Fall 2019 Issue

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Faculty

AATA Outstanding Post-Secondary Educator Award

Congratulations Dr. Amber Rice! Dr. Rice received the Outstanding Post-Secondary Educator Award for 2019 from the Arizona Agriculture Teacher Association. Dr. Rice made significant contributions to agricultural education and to the Agricultural Education, Technology and Innovation department. Dr. Rice is active in many professional
agricultural education program. Dr. Rice's passion, dedication and commitment to
agricultural education and her students is inspiring, contagious, and unsurpassed. We are
honored to have Dr. Rice on our faculty.

Agricultural Education, Technology and Innovation Brown Bag Series

New to the department was our first Brown Bag Lunch Series. Brainchild of Dr. Matt Mars, the
Brown Bag Series was designed to further socialize grad students to the research process and
showcase ongoing research our department head and faculty are doing. Presentations, given by
each faculty member, occur on the third Friday of the month from 11:30-12:30 and are open to all

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Agricultural Education, Technology and Innovation's Dr. Matt Mars presents at Tedx UofA

Dr. Matthew Mars, assistant professor in Agricultural Education, Technology and Innovation, presented a talk at Tedx titled, "Innovation....Overrated" where he argued the way the world thinks about innovation may actually be hindering it.

"Many believe in order to be leaders of change, we must emulate the larger-than-life-folks that have done some remarkable things," he said. "But often what makes them unique is the resources they have access to."

His talk grew out of his normal research, he said.

Mars studies local food systems and the localization of economies. Small business owners have to be innovative all the time, he argues, but we don't think of it that way.

"I've struggled to understand why we don't celebrate that more."

See link for live recording of "Innovation....Overrated"
Star School 100% Solar: Haury Grant

Students enrolled in Dr. Edward Franklin's AGTM 200 course (Solar Photovoltaic Energy Systems with Applications to Agriculture) traveled to the STAR School, a charter school in the Navajo Nation, to view their renewable energy systems, including their solar-powered water treatment system and greenhouse. The trip was part of the Haury Grant Project feasibility study. The grant funded travel and lodging expenses.

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City

At this year’s Festival of Books, Angela Kaczowka and Dr. Edward Franklin, teamed up to deliver a great teaching opportunity to graduate and undergraduate students in the department. The Department of Agricultural Education, Technology and Innovation had a booth at the Science City Science of Tomorrow booth. The Festival of Books is the third largest literary event in the nation with approximately 135,000 people attending. Graduate and undergraduate students educated the general public about renewable energy using a solar powered water pump. The demonstration was provided by Dr. Franklin, which he uses in his course, and Angela served as the department liaison and trained all the volunteers on the system.

See link for Science City at Festival of Books

Faculty Participate in Educational Tours Costa Rica

Dr. Amber Rice, along with twenty-seven high school students and teachers representing four Arizona school-based agricultural education programs attended the Educational Tours Costa Rica abroad trip. Students engaged in a conservation service project, various cultural experiences, toured agricultural operations, and traveled across the country of Costa Rica. This trip was organized by Mr. Jeff Dinges, former agriculture teacher and FFA advisor at Mayer High School, and included participation by Chino Valley, Globe, Mayer, and Payson agricultural education programs. Agriculture teachers Mr. Justen Ollendick and Ms. Marsha Fitzhugh also recruited and traveled with students along with Dr. Amber Rice, assistant professor of agricultural education at The University of Arizona, and various parent chaperones. Mr. Dinges hopes that is trip will become an annual event.

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tradition for Arizona agricultural education programs with the next trip already scheduled for Ireland/Scotland in July 2020

**ASM Degree**

The Yuma based Agricultural Systems Management program has been formally approved as a new degree in our Agricultural Education, Technology and Innovation department. A unique academic program, ASM has been designed to meet the educational needs of Yuma County's agricultural economy. One factor making the program unique is ASM is delivered thru a two-way academic partnership between AZ Western College and U of A College of Agricultural and Life Sciences. The degree requirements are completion of an AA degree at Arizona Western with the remainder of the degree requirements being completed at U of A Yuma. U of A Yuma courses include business management, agricultural systems, and plant sciences classes.

