?	Basis of Determination
No	Because it is a bunch of lessons that should have been incorporated into the class at the beginning of the term, not in the middle.
Unsure	<i>No response received.</i>
Unsure	<i>No response received.</i>
No	<i>No response received.</i>
Unsure	<i>No response received.</i>
Yes	I think students enjoyed the E-Moments when used properly. I think they gained knowledge but at times I think it was just more of a fun activity for them.
Unsure	I didn't really test the students on the <i>LifeKnowledge</i> lessons.

In addition to qualitative information regarding the cohort's experiences and outcomes from working with the *LifeKnowledge* program, demographical data was collected regarding the teacher and the environment they were teaching in. This was done in order to evaluate for trends or correlations between their *LifeKnowledge* teaching experience and gender, age, class size, school size, and FFA incorporation or SAE incorporation into the agriculture program. All of the teachers were within the age range of 22-24. Class size varied from 15 to more than 25, and most student teachers were teaching at 4A high schools. FFA and Supervised Agricultural Experience (SAE) incorporation varied from 0-10 across the board. This demographical data is organized by respondent in Table 7. The respondents are in random organization and do not correlate to other data Tables presented.

Table 7: Demographic Data for the 2005-2006 Agricultural Education Cohort

School Size	Average Class Size	Gender	Age	FFA Incorporation (Scale 1-10)	SAE Incorporation (Scale 1-10)
4A	21-25	Female	22	5	3
4A	25+	Female	23	1	0
3A	16-20	Female	23	3	5
3A	16-20	Male	23	10	10
4A	21-25	Female	23	5	3
4A	16-20	Female	22	6	2
1A	15-20	-	-	10	3
2A	21-25	Male	24	5	-

In addition to the follow-up survey, the cohort was instructed to record observations and experiences during their student teaching. Six of the graduate students submitted qualitative observations of their use of *LifeKnowledge* materials, whether they used *LifeKnowledge* lessons or incorporated E-Moments into their other lesson plans.

The responses, partially directed through guiding questions, were insightful narratives of each teacher's experience. A variety of E-Moments were utilized, many more than once. Fewer lessons were incorporated, but most respondents attempted at least one or two lessons. Table 8 outlines the E-Moments utilized and whether they were successfully implemented; Table 9 lists the *LifeKnowledge* lessons taught in a similar manner. A repeated entry represents the E-Moment being used more than once or by more than one student teacher. This represents different outcomes for different attempts, as well as points out which E-Moments may have been utilized more often than others.

Table 8: Example E-Moments Used and Outcomes

E-Moment Used	Outcome: Positive/Negative/Unsure
\$10,000 Pyramid Moment	Positive
\$10,000 Pyramid Moment	Positive
Cartographer Moment	Positive
Cartographer Moment	Positive
Crayon Moment	Positive
Descartes Moment	Unsure
Descartes Moment	Negative
Descartes Moment	Unsure
Dickens Moment	Positive
Eyewitness News Moment	Negative
Eyewitness News Moment	Positive
Eyewitness News Moment	Positive
Eyewitness News Moment	Positive
Eyewitness News Moment	Negative
Go Get It Moment	Positive
Hieroglyphics Moment	Negative
Hieroglyphics Moment	Positive
Jeopardy Moment	Positive
Jeopardy Moment	Positive

E-Moment Used continued	Outcome: Positive/Negative/Unsure
Karaoke Moment	Positive
Linear Moment	Negative
Little Professor Moment	Unsure
Little Professor Moment	Positive
Little Professor Moment	Positive
Michelangelo Moment	Positive
Party Host Moment	Positive
Picasso Moment	Positive
You-Me-Us Moment	Positive

Table 9: Example *LifeKnowledge* Lessons Used and Outcomes

<i>LifeKnowledge</i> Lesson Used	Outcome: Positive/Negative/Unsure
HS 24: Critical Thinking Skills	Negative
HS 38: Interviewing Techniques	Unsure
HS 47: Evaluating Plans and Goals	Positive
HS 94: Introduction to Group Problem Solving	Unsure
MS 6: Understanding Integrity	Negative
MS 6: Understanding Integrity	Positive
MS 35: Appropriate Language and Humor	Positive

Ag Teacher's Surveys Results

While the student teachers, also known as pre-service teachers, were incorporating *LifeKnowledge* into their teacher learning experience, current Oregon agriculture teachers were responding to emails and surveys regarding their current use of *LifeKnowledge* in their classrooms, which are found in every corner of the state. The original two survey questions sent to agricultural teachers in Oregon resulted in 87 responses from the 117 teachers contacted, a 74.4% response rate. Of these, 58 had

attended training, and 52 had used *LifeKnowledge* material in their classes. This data can be found in Table 10.

Table 10: Agriculture Teachers' Responses to Initial Survey Questions

Questions	Have (Responded "Yes")	Have Not (Responded "No")	Total Respondents	Percentage that Have (Responded "Yes")
"Have you attended ' <i>LifeKnowledge</i> ' curriculum training during Ag Teacher's Inservice?"	58	29	87	66.7%
"Do you or have you ever tried to use ' <i>LifeKnowledge</i> ' curriculum or "E-Moments" in your classes?"	52	35	87	59.8%

Respondents to the initial questions who had used the curriculum, or those 52 teachers who responded yes to the second question, were sent the follow-up survey⁹. Thirty of these fifty-two teachers responded to the follow-up survey, making the return 57.7%. The data from these surveys follow in graph and Table format.

The first component of the follow-up survey involved the training the teachers had received. The majority of teachers learned the program through the Agriculture Teacher's In-service programs, which were put on by representatives of the National FFA Organization. The "Other" category included the National Ag Teacher's Conference and the National FFA Convention. Figure 4 displays the source or sources of training the 30 participants received.

⁹ Please refer to the Agriculture Teacher Follow-Up survey in Appendix II

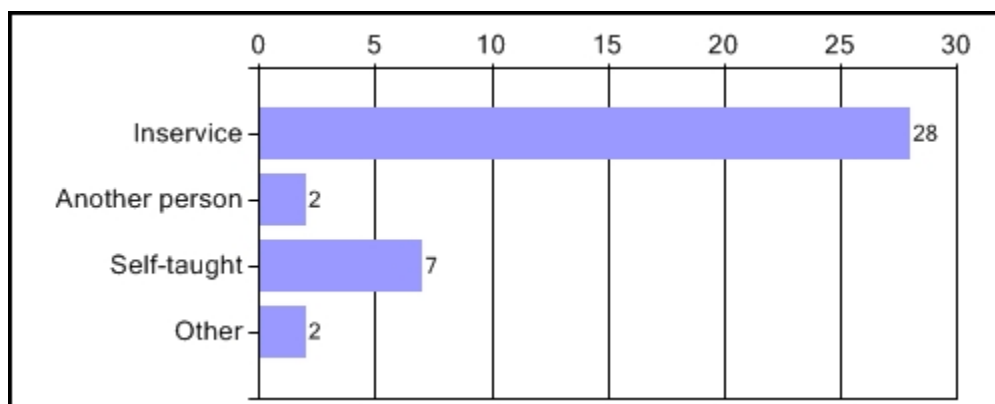


Figure 4: “How have you learned to use the *LifeKnowledge* materials?” responses.

Respondents were asked to rate the level of training they received, based upon the five categories of excellent, very good, average, needs improvement, and poor. The majority of answers fell into the middle ratings of “very good” and “average.” No respondent rated their training as poor. One participant chose to not answer the question. Results are show in Figure 5.

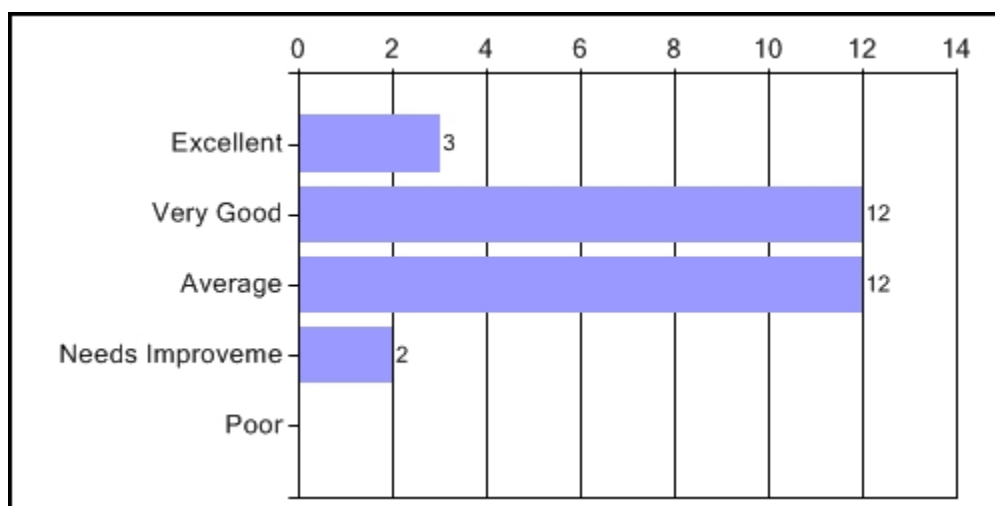


Figure 5: “Rate your training/learning experience for *LifeKnowledge*” responses.

A significant focus of the survey sought agriculture teacher’s opinions of the training they had received for using the *LifeKnowledge* materials. Many teachers found

the training useful and pointed out valuable content learned, such as actually doing some of the activities, using the *LifeKnowledge* program, and how to use the E-Moments in their classroom. Teachers also pointed out the limited availability to actually use or see others using the curriculum, not being able to talk with other teachers who have had success using the material, and in some instances not having the computer program or materials there to use. Table 11 compares the type of training, a rating of the training based on five categories, and the teachers' perceptions of the valuable as well as the missing components. Responses are arranged with each row being one survey response. Two teachers did not submit answers for these questions.

Table 11: Agriculture Teachers Evaluation of the *LifeKnowledge* Training

Training Received	Rating of the Training	Valuable Components	Missing Components
Inservice	Very Good	I always enjoy being able to actually try some of the techniques which is what we have been able to do such as E-Moments. If I can have fun with it then I am going to use it with kids to have fun while learning.	I would like to have spent some time actually working through a lesson or part of one in groups to get a feel for it and then to hear others feedback on it. IT would be nice to hear how others are using it or not using it. Then why they are.
Inservice, Self-taught	Average	Received some training on the new format. It is complicated and really slows down my computer. W/o the training I would have just quit before using it since the time wouldn't have been worth it if I didn't know what was in it.	Telling the teachers how to go right to the lessons they need without having to even open their browser program.
Inservice	Needs Improvement	<i>No response</i>	The training was very tedious and all they did was go through the life knowledge material with us as we read along. I could have done that on my own time.
Inservice	Average	The activities that we could use for implementing leadership activities into subject matter curriculum	Giving more specifics on how it pertains to teaching agriculture and not other subjects.
Inservice	Average	It just gave another outlet for curriculum.	<i>No response</i>

Training Received	Rating of the Training	Valuable Components	Missing Components
Inservice, Another person, Self-taught	Average	Visiting with other teachers who explained how they used it, or ideas for implementing it in the class	Alignment with curriculum... It would be nice to have curriculum like Colorado animal science that has it already made up and ready for use.
Inservice	Very Good	The curriculum itself and the examples we did helped me to understand it better.	Nothing
Inservice	Very Good	I learned how to navigate through the program	Explanation of how to get the worksheets off of life knowledge.
Inservice	Very Good	How to use the stuff	None
Inservice	Excellent	The materials provided	<i>No response</i>
Inservice, Other: National FFA	Very Good	Hands-on practice rather than just books	<i>No response</i>
Inservice	-	Getting the materials and getting some new ideas.	Be able to see how it is actually used in the classroom. I missed this part if it was there.
Inservice, Self-taught	Very Good	I received the second training and we didn't get to use computers to play with the program. So it wasn't very helpful other than learning the new additions to the curriculum.	We need more technical training as far as how to print lessons. It took me 2 months to figure out Adobe 7 would not open the lessons to print. I had to uninstall it and reinstall Adobe reader 6.
Inservice, Self-taught, Other: National Ag Teachers Conference	Average	At Nationals this past year they mainly focused on the E-Moments and they made us actually do them and present them to the group. This forced us to actually do the activity, see how well (or not) that it works instead of just nodding our heads listening to someone else explain how we can use them.	Besides Nationals, all the other training has been someone talking to us and not us getting our hands and brains in their using it.
Inservice	Excellent	All hands-on with other professionals wanting and willing to participate.	Another Oregon representative so we could do a workshop(s) together when we got home.
Self-taught	Average	The E-Moments are the part I use most.	Not sure
Inservice	Very Good	How to relate life knowledge to different subjects.	<i>No response</i>

Training Received	Rating of the Training	Valuable Components	Missing Components
Inservice	Very Good	The hands on training showing us how to use it.	I believe a longer training period, giving us more time to learn more E moments would have helped. I would have also liked to have seen how it worked in real classroom situations (video).
Inservice	Average	Overview of program	Accuracy of age groups
Inservice	Very Good	<i>No response</i>	<i>No response</i>
Inservice, Self-taught	Average	Learning to use the program for the benefit of the students	<i>No response</i>
Inservice	Excellent	All of the information was helpful. I liked that there was visual use of the program so we see physically how to use it.	It was great!
Inservice	Average	Life Knowledge options and how to maneuver through the CD	<i>No response</i>
Inservice	Very Good	<i>No response</i>	<i>No response</i>
Inservice, Self-taught	Needs Improvement	Having the instructor run through samples on a projector	Printed material that could be used for reference later on in a "help needed" situation. The CD offers very little in the form of help with linking LK lessons to core curriculum. I know there was an easy way to do it, but can't remember exactly how or what look for on the CD. It was also difficult figuring out how to print off the lessons with added notes, and develop a lesson plan using LK. It is not very user friendly. I think a training manual would be great for those of us who tend to forget the details.
Inservice	Very Good	How to implement it. Sample lessons where it may be beneficial to implement <i>LifeKnowledge</i> was very helpful.	At the time of the training, it was relatively new and there wasn't much feedback from students on it. I would like to see student reactions to it right along side instructor input.
Another person	Average	How to use it	If I had attended an organized inservice

Teachers were also asked how many *LifeKnowledge* lessons they had actually used. Responses varied from very few to more than ten; there did not seem to be a common or popular number. These values are found in Figure 6.

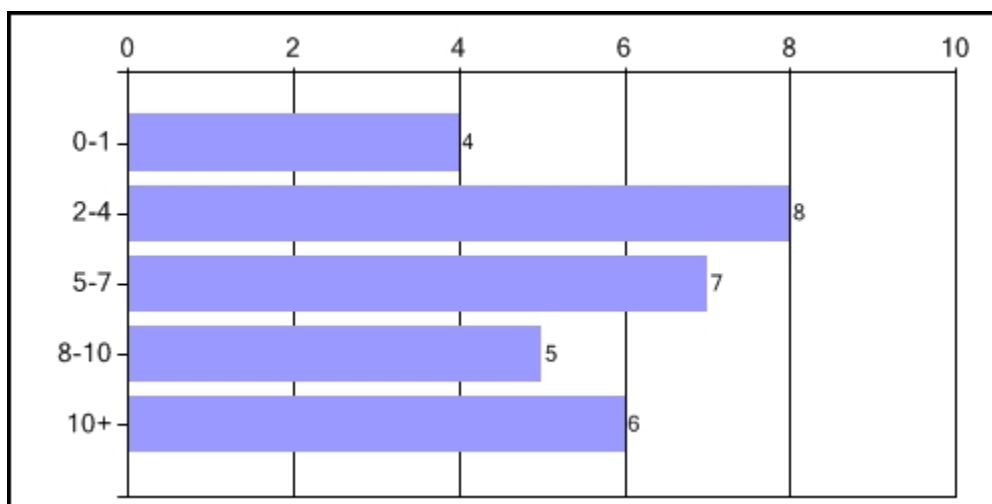


Figure 6: “How many *LifeKnowledge* lessons do you think you’ve used in the classroom?” responses.

Teachers were asked to gauge the ability of the *LifeKnowledge* lessons to be incorporated into their current classrooms and curriculums. Five categories were used to rate the lessons: very easy, fairly easily, some difficulty, extremely difficult, or impossible. The majority fell into the middle leaning towards “fairly easy,” and only one person rated it as extremely difficult. Responses are shown in Figure 7.

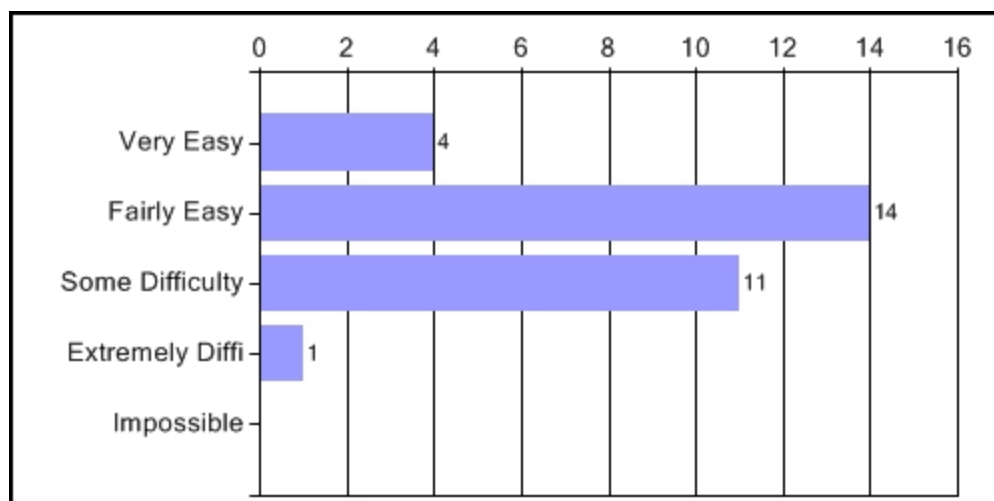


Figure 7: “Gauge the ability to incorporate *LifeKnowledge* lessons into your existing curriculum” responses.

The agriculture teachers were surveyed for their success with implementing *LifeKnowledge* lessons. Many had instant success while others never found it to go well. These responses are found in Table 12. Each row represents an individual respondent.

Table 12: Agriculture Teachers’ Experience in Incorporating *LifeKnowledge* Lessons into Their Existing Curriculum

No it did not go well. Most of the lessons seem to be very elementary.
They were ok but many of the lessons were not applicable to what we were doing.
It was difficult for me because I have two computers and the one that is hooked up to the printer I am having difficulties getting <i>LifeKnowledge</i> loaded onto. So I can not print the information. I also can not copy any of the worksheets or information to modify to adapt it for the lessons which I am teaching. I wish that I could copy portions of the lesson and past them into a word document so that I could create worksheets. Or that I could past them into a PowerPoint presentation so that I could use my projector to deliver the curriculum.
Yeah, some are cheesy, and taught to us not in ag-ways. Better RELEVANT examples would be good.
Yes, but it wasn't the lesson part. Some of the lesson parts are rather "corny" and it is tough to get kids involved when they are.
Depending on the class. I use <i>LifeKnowledge</i> lessons on students who have strong interests in leadership.
Not well- difficult to make the everyday classroom into a "gung-ho" workshop where all kids are motivated.
It went well, I had to get used to incorporating it the first few times I used it. It gets easier as you use it more. There is so much information it seems overwhelming at times.
I like the use of them with my middle schoolers. To be honest I haven't taught them with the high schoolers. If I had an AG one class then I probably would. My classes are set up as animal science,

<p><i>(continued)</i> natural resources, etc. The only lesson I didn't like was the goal setting one as it talks about spirituality which got me in hot water with a parent. I like how they are easy to leave for a sub as well as being a complete lesson with worksheets and overheads. I think they can be a little on the childish side for the high schoolers sometimes.</p>
<p>They don't always go the best, but you learn from each failed attempt at how to make it work better. The main success is from e moments</p>
<p>They went okay, some the kids didn't really get in to. It took some time for me to make the lesson but some students really enjoyed it.</p>
<p>Most went well – some work much better with the younger kids --- Some of the older kids were not as excited about the more "goofy - outside the box" type lessons - the older kids have courses that are rather specific to their interest area and were adamant that they were in the class to get the Animal Science knowledge (for example) and wanted everything they did in class to relate directly to the curriculum at hand. The younger kids - in a more diversified curriculum type course (like general Ag or Intro to Ag) - acclimated more easily to the "outside the box" thinking.</p>
<p>I mainly just use E-Moments... I think they work well at the start of class to build excitement or they work well as projects to break up the class period and give you new and creative ways to have projects outside of the normal poster, paper, etc.</p>
<p>For the most part they have gone very well. The only ones I have had to tweak a bit have been with the older students and that has been just because they are not used to learning in that way and think it is a bit strange.</p>
<p>The student have issues with the more "touchy feely" type lesson format. With the lessons I just used the content and eliminated the E-Moments and similar tactics, the students really learned and it went better</p>
<p>Most of my LK lessons have been taught in my leadership class. I have chosen them based on current activities and projects. For example when I divided the class into two teams to go and present Food For America at the elementary. I used the lessons on teamwork and personal responsibility. For the most part the lessons are effective, although I skip over some of the more silly games and go straight to the main activity.</p>
<p>I have thoroughly enjoyed them. It's nice to browse and find a lesson plan when you're having a tough 'thinking' day. I use them for my ag classes and non ag classes as well. It's helpful because it incorporates everything in a lesson that an administrator is looking for when they come to observe.</p>
<p>Went ok, but could have been incorporated better with suggestions. This older guy gets easily confused and can't even remember some of the good curriculum we have received over the years.</p>
<p>Several of them I just used instead of what I had done in the past. It worked great!!</p>
<p>Some have gone extremely well others have been okay.</p>
<p>It went well, I had to get used to incorporating it the first few times I used it. It gets easier as you use it more. There is so much information it seems overwhelming at times.</p>
<p>All went well. Easy to give to subs for lessons</p>
<p>Not well. The kids felt that it was below them and kind of childish.</p>
<p>They seemed to be geared towards younger audiences. My kids thought that several of the activities were cheesy and I had a real difficult time getting them to buy into it. It also needs to be noted that many teachers do not have a bubbly, high energy personality, which LK seems to be written for.</p>
<p>They go well with my younger kids than they do my seniors. Not sure why, it just works out that way.</p>
<p>Yes, Kids liked it, I liked it</p>

E-Moments, or engaging moments, are techniques designed to enhance the learning experience for all students by engaging Gardner’s multiple intelligences and different learning modalities (Reardon 2004). As well as being inserted into each *LifeKnowledge* lesson, E-Moments are also available as stand alone strategies in the *LifeKnowledge* materials. Teachers were asked if they had incorporated any E-Moments into their conventional classroom curriculum. Responses were split, with a slight majority of teachers who have incorporated E-Moments into their other classes. This can be found in Table 8.