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CASE Cohort 2 Graduates

During the Fall 2018 semester, six preservice teachers completed the Curriculum for Agricultural Science Education (CASE) Agriculture, Food, and Natural Resources (AFNR) certification. CASE is comprehensive national agricultural science curriculum that requires intensive professional development and focuses on inquiry-based learning strategies. AFNR is one of 10 courses in which agriculture teachers can become certified. This integrated institute was co-led by Dr. Amber Rice, Mr. Quint Molina, and Teaching Assistant Taylor Bird. Every fall all preservice agriculture teachers attending the UA will complete the CASE AFNR certification as a part of their degree requirement.

Back row: Brooke Barnes, Joshua Troub, Logan Bethay, Quint Molina

Front row: Amber Rice, Meghan Rodgers, Kaycee Larios, Sarah McNall, Taylor Bird

See link for CASE news in National Association of Ag Educators Utilizing Pre-Service CASE Opportunities

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**Agricultural Education Students Help Non Profit**

In the Innovation Collaboratory, a dynamic learning space designed by University of Arizona associate professor of agricultural education Dr. Matthew Mars, a screen displays a flowchart with outcomes of a semester project. Students sit around a dry-erase board table, reviewing columns of numbers on their laptop screens.

During the spring 2019 semester, students in the class worked with Tucson-based Beads of Courage to help the nonprofit organization develop an evaluation that will allow it to better make data-informed decisions and assess over time the performance of its programs.

Beads of Courage, is an art-based therapy program that provides glass beads for children who are coping with serious illness. For each step of their treatment, the children receive a unique handmade bead that helps tell their story.

"Every year for this class I seek out a community partner to do a live evaluation," Mars said. "Beads of Courage is a local nonprofit, but it has a worldwide presence. I've known Jean for a number of years and she spoke to one of my classes. It seemed like a perfect fit."

Mars said Beads of Courage made sense for his class because the organization had never done a formal program evaluation, meaning the students in Mars' course would be creating a pilot questionnaire and interview protocol rather than building off of previous results.

Gribbon, the founder of Beads of Courage, suggested a neonatal critical unit for pilot evaluation. Mars' class worked with parents and caregivers at the University of South Alabama Children's Hospital, distributing online questionnaires and following up with phone interviews. The group made its final presentation of the project on May 6.

In speaking to parents involved with Beads of Courage, the class heard the words "hope," "honor" and "courage" come up repeatedly.

Mars’ agricultural education students typically go on to work as high school teachers, extension agents, or 4-H, FFA and other youth program coordinators who will be required to develop, lead, evaluate and improve their own programming.

"It's been a really unique opportunity," said Taylor Bird, who is working toward her master's degree in agricultural education. "You can see the impact (Beads of Courage) is having on children and families who are not in the best circumstances. Jean's been able to talk to us about how these children use the beads as forms of communication and (how) to be able to evaluate their program and help them move forward."

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AGTM 330 First Look

Students from Dr. Edward Franklin's AGTM 330 Turf and Landscape Maintenance spring course tour the new UA Cole and Jeannie Davis Sports Center which includes an indoor practice facility. The tour is led by UA Turf Manager, Mr. Darren Criswell, a UA AGTM-Alum. Students learn how synthetic playing surfaces are maintained and prepped for use by the Arizona Football program. The field trip included an overview of athletic field and turf maintenance equipment, management of the beach volleyball competition courts and athletic playing fields. Other topics included irrigation practices and fertilizer applications.

Students
Why They Love to Teach Agriculture

Logan Bethay

The reason why I have been so interested to pursue a career of service is because of my brother. In 2013 he was hospitalized twice due to life threatening syndromes. Seeing the dedication and passion the hospital staff had for seemingly random strangers impressed me. From then I have always had a draw to teaching and how I would have

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for myself. Alongside the opportunity of State FFA Office, it was solidified in my mind that service to others through agriculture education was something I could see myself in and enjoying as well.