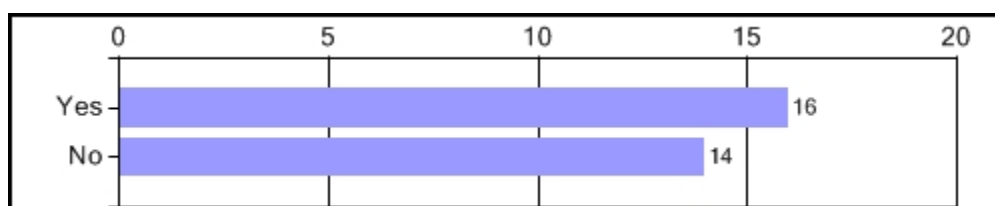


Figure 8: “Have you incorporated E-Moments into your other classes/curriculum” responses.

Agriculture Teachers were asked if they thought their students enjoyed the *LifeKnowledge* curriculum. While many more replied in the affirmative than not, a large number were unsure. Exactly 50% of respondents said their students enjoyed the curriculum; only 13% said they did not. Results are found in Table 9 below.

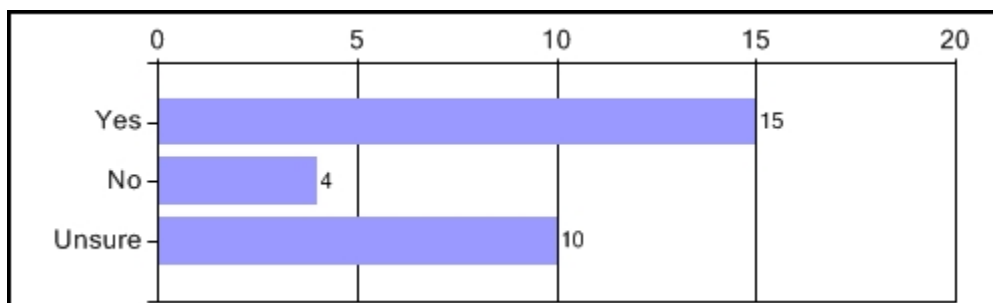


Figure 9: “Did your students enjoy the *LifeKnowledge* material?” responses.

Similarly, teachers were asked if they enjoyed teaching the *LifeKnowledge* material. The majority replied that they did: 23 out of 30 enjoyed the experience. Three teachers did not submit an answer for this question. Responses can be found in Table 10.

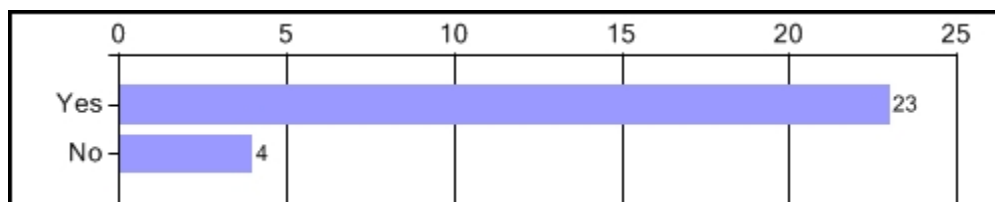


Figure 10: “Did you enjoy teaching the *LifeKnowledge* material?” responses

The overall results for teachers, when asked whether it was a positive or negative experience, indicated a great deal of positive experiences as well as some whose responses were not so positive. The responses can be found in Table 13. Each row is a different respondent’s experience.

Table 13: Agriculture Teachers Overall Experience (Positive/Negative/etc) with *LifeKnowledge* Materials

I would say positive. The reason I say that is for the middle schoolers they need to be kept moving which these types of lessons allow that with out a lot of lecture.
The experience was good. I found that subs couldn’t or wouldn’t follow the plans but when I used them the worked out fine.
Negative. The curriculum is very tedious to teach and irrelevant to what I'm doing in my program.
It wasn't really either. I used it a time or two and it was so-so effective, so I really didn't continue to use it anymore.
Mostly positive, Old dog new tricks sort of thing. After you have a lesson that doesn't work you move away from it for a bit, but always seem to come back because there are some good things in it.
Positive. It took extra time on my part to get everything ready, but for the most part they liked it.
It was difficult to modify to meet the needs of my students in my class and the connections between the subject (at least some of the subjects which I used) and the actual lesson content of LK was not always clear.
Due to the population of the class - 1/2 non-English speaking and 1/2 English speaking it was difficult to get everyone involved.

<i>Table 13 continued</i>
Very positive experience overall. As long as I used the lesson to coincide with FFA activities students enjoyed the lessons.
I am not totally "won" over by Life Knowledge; it seems to be not as cool as everyone makes it out to be but... That could also be because it is for the most part (beyond the things I have used myself) just another notebook on my shelf. I think we need to BE MADE to use more of the materials at a training and they way we will feel more comfortable using it.
Absolutely POSITIVE! Kids love being up and moving- it makes for more engagement in the classroom and helps them with their creativity. In a small school like us, there is no music or art and the <i>LifeKnowledge</i> helps me build some of that into their day.
I used public speaking and it was positive on my end, but I don't know that the kids gained much.
Positive, student feedback seemed beneficial.
The experience has been very positive. I have used it very effectively each year. Especially this past year, our school was able to use it to help turn around the negative self image of an entire class of students. I just incorporated the lessons into my regular lessons each day.
Negative- wasn't pertinent
Positive. It was easy to use assignments that the students enjoyed.
Mostly positive. Some of the material is a little of stretch in some of the areas I teach
Positive! It is nice to use when you have an opening in your lesson or you need some real life examples of information.
The curriculum has good information; however, the approach and dissemination parts are kind of iffy for 10-12 graders.
At this point I think it was a negative experience. I think it has great potential but needs to have some issues addressed before most ag teachers feel comfortable using it.
I believe it to have been positive. The younger kids really seem to enjoy the lessons, and I here them talking about them around the school. Staff members have even asked me about it.
Positive, the kids liked it, I liked it.

As with the student teacher cohort, demographic data was also collected from the agriculture teacher survey respondents. This information was desired so that comparisons in age, class size, school size, and FFA and SAE incorporation into the classroom can be compared to overall success by the teacher in using the *LifeKnowledge* curriculum. Three respondents did not provide demographic data. The respondents to this follow-up survey came from a wide variety of school sizes, taught different class sizes, and incorporated FFA and SAE into their program differently. The majority of

respondents seem to be younger teachers (30 years old or younger). These results are displayed in Table 14. Each row represents one respondent as randomly listed; there is no correlation between each respondent's position in the Table and other data Tables presented.

Table 14: Agriculture Teacher Respondents' Demographic Information

School Size	Class	Age	Gender	FFA Incorporation (Scale 1-5)	SAE Incorporation (Scale 1-5)
3A	>20	27	Female	5	3
2A	>20	30	Male	4	4
4A	>20	36	Male	5	5
2A	10-15	26	Female	3	2
4A	>20	25	Female	3	3
2A	<10	30	Male	4	2
1A	<10	28	Female	3	3
4A	>20	28	Male	3	2
3A	16-20	25	Male	4	4
2A	<10	31	Female	5	5
3A	10-15	25	Female	3	4
4A	>20		Female	3	3
3A	10-15	32	Male	4	5
2A	16-20	27	Female	5	3
1A	10-15	30	Female	4	4
3A	16-20	24	Female	3	2
3A	>20	41	Male	4	4
NA	10-15	29	Female	2	5
2A	16-20	47	Male	4	4
4A	>20	34	Male	2	2
1A	<10	26	Male	3	1
4A	>20	25	Female	4	4
4A	>20	28	Male	4	5
2A	16-20	29	Female	4	3
4A	>20	25	Male	4	3
2A	10-15	28	Male	4	5
2A	16-20	53	Male	5	5

CONCLUSIONS

The data clearly shows a wide range of use in the *LifeKnowledge* curriculum. A primary objective of this project was to identify the perceptions that contribute to either the successful implementation or the failed use of the *LifeKnowledge* curriculum. The data received from qualitative observations, student teacher follow-up questions, and agriculture teacher surveys allows for many comparisons. The goal is to be able to use this data to identify trends in the overall use and usability of the *LifeKnowledge* program.

Student Teacher Cohort Conclusions

The size of the student teacher cohort makes it difficult to substantiate any definitive statements regarding the success or failure of *LifeKnowledge* with teachers or new teachers. One year's cohort cannot be compared easily to another years or another school's equivalent group. However, their observations and feedback do provide for insights and suggestions for properly preparing new teachers to introduce *LifeKnowledge* into their classroom.

Training

The training these students received was developed and delivered through this project. Student teacher response, shown in Figure 1, Table 1, and Table 2, indicated that the majority of students felt the training was adequate but could have been more in-depth. Areas for improvement included making the lesson less fast-paced, working through the lessons and E-Moments more thoroughly, and actually doing more of the activities. It

appeared most felt comfortable navigating and utilizing the program that *LifeKnowledge* works in. More time seems to be needed for training new teachers and preparing them for implementing the material.

Incorporation and Outcomes

Most of the student teachers faced several challenges in implementing the curriculum into their classes. It is expected there would be more difficulty than for professional teachers, as these student teachers are still becoming adept at teaching and are using someone else's classroom and students to do it. As seen in Figure 2, five of the eight respondents found it moderately to extremely difficult to incorporate. Reasons cited for this difficulty include the mentor teacher's curriculum being inflexible, more time and orientation needed with the lessons, different age groups responding differently, and the format and organization of the lessons. For those who had an easier time incorporating the material, many aspects of the *LifeKnowledge* curriculum was enjoyed. Student teachers pointed out the completeness of the lessons, the ability to use them at any time, and the positive response received from younger students.

Gauging the student teacher's enjoyment of the *LifeKnowledge* teaching experience, displayed in Table 4, there appears to be mixed emotions. This is also true for the perceptions of students' enjoyment in Table 5 and students' gain from the material in Table 6. This is not unexpected, considering the mixed results student teachers reported regarding their ability to incorporate the material. Many student teachers experienced both positive and negative results during their teaching experience; continual use may result in more consistent outcomes. If some of the lessons or E-Moments

implemented were successful, then it is likely that the student teacher will be able to carry this success on with more time and experience, even with lessons that were not successful during their first attempt.

Demographic information, while collected from each respondent, has little use in this survey as there were so few teachers with a wide array of teaching environments. Therefore, the cohort is treated as one group, similar in age, experience, and environment.

Overall, it appears the additional task of incorporating a new curriculum set into their classes may have been overwhelming for some, making the overall experience less enjoyable and successful; the average student teacher rating of the overall outcome was 4.86 out of a possible 10. Teachers needed more preparation and possibly less other requirements and expectations at the same time in order for them to be able to master the material.

Qualitative Observations: LifeKnowledge lessons and E-Moments

Of the ten student teachers, six recorded and submitted qualitative observations of the lessons and E-Moments they utilized during their teaching experience. These observations ranged from descriptions of two individual E-Moments to seven pages of E-Moments and lessons. Of the six, only one person did not experience any observable success with E-Moments. Each person recorded some failure; however, the other five had numerous examples of E-Moments working well in their classes and engaging students more so than normal course work. The lessons had equally mixed results, but each person who had implemented lessons into their classroom were able to identify

some benefit and positive outcome, even if every component or activity was not well received by students.

Agriculture Teacher Survey Conclusions

The survey responses from current Oregon agriculture teachers provide insight into the current level of use of *LifeKnowledge* in a wide variety of classroom environments. Receiving responses from nearly 75% of the 117 teachers adds insight into where, and to what degree *LifeKnowledge* is being implemented.

Initial Survey Questions

The first area examined will be the initial response to the two questions regarding any training and use of *LifeKnowledge* in the classroom. The data showed that 66.7% of agriculture teachers had attended training at least one of the times it was offered during Oregon Vocational Agriculture Teacher's Association summer conferences. While a significant number, it leaves a large number of people without direct knowledge of the program. However, analyzing responses show there were several respondents who had not attended the training but still have experience in using the material in their classrooms. This demonstrates they had learned of the program through some other means, although those means were not determined specifically for this group.

The second of the two questions asked whether or not teachers had actually used the curriculum. According to the responses, 59.8% confirmed they had at least attempted to use *LifeKnowledge* at some point. This suggests that the training, or some other method, provided enough information to spark teacher's interest in the program to at least

try using it in their respective programs. This group was further surveyed to gauge their experience and results while using the curriculum. The respondents who have not used *LifeKnowledge*, 40.2% of the teachers, were not followed up with regarding any potential causes, preferences, or demographics.

The 52 teachers who answered “yes” to the second question, indicating they had at least tried to use the *LifeKnowledge* curriculum, were sent the follow-up survey. Of these, 30 responded. The information provided from this follow-up survey details their perspective on the training they received, their ability to incorporate *LifeKnowledge* into their classrooms, overall outcomes, and detailed information describing their respective agriculture programs. This data was deemed necessary to understand what factors have the greatest affect on the success of *LifeKnowledge* in Oregon agriculture classrooms. More detailed questions would have been preferable; however, the survey was designed so that agriculture teacher’s would have the available time and willingness to complete the survey.

Training

The first area analyzed from the survey will be the evaluation of the training received by teachers. Figure 4 outlines the type of training the respondents have received. Clearly, the great majority had become familiar with the program through Agriculture Teacher’s In-service. Therefore, it can be assumed this training has the most influence over the cumulative outcomes experienced by these teachers.

The overall rating for the training received is detail in Figure 5. It would appear the training was fairly well received; slightly more respondents found it to be “Excellent”

and “Very Good” than those who rated it “Average” or “Needs Improvement.” However, knowing that slightly less than half found it be only average or in need of improvement, it seems likely that this is an area that could be improved. If the material is meant to facilitate superior teaching and learning experiences, then the training should model superior teaching and learning experiences. Improving the training would likely lead to greater buy-in from respondents.

Teachers’ feedback on the valuable and also missing components of their training, found in Table 11, provided a great deal of insights into what works and what does not for an effective training. Analyzing responses shows common themes from both categories. The valuable components of *LifeKnowledge* training can be summarized into seven key points:

- Being able to actually perform navigation/use of the materials.
- Being able to stand-and-deliver the material during training.
- Mastering navigation of the computer program.
- Interacting with teachers who were able to explain how they successfully used it.
- Relating *LifeKnowledge* to different subject areas.
- Demonstrating the benefit to students.
- Leaving with supporting materials and references.

In contrast, teachers also provided valuable evaluation of the content or strategies missing from the training they received. Note that some of the lacking areas identified may have been identified above by a different respondent from a different training.

- Not being able to actually work on a lesson.

- Not being able to hear from others who have used it.
- Not being able to navigate the CD of materials or access specific resources in desired ways.
- Not being able to identify how the material pertains to agriculture.
- Not being able to align it with existing curriculum.
- Not being engaged by the training. Example: presenters only talk about the program and do not actually have it at the training to use.
- Not having a printed ‘reference guide’ or a training manual.

In short, there are very clear themes of the importance of training sessions that emphasize the actual implementation and delivery of the content, as well as being able to access and understand the program which *LifeKnowledge* works within. Training that is merely an overview of the program but does not allow hands-on practice seems to have little value.

The categorical ratings for the training can be compared to other responses to identify correlations. Figure 11 compares the rating for the training, converted to a 1-5 scale with 1 representing “Poor” and 5 representing “Excellent,” to the rating for the ability to incorporate the material into their classes given by the same respondent. This incorporation rating was also converted to a 1-5 scale, with 1 representing “Impossible” and 5 representing “Very Easy.”

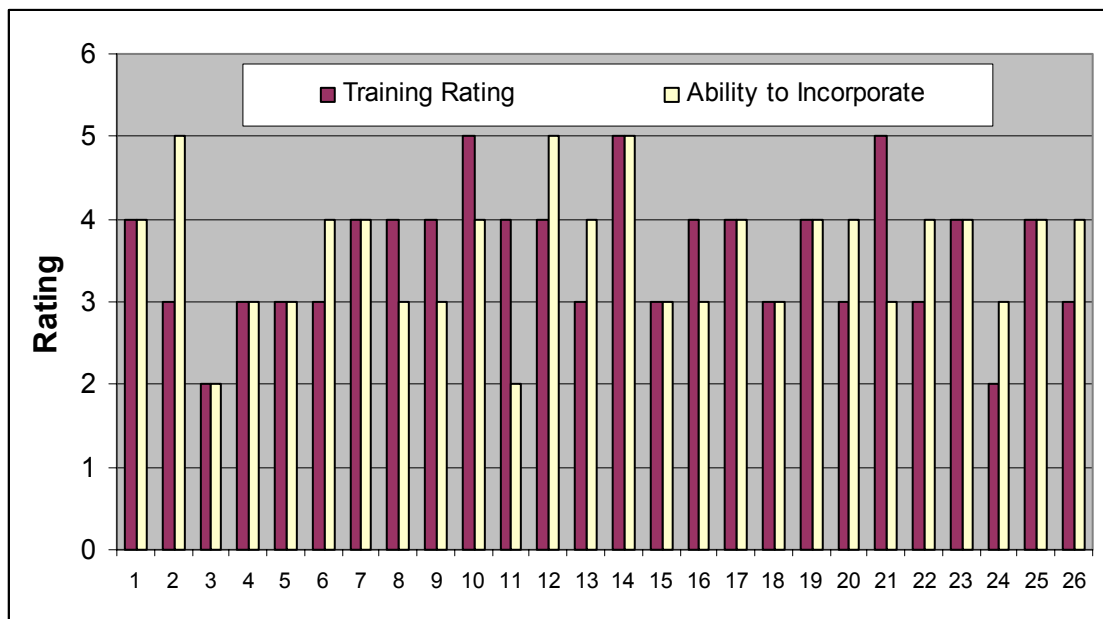


Figure 11: Comparison of training received to ability to incorporate *LifeKnowledge* into the classroom.

There seems to be a correlation between the rating the teacher gave their training and the teacher's gauge of incorporating *LifeKnowledge* into the classroom. Realizing that different categorical ratings were used for each question, it is assumed that the ratings should be relative to one another. Of the twenty-six respondents, only three had a difference between their training and incorporation ratings of two value points; no respondents had more than that. Of the twenty-four others, twelve rated both exactly the same and eleven had a difference of one value point. Overall, eight rated their ability to incorporate *LifeKnowledge* higher than their training and six rate their training higher. Since different categorical ratings were used, which rating was higher means very little. However, it does suggest that the small differences found between ratings are not skewed to either the training or the incorporation ratings. Therefore, this further suggests the

training the teacher received had a significant impact on their ability to incorporate *LifeKnowledge* curriculum into their agriculture programs.

Incorporation into the Classroom

A key factor of the *LifeKnowledge* curriculum is the ability for agriculture teachers to actually incorporate the lessons and materials into their already-existing agriculture classes. Many teachers have developed lesson plans and course schedules which vary little from year to year, making the incorporation of *LifeKnowledge* as a consistent component of the class difficult. In addition, there is the question of the teaching style of the curriculum and the ability for teachers to adapt it to their own style.

Respondents seemed to have been fairly successful in incorporating *LifeKnowledge* into their existing curriculum. Figure 7 shows that 60% of the teachers very easily or fairly easily added the lessons to their classes. The remaining 40% did relate some difficult, but only one teacher rated their ability as “extremely difficult.” It is likely this person’s teaching style or classroom did not fit well with the *LifeKnowledge* material.

Another indicator of ability to incorporate *LifeKnowledge* is the number of lessons each teacher has used. Figure 6 indicates that few teachers have heavily relied on the *LifeKnowledge* lessons for the classes; only 20% indicated using more than 10 lessons. However, this data does show a fair amount of experience with the materials: the great majority of teachers responding had used five or more lessons, suggesting consistent application.

E-Moments are another component to the *LifeKnowledge* curriculum available for teachers to use in their classrooms. These are more flexible because they can be incorporated into already existing lessons to enhance student retention and understanding. Figure 8 suggests that E-Moments are not being used to a high extent in agriculture classes outside of *LifeKnowledge* lessons. Little more than half have utilized these techniques in the other classes.