Paige Gangloff

Growing up, all I ever wanted was to be a veterinarian. This dream seemed to be all I worked for and I thought I was sure what I wanted. During my time as an FFA member I had two amazing agricultural teachers that I can easily say shaped me into the person I am proud of today. They gave me all the attention, encouragement, and confidence that I needed when I felt unnoticed, alone, and insecure. If it weren't for my advisors, there is so much that I would not have accomplished. Because of them, I began to seriously question my career path. It wasn't until I became a state officer that everything truly clicked for me. I saw myself in students and I felt that my past experiences could help them find value in themselves. I realize that THIS is what I want to do for the rest of my life. I want to be a cheerleader for students who think they don't have anyone in the stands for them, a pillar of support for students who feel they don't have anyone holding them up, and a mentor for students who need the extra little push to step out of their comfort zone. I want to teach because I want to be the person for my students that my agricultural teachers were for me.

Logan Forbis

I was in the FFA organization all throughout high school, attending at Chandler High School under the advisement of Mr. Lewis and Mrs. Williams. I felt welcomed into the family almost immediately, this is where I was able to grow and develop many skills such as; professional skills, technical skills, and most of all relationship skills. I decided to become an agriculture teacher and FFA advisor so that I can inform the youth of Arizona about the local agricultural industry. Most of all I want to help the high schoolers discover who they are, what they can accomplish, and let them know that there is always a place for them to fit in and thrive.

Taylor Merrick

My high school experiences in agricultural classes are one of the primary reasons why I want to be an agricultural education teacher. Those experiences helped me to realize just
lent me a greater understanding of just how reliant we are towards it as individuals. I have always enjoyed teaching and leading as part of my involvement in different groups and organizations and have at times considered traditional education as a career goal. Understanding my personal passions for sharing knowledge and being a lifetime learner, being an agricultural educator makes the most sense for a fulfilling career.

Kevin Rogers

I believe that shaping the minds of our youth is helping cultivate the future of agriculture, our country and this world. We need the next crop of leaders to be familiar with Ag and have an understanding for why we do what we do. I want to make a difference in the life of kids who feel like they do not belong. So many kids find life-long passions, like I did, through ag education. If I can be a stepping stone for them to uncover their passions, I want to be there. In ag education we use the FFA and SAE as tools to help create better students. Using raising pigs, kids gains so many skills that will apply to the real world so well. In the show pig industry, they always use the phrase, "We're raising kids, not just pigs". I think that applies to Ag Education, we are not just educating the youth on how to be a farmer but giving them the tools to be the best version of themselves inside and outside of the classroom. That is why I want to teach.

Elizabeth Rollins

Agriculture is based in deep rooted traditions that have been passed down from generation to generation. I was not fortunate to grow up in an agricultural community; however, with some help from the FFA in high school, I was able to learn and be exposed to many traditions that agriculture and the FFA thrive on. The most impactful traditions that shaped who I am and why I am here today are: the multitude of opportunities students gain access to within agriculture and the FFA, and the advisors that help students succeed in their endeavors. I had a truly unique experience with having many different agricultural educators while in high school. Having a diversity of advisors allowed me to see some of the best qualities an agricultural educator can possess and gave me a model for what I want to strive for as an educator. Someone who is supportive, nurturing, knowledgable, organized, respectful, motivated, strong, and most importantly caring. I want to teach agriculture to continue traditions, provide new experiences...
Mariah Shiner

Growing up in a small ranch town in Utah, had a huge impact on my choice to teach agriculture. I grew up participating in rodeos and helping 3 generations on the farm. Agriculture is what I know and grew up around creating a huge passion for farming and ranching in my life. In high school my FFA advisor was always there for me. She made me believe I could accomplish things in my life I never felt was possible. The minute I walked across the stage receiving my American degree, I knew at that moment that I needed to finish college and give students the opportunity to feel as amazing and accomplished as I had felt. I truly want to be an inspiration to future Ag students.

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