Teachers were asked to describe their experience of incorporating *LifeKnowledge* into their classrooms. Submissions can be found in Table 13. Utilizing these responses, themes can be identified for what led to successful incorporating and what hindered the teacher in incorporating *LifeKnowledge*. Successful implementation can be summarized into seven main points:

- Implementation is successful with younger audiences, which are perceived to be the main audience of the curriculum.
- Implementation is successful with older audiences when the lessons are adjusted to a level perceived to be more applicable.
- Implementation is successful when utilizing E-Moments in the classes.
- Implementation is successful with repeated use, allowing for mastery of the program materials.
- Implementation is successful in more general classes than in specific content/topic area courses.
- Implementation is successful when lessons are used to replace comparable lessons the teacher was using previously.

- Implementation is successful when specific topics are incorporated into existing curriculum to emphasize a main point.

These points represent the most clearly supported or the most popular responses from teachers. There was repeated concern over the age groups which *LifeKnowledge* applies to; many found *LifeKnowledge* to work much better with younger students but fail with older classes.

The responses describing difficulties while incorporating this material can also be summarized into several themes. These themes may mirror the points found in successful implementation. There are five main points as to why *LifeKnowledge* may not be successfully implemented:

- Implementation is unsuccessful when the lessons are perceived to be too elementary for their audience.
- Implementation is unsuccessful when the lessons cannot be made to apply to what the class is doing.
- Implementation is unsuccessful when the teacher perceives some activities to be “corny” or “silly” and not relevant.
- Implementation is unsuccessful when the teacher perceives they do not fit in the high energy, “bubbly” personality that the lesson was designed for.
- Implementation is unsuccessful when difficulties arise with the computer program for delivery and resources cannot be accessed as the teacher desires.

There is a strong response from those who had difficulty implementing the curriculum regarding the lessons themselves and the way they are designed. Many

teachers indicated poor engagement from themselves and their students in some of the activities. This is unsurprising when considering that these activities are quite different from what some teachers would consider their natural or developed teaching style they employ in the classroom daily. It would appear some teachers, but not all, have found it difficult to translate the *LifeKnowledge* lessons and content to their own style.

Outcomes

A valuable component to the follow-up survey was the set of questions which gauged the outcome of the teaching experience. This included observations of their experience, whether positive or negative, as well details of the environment they teach in. Table 13 outlined the overall experiences of agriculture teachers with the *LifeKnowledge* materials. Many teachers described their experience as positive, pointing out benefits such as increased student engagement, valuable content, and the completeness of the resources. In contrast, some referred to the experience as negative, citing problems with students' interest in some activities, teacher's level of comfort presenting in the prescribed methods, and the topics not being relevant to the classes taught. This suggests further training and experience in becoming comfortable and familiar with the material will allow those teachers to better grasp how to use the curriculum; this would mostly likely have the greatest impact to bridge those teachers who had positive experiences and those who did not.

Understanding the overall result and being able to compare this to many different factors allows for the identification of trends and correlations between teachers' ability to incorporate the curriculum and outcomes such as student enjoyment, as well as

demographic information such as school size, class size, gender, age, and FFA and Supervised Agricultural Experience (SAE) emphasis. Since the training each teacher received seems to correlate to their respective incorporation rating, it can be surmised that any trends between ability to incorporate, student response, and demographic categories are linked to the value and effectiveness of the training.

It is easy to compare demographic information, collected from each respondent, to their experience. To begin, Table 15 below compares respondents' ability to incorporate *LifeKnowledge* into the classroom and their students' response.

Table 15: Comparison of Students' Response to Ability to Incorporate *LifeKnowledge* into the Classroom

Student Response		Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Total
	Yes		0	0	1	11	2
No		0	1	1	0	1	3
Unsure		0	0	8	2	0	10

Here we see that those teachers who had an easier time incorporating the material observed that their students enjoyed the material; the majority of those who were unsure had a more difficult time. This seems highly likely, as most teachers would gauge a great deal their ability to incorporate the material by the response they received from the audience. However, this does not fit with those who determined their students did not enjoy the material: they were across the spectrum in ability to incorporate the lessons. Overall, it appears that students enjoyed the lessons when teachers were able to incorporate it into the classroom.

Using the data on student response, along with the teacher's ability to utilize *LifeKnowledge* in their classes, trends can be found for different groups of teachers. For example, Table 16 below describes the difference in age groups to use the material and the student response they received. It may be expected that the youngest teachers, having had less time to develop a solidified routine and being more open to new resources, would be the most receptive and have the most success with their students.

Table 16: Comparison of Teacher's Age to Ability to Incorporate *LifeKnowledge* into the Classroom and Students' Response

	Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Students Enjoyed	Students Didn't Enjoy	Unsure of Students	Total Replies
Age 24-27	0	0	7	3	0	3	0	7	10
28-32	0	0	1	7	3	8	1	2	11
33-53	0	1	2	3	0	3	2	1	6

However, this may or may not be the case. For instance, it seems the teachers in the 28-32 age group found it very easy to include *LifeKnowledge* in their classes, while the younger 24-27 and the older 33-53 years of age teachers had much more difficult. Surprising was the fact the youngest demographic group had the greatest proportion of individuals experiencing the most difficulty. In addition, student response was most positive for this group. It should be noted the age groups are not evenly divided, but rather were segmented into more evenly sized groups of respondents. This may slightly skew the weighted data, but does not diminish the fact that the older group of 28-32 had the least trouble with and the best response to the material.

Teachers were also divided into gender groups to determine if either male or female teachers had an easier time incorporating the material or more positive student

response. It was unsure whether either gender would be more likely to have an easier time working with the new material. The comparison can be found in Table 17 below.

Table 17: Comparison of Teacher Gender to Ability to Incorporate *LifeKnowledge* into the Classroom and Students' Response

Gender	Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Students Enjoyed	Students Didn't Enjoy	Unsure of Students	Total Replies
	Male	0	1	5	6	2	7	3	4
Female	0	0	5	7	1	7	0	6	13

It would seem there is no real difference between genders for either question. This suggests the training and materials appeal and apply equally for both male and female teachers. It is important to note that while there were nearly the same number of female and male survey responses of teacher's who had used *LifeKnowledge*, female teachers make up a much smaller percentage (27.4%) of the agriculture teacher positions in Oregon than male teachers do.

Another issue to be considered is the effect on class size and school size on the ability for the teacher to incorporate a more interactive and engaging curriculum which requires students to be involved and contributing. In this case, teachers may be expected to have more success with smaller classes, and likely in smaller high schools, as it would allow for more individualized attention and instruction. Table 18 and Table 19 below demonstrate the correlation between class size and school size on the respective teacher's ability to incorporate the material and their students' response.

Table 18: Comparison of Class Size to Ability to Incorporate *LifeKnowledge* into the Classroom and Students' Response

Class Size	Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Students Enjoyed	Students Didn't Enjoy	Unsure of Students	Total Replies
<10	0	0	0	4	0	3	0	1	4
10-15	0	0	2	2	2	4	0	2	6
16-20	0	0	3	3	0	3	1	2	6
>20	0	1	5	4	1	4	2	5	11

Table 19: Comparison of School Size to Ability to Incorporate *LifeKnowledge* into the Classroom and Students' Response

School Size	Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Students Enjoyed	Students Didn't Enjoy	Unsure of Students	Total Replies
1A	0	0	0	3	1	4	0	0	4
2A	0	0	2	6	1	5	2	2	9
3A	0	0	4	1	1	3	0	3	6
4A	0	1	4	3	0	2	1	5	8

The data received partially corroborated the expectation that smaller classes and smaller schools have an easier time incorporating *LifeKnowledge*. Comparing different class sizes, there seems to be greater student enjoyment in smaller classes, with larger classes resulting in teachers being unsure of the students' response. School size also followed this trend with students' enjoyment, which follows that small schools will have smaller classes. However, school size did not seem to have much affect on the teacher's ability to incorporate the material; only 4A high schools showed a significantly more difficult time overall in incorporating the material. In contrast, the smallest schools, categorized as 1A, seem to have had a fairly easy time doing so. The 2A and 3A sized schools showed no significance in any one categorical rating.

The last demographic areas for comparison analyzed any correlation between the level of FFA emphasis or SAE emphasis in the classroom and the ability to incorporate *LifeKnowledge* into the classroom and student response. It was suspected that classes with higher FFA emphasis would have a more positive response to the curriculum as these students would be more accustomed to the topic areas and methods of delivery, depending on these students FFA involvement. There was no expected correlation between SAE emphasis in the classroom and the student response to *LifeKnowledge*. The actual outcomes can be found in Table 20 and Table 21 below.

Table 20: Comparing FFA Classroom Emphasis to Ability to Incorporate *LifeKnowledge* and Student Response

	Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Students Enjoyed	Students Didn't Enjoy	Unsure of Students	Total Replies
Rating 1	0	0	0	0	0	0	0	0	0
Rating 2	0	0	0	2	0	2	0	0	2
Rating 3	0	0	5	3	0	2	0	6	8
Rating 4	0	0	5	4	3	6	2	4	12
Rating 5	0	1	0	4	0	4	1	0	5

Table 21: Comparing SAE Classroom Emphasis to Ability to Incorporate *LifeKnowledge* and Student Response

	Impossible	Extremely Difficult	Some Difficulty	Fairly Easy	Very Easy	Students Enjoyed	Students Didn't Enjoy	Unsure of Students	Total Replies
Rating 1	0	0	0	1	0	1	0	0	1
Rating 2	0	0	3	2	0	1	0	4	5
Rating 3	0	0	2	5	0	4	0	3	7
Rating 4	0	0	5	0	2	2	2	3	7
Rating 5	0	1	0	5	1	0	1	0	7

This data shows no perceivable correlation between neither FFA emphasis or SAE emphasis and the ability to incorporate *LifeKnowledge* in the classroom. Further, student response seems to be independent of these emphases also. This suggests that *LifeKnowledge* will not solely succeed in programs with strong experiences in FFA and FFA activities, such as conferences, conventions, or leadership activities; all agriculture programs can be successful or unsuccessful in utilizing the material.

Summary

The respondents' information describes a variety of experiences and levels of success with the *LifeKnowledge* curriculum. Overall, conclusions indicate the more well-received the training is, the more successful the teacher will be in implementing it. In addition, understanding that teachers 28-32 years of age, teachers with fewer students in their classrooms, and teachers in smaller schools indicate a higher rate of success with the material, allows for the preparation of agriculture teachers to focus on overcoming the difficulties older teachers with larger classes seemed to have experienced. It is evident a large number of Oregon agriculture teachers, seemingly the majority, have attempted to use *LifeKnowledge* in their programs, showing there is interest in the material and concept. To improve the level of continued use, training must be effective and complete. Many teachers have experienced success with the material, and continued use will only increase the impact and influence of the *LifeKnowledge* material on students and student learning.

DISCUSSION

Agriculture teachers determine the overall success of the *LifeKnowledge* program and curriculum. It does not matter how well designed the content is, how well the lessons are aligned with national learning standards, or just how good of an idea it is; *LifeKnowledge* cannot be successful unless agriculture teachers are willing and excited to implement the lessons and teaching strategies in their own classrooms. To date, there seems to be some success; a large number of Oregon teachers have brought *LifeKnowledge* lessons and E-Moments into their classrooms. Many of these teachers have found it to be valuable. The vast majority enjoyed teaching the material. Many saw positive student response. However, that does not mean the curriculum is working for everyone.

The data shows teachers are willing to use *LifeKnowledge* and are experiencing success. The youngest and oldest teachers are having the most difficulty incorporating it into their classrooms. This is logical; new teachers are still developing how they teach and are transitioning from the lecture-based classrooms of college. Older teachers, conversely, are established in their own methods and their older students are accustomed to this. The intensive activities found in *LifeKnowledge* make it difficult for larger classes, but fit well into smaller classes. Overall, *LifeKnowledge* can be implemented regardless of FFA or SAE emphasis.

The data and conclusions lead to several answers along with more questions. While unsupported by the responses, several items can be inferred from that data received

that may supplement or explain the experiences agriculture teachers and student teachers related through the project.

The observations recorded by student teachers indicate a great deal of potential and the developed habit of incorporating E-Moments into their classrooms. The entire group may not be completely bought-in with the lessons themselves, but it is expected that as E-Moments and similar activities become routine and a comfortable component, the lessons themselves will more easily fit into the teacher's teaching style and classroom.

It is also important to note that the success or failure of the teacher to incorporate *LifeKnowledge* into their classes may influence the value they now place on the training they received. While this may seem reasonable, it may also misrepresent the value of the training: there could be numerous other factors that lead to poor outcomes in incorporating the curriculum which go unrecognized by the teacher, allowing their training to become the reason for fault.

Responses show that barely half of teachers are incorporating E-Moments into their classes. Either the other teachers do not feel comfortable doing so, or they do not see value in doing so.

A significant issue was the lack of engagement of older students with the *LifeKnowledge* curriculum. This could be the result of many issues: older students are accustomed to familiar methods of teaching from their teacher; older students are more interested in focused subject matter which the teacher has trouble connecting the *LifeKnowledge* lessons to; older students feel more self-conscious acting out games or other activities which they perceive as childish.

When asking about their students' experience of the material, it is not surprising the youngest group were the most unsure about their students' enjoyment level; if the youngest teachers are assumed to have the least experience, then it makes sense they are not as perceptive and as practiced at gauging students as older, more knowledgeable teachers may be. Another point to consider is the training teachers have received. Some of the youngest teachers may have had the least amount of training for the material, or have had the least amount of time to work on familiarizing themselves with the material.

Another item of interest was the near split in responses from male and female agriculture teachers to the follow-up survey. Since there are quite a few more male agriculture teachers than female in Oregon currently, this may suggest, but is not supported, that the ratio of female teachers using this material is higher than the ratio of male teachers. However, many factors could make this seemingly accurate statement untrue: the ratio of female and to male young teachers, the age where *LifeKnowledge* is used more, may be higher; or female teachers just may be more likely to respond to emails and surveys than male teachers.

The research conducted here sought to measure the ability of this curriculum to be incorporated and used in Oregon agriculture classrooms. Since no universal system for measuring educational interventions like this one has been devised, or at least one could not be found, it meant that a tool for measurement had to be devised. This was done through the surveys and follow-up questionnaires student teachers and professional teachers received. These tools, undoubtedly, may contain flaws and result in biased or incomplete information. However, the qualitative aspects of evaluating a program such as *LifeKnowledge* allows for the comparisons to be made between responses and

experiences, not between the data received and set values of what should have been found. In this, it can be assumed that the data is valid in that one person's results can be compared to another, allowing for conclusions to be drawn.

The conclusions found in this study can be used to further the development and influence of the *LifeKnowledge* program. Realizations of where *LifeKnowledge* is being successfully used, teachers' insight into what makes for effective training and successful incorporation, and how all of this can be enhanced provides starting points; from here, the information must be used either by those distributing *LifeKnowledge*, state agriculture teacher associations who see it as a priority, or by Universities who wish to promote its use with either professional teachers or to students in teacher education programs. The next section of this document outlines a recommended format for providing initial and continual training and preparation for agriculture teachers.

If this same methodology was followed again, some aspects of the project could be improved. The response of agriculture teachers could be improved through additional reminders, personal contacts, and a longer timeline. Instead of using an online survey, teachers could possibly be surveyed during a meeting or conference, ensuring an audience which is present and would most likely participate. The survey developed to follow up with agriculture teachers could be expanded in order to collect more in-depth data from respondents. This becomes a double-edged sword, as a lengthier survey could result in a fewer responses.

A significant area of limited data collection was the graduate student cohort. Because of the timing of the introduction of this program, some student teachers became overwhelmed with their regular responsibilities and put the *LifeKnowledge* incorporation

a low priority. In the future, it may be more effective to more fully train the student teachers earlier in their year so that when the time comes to incorporate *LifeKnowledge* into their classes, they are much more comfortable with it and are able to focus on making the most of the lessons for the students, and be less distracted with just getting by. In addition, the possibility of making the results of their observations part of the requirements for their Masters portfolio may encourage stronger participation in the project. However, this may lead to results that are simple space-filling responses instead of thoughtful, qualitative observations.

The work done in this project met its initial goals and objectives. There are still many areas it could continue to explore. A follow-up survey could be developed for those teachers who have received training and have not attempted to use it. As stated previously, the questions sought in this study could also be expanded upon. A strategy as complex and time-consuming as one-on-one interviews with select agriculture teachers regarding their experiences may also add to the insights already collected.

LifeKnowledge is a brilliant idea, tying the mission statement of the National FFA Organization directly to agriculture education, preparing students for leadership, personal growth, and career success. Its incorporation of Essential Learnings, alignment with national learning standards, and utilization of brain-based teaching to engage students, makes it a product valuable to any teacher. And it would seem many teachers agree: the content found in *LifeKnowledge* is what their students need. The key to making this program a true success will be the continual efforts to prepare agriculture teachers to incorporate this curriculum into their classrooms, reaching students in every corner of every school across the nation.

RECOMMENDATIONS

After reviewing the experiences of Oregon agriculture teachers and new student teachers, we have determined the key to successful, widespread implementation of the *LifeKnowledge* program is through effective preparation of agriculture teachers. Almost every indicator tells us that training has a significant impact on the outcome of using the material. Therefore, the training of agriculture teachers must properly prepare them to use the curriculum in their own classrooms, and help those teachers who would face the challenges of larger classrooms, older students, or being older themselves.

The feedback of teachers regarding their experience allows us to identify the valuable components to the training they have received, and isolated the factors that have been missing. With this feedback, we recommend that *LifeKnowledge* training be expanded into four modules: Purpose, Navigation, Exploration, and Mastery.

Purpose is the shortest of the four components. This module would “tell the story” as to where *LifeKnowledge* came and how it was developed. Key information would include the development of the 16 precepts of Essential Learnings and how those fit into the *LifeKnowledge* curriculum. This would allow for every teacher to understand the significance of these materials, and know that they are all part of the larger missions of the National FFA Organization and Agriculture Education.

Navigation is not significantly difficult but is crucial for success. The Achilles’ heel of *LifeKnowledge* is its mode of delivery to agriculture teachers: interactive CD programs. While these are meant to make accessing lessons and finding resources easy, it can have the opposite effect for teachers who are uncomfortable or unfamiliar with how

to navigate the program. Too often technical difficulties have resulted in the entire program occupying a spot on the shelf. Teachers must be able to utilize the program and find the resources they need or they will not use the material.

Exploration is understanding what resources are available to teachers. Many cite the need to know what exactly is waiting for them inside the *LifeKnowledge* content, but can't or won't take the time to find it. A module designed to facilitate this exploration will ensure teachers do grasp what is available to them. This module would also identify how and where to incorporate specific lessons, objectives, or E-Moments into teachers' existing curriculums. Bridging this gap of what it is and where to use it will be instrumental in increasing *LifeKnowledge* incorporation into programs.

Mastery is the final module. This module could be a two hour session or a two day conference. For this, teachers actually stand and deliver portions of *LifeKnowledge* so they can become comfortable with the teaching style and with implementing techniques such as E-Moments. This is effective in three ways: teachers must learn the material, teachers actually have to present it, and teachers are able to see others present and learn from their example. Responses indicate this last opportunity is key to greater success and utilization.

These four modules would cover the needs of teacher preparation. Components such as *Purpose* would not be needed more than once for a group of teachers, while some may attend *Navigation* and *Exploration* two or three times, and ideally all teachers would be able to contribute and learn from *Mastery* every time they attended. For all four modules, there are certain things necessary to be included if they are to be successful. Each module should contain, to at least some degree, the following five components:

- Have a dynamic facilitator who can not only lead others to learn *LifeKnowledge* and E-Moments but also model them effectively. If the training isn't engaging, teachers won't believe the material is.
- Be able to actually use the resources. If the lesson is discussing using *LifeKnowledge*, have *LifeKnowledge* there to use. This means having computers available, lesson plans available, etc. so that teachers are doing as they learn.
- Utilize E-Moments in the training. Constant examples of the effective use of E-Moments and other parts of the program reinforce the idea in teachers' minds that what they are learning will be valuable for their students.
- Invite teachers who use *LifeKnowledge* to the training. This provides not only another resource to contribute to the learning, but also is living proof that the material is useable and successful. Allowing questions and interaction further heightens this effect.
- Leave with supporting materials. Examples, manuals, and other information which is useable once teachers leave is important to ensure they can reference what they learned.

With these resources incorporated into the training, teachers will leave with a greater understanding and retention of the content and will be more comfortable trying it in their own programs. We believe this is vital to ensuring continued growth and success with the *LifeKnowledge* curriculum for Oregon agriculture teachers.

BIBLIOGRAPHY

- Caine, R. and G. Caine (1994). *Making connections: Teaching and the human brain*. Menlo Park, California: Addison-Wesley.
- D'Angelico, M. (1998). The brains behind the brain. *Educational Leadership*. 56(3), 20-25.
- Derner, S. (2004). LifeKnowledge overview. *The Agricultural Education Magazine*. 76(4), 5-8.
- Dodson, B. (2004). Leadership development for all! *The Agricultural Education Magazine*. 76(4), 17-20.
- Gardner, H. (1999). *Intelligences Reframed*. New York: Basic Books.
- Goodwater, T. (2006). Bloom's taxonomy. Retrieved May 29, 2006, from Encyclopedia of Educational Technology at San Diego State University Web site: <http://coe.sdsu.edu/eet/Articles/BloomsT/index.htm>
- Hall, J. (2005). Neuroscience and education. *Education Journal*. 84, 27-29.
- Jensen, E. (2000). Brain-based learning: A reality check. *Educational Leadership*. 57(7), 76-80.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- LifeKnowledge: teachers & educators. Retrieved May 31, 2006, from National FFA Organization Web site: http://www.ffa.org/ageducators/LifeKnowledge/html/lk_teachers.html
- Lowery, L (1998). How new science reflect brain research. *Educational Leadership*. 56(3), 26-30.
- Reardon, M. and S. Derner (2004). *Strategies for great teaching*. Chicago: Zephyr Press.
- Wolfe, P. and R. Brandt (1998). What do we know from brain research? *Educational Leadership*. 56(3), 8-13.

APPENDIX A

LifeKnowledge Introduction and Orientation

Objectives: After this workshop, teachers will be able to

- 1) Utilize the full resources of LifeKnowledge
- 2) Understand how to implement and incorporate LifeKnowledge into their classes

Time: 60 minutes

Opening – 10 minutes

Instruction – 35 minutes

Application – 10 minutes

Review and Close – 5 minutes

Resources

PowerPoint – What is LifeKnowledge?

Great Strategies for Teachers by Mark Reardon and Seth Derner

LifeKnowledge CD

Note cards

Paper – white

Pens

Computer with projector

Computer classroom

Opening

Introduction – 2 minutes

Begin with quick introductions. Share excitement for working with the group of teachers and thank them for their willingness to be involved in this activity.

Incorporate Soundtrack Moment into the workshop during times when the teachers are working on their own or in groups and no instruction is being given.

Who here has heard of LifeKnowledge before? Have you used LifeKnowledge? Looked through the CD? Taught a lesson from it? Utilized an e-moment? Been through training for this program?

No matter your level of experience with LifeKnowledge right now, in one hour we will all be prepared to successfully utilize the resources that are at our disposal with this rather new and revolutionary educational program, and understand how we can incorporate this into our classroom curriculum.

End with brief instructions for assembling the “LifeKnowledge Learnbook” where they will be able to capture knowledge. Number all the pages beginning with the cover; there should be eight pages total.

The Story Behind LifeKnowledge – 8 minutes

Use the PowerPoint to explain what LifeKnowledge is, how it came to be, and the purpose of it. The teachers do not need to record this information.

Use a Show What You Know Moment to check back on the modalities and the model of Me-We-You-Us. Have teachers capture this on page 2 of their Learnbooks.

Instruction

Using LifeKnowledge: Basic Navigation – 25 minutes

Before beginning the instruction, set the context for this part of the workshop.

Each of us has a different level of experience with this program. Additionally, each of us possesses our own unique teaching experience, as well as our own different levels of abilities when working with computers in general. For us to be successful in these next few minutes, we will need to work together. If you need help, don't hesitate to ask. If you are more familiar with this and you can give assistance to one of your classmates, do so. With a willingness to step out of our normal comfort zones, we can make great gains in our short time together.

Change mode and begin Descartes Moment. Capture on page 2.

Three Questions:

- What do you KNOW about LifeKnowledge?
- What do you THINK you know about LifeKnowledge?
- What do you WANT to know about LifeKnowledge?

Now rewrite your statements for the third question into questions themselves. That's what we are going to be answering today!

Have the student teachers open up the LifeKnowledge CDs. Explain basic navigation through the program, pointing out the following highlights:

- Welcome
 - Selecting a grade level
 - Links to web pages
 - LifeKnowledge outlines online – *open this window but switch back*
 - www.ffa.org

Select "High School" to arrive at the Main Page/Home.

Use the Little Professor Moment to chunk out navigating through the lesson plans. While each group of “Professors” is receiving instruction, have the other group read through the Introduction.

Little Professor 1:

We will teach the other half of our group the first method for navigating through and selecting lesson plans in LifeKnowledge. Be sure to take any notes you need on page 3 so that you can effectively teach your partner this important knowledge!

- 1) Click on “Choose a Lesson Plan”
- 2) You see the seven units of LifeKnowledge for High School students. These are similar in the other grade areas (Middle School, Advanced High School), but not exactly the same.
- 3) Select the Unit that you may want to incorporate into your current lessons. You don’t have to start at the beginning with Unit 1! Let’s say we want to teach a lesson on teamwork. Which area would we select?
- 4) Yes! Click on Unit 3 – WE. Now we see three subtopics in this unit. Which one do we want now?
- 5) Yes! Click on “How Do We Play as a Team?” Now we see a whole host of lesson plans that fall under this topic. Which ones might work for our desire?
- 6) Great! Now take notice of the two buttons at the bottom: they’re fairly self-explanatory. That’s how you can easily move through this part of the program.
- 7) Get your notes in order, because now it’s your turn to become the professor. In just one minute, you will turn to your partner and teach them how to find a lesson just as we did. In fact, why don’t you guide them to find a teamwork lesson just like we have?
- 8) But wait! When you turn to your audience, they are going to be reading in another part of the program, so we’ll need to show them how to get where we want them to go. Let’s be sure we can do that. Click on Home if you haven’t already, and then click on Introduction, which is where your partner is right now.
- 9) Notice our easy to use buttons are gone. But we still have a lifeline: check the left side of the screen. You should see an outline under the tab Bookmarks. If there is no outline click on the tab.
- 10) What’s the top listing on the Bookmarks? That’s right, home! Click on Home and you’ll see it takes you back to the start page.
- 11) Now you are ready to teach Professors! Turn to your partner, tap them on the shoulder and say “Get ready to learn!” Take three minutes to share your knowledge. When you are finished focus on the front of the room.

Little Professor 2:

Now it's our turn! While they are reading what you have read, we're going to get ready to teach another way to navigate through LifeKnowledge, as well as how to access a key resource of the program: E-moments.

- 1) Orient yourself back to the Home page.
- 2) Click on Outline. You'll notice we have a page similar to the Introduction. We'll use the Bookmarks outline on the left to help navigate.
- 3) Scroll down. You'll notice each lesson plan title is displayed. Hold your cursor over the title but don't click: you'll see the cursor changes. This list can get you to any lesson plan quickly and easily.
- 4) Let's try this out. We need a lesson for problem solving. Where might we find that? We can read through each lesson title, but that'll take a long time. The quickest way is to navigate through the Units, then find what we want. It's probably not in the first Unit, so let's select another. Using the Bookmarks, select another unit.
- 5) Did your bookmarks minimize? If so, here is how to bring them back: click on the Bookmarks tab.
- 6) Click on Unit 4 – DO. This sounds likely. We can peruse through until we find what we want.
- 7) Notice the numbers out in front. The HS stands for what? Yep, high school. The numbers are currently in order, but that doesn't mean you have to necessarily teach lesson one before lesson ten; LifeKnowledge lessons stand on their own.
- 8) Click on HS 98 – Brainstorming Solutions. Let's take a good look at a lesson.
- 9) *Walk through the components. Point out the Bookmarks have changed.*
 - a. Precepts/National Standards
 - b. Objectives
 - c. Logistics
 - d. Interest Approach
 - e. Objectives
 - f. Supplements
- 10) That's just one of many lessons at our disposal. Now it's time to teach our partner how to utilize this method of navigation, and introduce them to a lesson! When you are done focus up front.
- 11) Remember, they are still reading the Introduction. Show them how to get to the Outline from there. Tap them on the shoulder and tell them "Get ready to learn!" Go!

Return everyone to the HOME and quickly review the links. Enter each one and remind them how to get back to the HOME.

Begin the Cartographer Moment to concrete the organization and navigation of LifeKnowledge in their minds. Incorporate Crayon Moment and Go-With-The-Flow Moment to heighten understanding. Give 6-8 minutes to complete on pages 4-5.

Include the following key items/terms in the map:

- Main Page/HOME
- Lessons
- Outline
- E-Moments
- LifeKnowledge Precepts
- Bookmarks
- Middle School/High School/Advanced High School

Excellent work! This cheat sheet may help you in the future when using this program. Remember, you have two ways to navigate the lesson plans with: use the one that works best for you. It may help to just go through all the lesson titles once to get an idea of what is at your disposal.

E-Moments – 10 minutes

Have everyone navigate back to the Main Page/HOME.

One exciting aspect of LifeKnowledge is the E-moments. How many of you are familiar with these? Have you ever used one? Ever had one used on you? Let's take a quick minute to analyze an E-moment and how we'd use it.

Click on E-moments on the bottom of the page. This should take us to the whole list. You can either scroll down the pages in book form or jump ahead to a specific one with the Bookmarks.

Let's analyze the Bob the Weather Guy Moment. Click on Bob the Weather Guy in the Bookmarks or scroll down until you find it (they're alphabetical). Let's check out the components here; it's all on a concise page.

Hold up Strategies for Great Teaching. Who has this book? This book contains every one of the E-moments; we can consider it the source of them. The book has much more information on how to utilize these strategies in our classroom, and also includes a brilliant summary on brain-based learning at the beginning. I highly recommend utilizing this resource; I know I have found it very useful. But we'll get to that shortly.

Take five minutes and explore these E-moments. On a piece of paper, capture down two or three E-moments you find you could use in your classroom and how you would use them (i.e. to introduce a specific subject, to review, etc.). Be sure to record which lesson you currently teach or are going to teach that it could be used for.

Allow most teachers to complete this. Now turn to a new partner and share what you have discovered. Take 20 seconds to do this.

E-moments are great tools. Use them and LifeKnowledge to further engage your students!

Application

Incorporating LifeKnowledge – 5 minutes

We have thoroughly covered a lot of information in a short amount of time. Now it's time for the hard questions: how do we successfully incorporate this into our classrooms?

Implement Me, You, Us Moment to begin the thinking. Let's start with some silent thinking. Record three or four ways you think you can successfully incorporate some of the lesson topics you saw in LifeKnowledge into your current courses. Take a minute or so to do this.

Now, partner up with a new person and discuss your thoughts. Compare and contrast the ideas. Take one minute to do this.

Now, who will share with everyone the best ideas that came from your work and your discussion? *Take responses.*

Great ideas! Perhaps the biggest challenge up front is incorporating these ideas and lessons into our current courses. However, these lessons prepare students with lifelong skills that are pertinent now, in later academics, and in their careers. We have at our disposal a resource to prepare our students for their future, and we can know exactly how we are doing that.

Assignment – 5 minutes

With this knowledge firmly in our grasp and a base to work from, we can now go back and implement these in our classrooms. Between now and your next class session in Corvallis, our goal is for each person to accomplish the following in their courses:

- Implement at least three E-moments each week. You may repeat the use of any of the E-moments, but do try at least three different E-moments between now and then. Work away from your comfort zone!
- Incorporate three lessons between now and the next session. If you make any adjustments to the lesson to fit your class, keep track of them. Also, be sure to record how you tied the LifeKnowledge lesson into your course.
- Record any thoughts and feelings in your daily journals.

With any open mind and a willingness to push back boundaries, you can be successful in utilizing LifeKnowledge in your classrooms. Don't be afraid to step outside your comfort zone!

Review and Close

Clarifying questions – 3 minutes

What questions are there about using this program?

A quick note about LifeKnowledge – you own Version 1.0, but your mentor teacher may have Version 2.0! In fact, who here has used 2.0? The lessons are the same, but the layout is different. Don't be afraid to explore it. If you do get the chance to use it, look into the suggestions for implementing it into your specific courses. I will send out more information in hardcopy form regarding this in the future if you would like more instruction.

Close – 2 minutes

Thanks for a great hour! Good luck in implementing this, and thank you for assisting in what is promising to be a great inquiry into a new educational program being first utilized in agricultural education but is currently planned to begin diving into other academic areas. Your experiences and the information you create will be invaluable!

Break and collect materials.

LifeKnowledge Learnbook
8 pages

- 1 – Cover
- 2 – Modalities/Model/Show-What-You-Know Moment/Descartes Moment
- 3 – Little Professor Moment
- 4 – Cartographer Moment
- 5 – Cartographer Moment
- 6 – E-moments/Me-You-Us Moment
- 7 – Assignments
- 8 – Back

Learning LifeKnowledge

Oregon State University
College of Agricultural Sciences
Agricultural Education Department
January 13, 2006



WWWWW Answers

- What is LifeKnowledge?
 - Lesson plan and strategy resource for agricultural educators
- Who developed LifeKnowledge?
 - National FFA Organization working with Universities, specialists, consultants, and agricultural educators – people like us!



More Answers

- Where is it being used?
 - Throughout the United States
- When did this begin?
 - 1999 (Essential Learnings)
 - Oregon received training in 2004



Why?



Purpose

- Provide practical and effective tools for local agricultural education professionals to develop specific skills in leadership, personal growth and career success in students
- Create these tools in a way that allows them to be used by teachers of any level of experience with these topics, to be easily implemented into any type of agricultural education program, and to provide sound and useful information using an effective and innovate methodology



Source: National FFA Organization http://www.ffa.org/ageducators/html/core_ik.htm

LifeKnowledge Objectives

PREMIER LEADERSHIP

PERSONAL GROWTH

CAREER SUCCESS



LifeKnowledge Objectives

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for ***premier leadership, personal growth and career success*** through agricultural education.



LifeKnowledge Precepts

- Premier Leadership
 - A. Action
 - B. Relationships
 - C. Vision
 - D. Character
 - E. Awareness
 - F. Continuous Improvement



LifeKnowledge Precepts

- Personal Growth
 - G. Physical Growth
 - H. Social Growth
 - I. Professional Growth
 - J. Mental Growth
 - K. Emotional Growth
 - L. Spiritual Growth



LifeKnowledge Precepts

- Career Success
 - M. Communications
 - N. Decision Making
 - O. Flexibility and Adaptability
 - P. Technical and Functional Skills in Agriculture and Natural Resources



LifeKnowledge Precepts

- D - Character
 - D1. Live with integrity
 - D2. Accurately assess my values
 - D3. Accept responsibility for personal actions
 - D4. Respect others
 - D5. Practice self-discipline
 - D6. Value service to others



The Model



Teaching To Every Student

- Modalities
- Intelligences



Modalities

- Auditory
- Visual
- Kinesthetic



Intelligences

- Visual-spatial
- Verbal-linguistic
- Musical-rhythmic
- Naturalistic
- Interpersonal
- Intrapersonal
- Logical-mathematical
- Bodily-kinesthetic



What's In This For Me?

- Resources available from LifeKnowledge and how to use them
- Develop and expand skills using strategies available
- Contribute to the knowledge and application of education strategies and programs



The Big Picture

- Two Part Project
 - Current Agricultural Educator implementation/use of LifeKnowledge
 - New Agriculture Educators' experience with LifeKnowledge as part of their student teaching experience



Goals of the Project

- Determine the current use of LifeKnowledge by Oregon agricultural educators
- Evaluate the experience of new educators in implementing LifeKnowledge
 - New educators' perspectives
 - Mentor teachers' perspectives
 - Students' perspectives



APPENDIX B

Guiding Questions for Observations

Name of E-Moment: _____

Class: _____

Did you use it to (Review) (Analyze) (Create Understanding)

Describe in 1-2 sentences:

- 1) How did you feel presenting this e-moment?
- 2) What was the response from the students?
- 3) In just a few words tell what your goal was in utilizing this e-moment. Were you able to achieve your goal of using this e-moment?

DEMOGRAPHICS

What size of school do you teach at?

What is the average size of your classes?

Age? Gender?

How much is FFA incorporated into the classroom?

1-10

How much is SAE incorporated into the classroom?

1-10

Presenting experience beyond classroom?

Describe.

TRAINING

What kind of training did you receive? Please put an X by all that apply.

Ag Teacher's in-service

Another person/teacher. Who? ____

Self-taught/trial and error

Other ____

Rate the training you received.

Excellent - Very Good - Adequate - Needs Improvement - Useless

What was valuable from your training?

What was missing/would have made it more effective?

IMPLEMENTATION

Rate your ability to incorporate and use LifeKnowledge curriculum lessons into your classroom.

Easy - Fairly easy - Moderately difficult - Extremely difficult

How many lessons have you taught/used?

0 1-2 3-6 7-10 10+

What could be changed about the lessons to make them more useful or easier to implement?

What did you like about the LifeKnowledge material you used?

What did you not like?

Have you incorporated any E-Moments into your other lessons/teaching?

Was it successful?

RESULT

Rate the outcome/results of your use of LifeKnowledge.

1-10/etc

Did you enjoy teaching the lesson(s)?

Did the students enjoy the lesson(s)?

Do you feel the students gained more by using the LifeKnowledge materials than using conventional methods?

Additional Comments:

APPENDIX C

Greetings Mrs. Abell,

We hope you will be able to assist us with a project currently underway. We ask that you reply to this email, answering the two questions below with either “Yes” or “No.” Your input will be of great assistance!

1) Have you attended “LifeKnowledge” curriculum training during Ag Teacher’s Inservice? (Yes/No)

2) Do you or have you ever tried to use “LifeKnowledge” curriculum or “E-Moments” in your classes? (Yes/No)

Even if you would answer “No” to both, we ask that you still reply.

Please don’t hesitate to contact me with any other questions. Thank you for your help with this project!

Best regards,

Wes Crawford

Undergraduate Student, Oregon State University
General Agriculture and Agricultural Education Department
crawforp@onid.orst.edu

Dr. Greg Thompson
Interim Department Head, General Agriculture and Agricultural Education Department
Oregon State University
Greg.Thompson@oregonstate.edu

Greetings Mrs. Abell,

Thank you for your response to our first two questions regarding the LifeKnowledge curriculum!

Knowing you have received training and have tried the materials for yourself, we hope you will be able to take **5-7 minutes to click on the link below** and answer a few very quick questions regarding your experience. This knowledge will be key as we work to assess the success of the LifeKnowledge curriculum and delivery. **Your input will be invaluable** to making this happen.

Click here or copy to your web browser:

https://surveys.bus.oregonstate.edu/BsgSurvey2_0/main.aspx?SurveyID=1411

We hope to have your response by **Monday, May 22**. Thank you again for your contributions, and please don't hesitate to contact me if you have any questions!

Best regards,
Wes

Wes Crawford
Undergraduate Student, Oregon State University
General Agriculture and Agricultural Education Department
crawforp@onid.orst.edu

Dr. Greg Thompson,
Interim Department Head, General Agriculture and Agricultural Education Department
Oregon State University
Greg.Thompson@oregonstate.edu

--If you have already responded and are receiving this email in error, please ignore it.--

Greetings Mrs. Abell,

Thank you again for your response to our first two questions regarding the LifeKnowledge curriculum!

Knowing you have tried the materials for yourself, we hope you will be able to take **5 minutes to click on the link below** and answer a few very quick questions regarding your experience. This knowledge will be key as we work to assess the success of the LifeKnowledge curriculum and delivery. **Your input will be invaluable** to making this happen.

Click here or copy to your web browser:

https://surveys.bus.oregonstate.edu/BsgSurvey2_0/main.aspx?SurveyID=1411

We have extended the survey to **Friday, May 26**. Thank you again for your contributions, and please don't hesitate to contact me if you have any questions!

Best regards,
Wes

Wes Crawford
Undergraduate Student, Oregon State University
General Agriculture and Agricultural Education Department
crawforp@onid.orst.edu

Dr. Greg Thompson,
Interim Department Head, General Agriculture and Agricultural Education Department
Oregon State University
Greg.Thompson@oregonstate.edu

APPENDIX D

My Survey: LifeKnowledge Survey [1411]

New Survey | Delete Survey | Duplicate Survey



Administration | Edit Questions | Edit Scales | Manage Data | Manage Images | Manage Owners | Preview Survey

TRAINING

1. How have you learned to use the LifeKnowledge materials?

- Ag-Teacher's Inservice Training
- Another person/teacher
- Self-taught/Trial and error
- Other

Please specify other here:

2. Rate your training/learning experience for LifeKnowledge:


- Excellent
- Very Good
- Average
- Needs Improvement
- Poor

3. What was valuable/useful from the training you received?

4. What was missing/would have made the training more effective?

IMPLEMENTATION

5. How many LifeKnowledge lessons do you think you've used in the classroom?

0-1 

6. Gauge the ability to incorporate LifeKnowledge lessons into your existing curriculum.

- Very Easy
- Fairly Easy
- Some Difficulty
- Extremely Difficult
- Impossible

7. Did the LifeKnowledge lessons go well or not well? Briefly describe your experience:

▲

▼

8. Have you incorporated E-moments into your other classes/curriculum?

- Yes
- No

RESULT

9. Did the students enjoy the LifeKnowledge material?

- Yes
- No
- Unsure

10. Did you enjoy teaching the LifeKnowledge material?

- Yes
- No

11. Was the overall experience positive or negative? Please briefly explain your answer.

▲

▼

DEMOGRAPHICS

12. Size of high school

- 1A
- 2A
- 3A
- 4A
- NA

13. Average size of your classes?

- <10
- 10-15
- 16-20
- >20

14. Your age:

(format: any numeric value)

15. Your gender:

- Male
- Female

16. Rate the level of FFA incorporated into the classroom. (1 = none; 5 = every class)

17. Rate the level of SAE incorporated into the classroom. (1 = none; 5 = every class)

18. Your Name (optional)

Submit



Developed by the Business Solutions Group at OSU College of Business
© Force of the Frontier 348

For technical questions, please contact John Templeton McCarty.