

TABLE I
CORRELATION BETWEEN STUDENT LEARNING BEHAVIOR
IN FARM MECHANICS COURSES

	Verbal Gain	Manual Gain	Satisfaction
Manual Gain	.34*		
Satisfaction	-.08	-.48*	
Persistence	-.09	-.25	-.08

* At the .05 level, the *r* is .30 with 42 df.

The existence of a significant correlation between manual gain and satisfaction and the lack of a significant correlation between verbal gain and satisfaction lends itself to the speculation that adult students perceive manual skills to be more closely related to their objectives for taking the occupational education courses than are verbal skills. In view of the generally accepted notion that verbal communication skills are essential to occupational success, studies are planned to determine the relationship between the adult students' perception of the need for verbal skill in an occupation and the need for verbal skills as perceived by those already engaged in the occupation.

Speculating that the factors affecting adult attendance largely lie outside the social and physical domains of the classroom and institution, a series of studies concerned with the identification of specific operant social systems generating and maintaining attendance in adult occupational education programs is recommended. Such studies could be valuable in adult farmer education program planning.

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A PRACTICAL EXPERIENCE PROGRAM FOR UNIVERSITY STUDENTS

by

Charles C. Drawbaugh
Rutgers University

Supervised work experience programs are in vogue in vocational education. Emphasis in the past had been with programs at the secondary level. Presently, practical experience, both supervised and unsupervised, is being encouraged and offered at the several levels of educational endeavor in colleges and universities. The changing school-community

the summer, while not presently practiced, could be a worthwhile addition to the undergraduate program.

The Master-Teacher Externship

The externship in agricultural education is designed to provide meaningful and accreditable field experiences for graduate students who are pursuing the Master of Education degree. It is designed to update the master-teacher in a particular occupational competency area. In essence, the externship follows the long acknowledged principle of "learning by doing." It provides the teacher with the link between approved practices in the field and technology taught in the classroom.

The externship is an integral part of the program leading to the Master of Education degree in agricultural education. The period of the externship may be three or six weeks in length, for which the extern will receive one graduate credit per week. The practical experience course is offered every term but is elected, out of necessity, primarily during the summer by in-service teachers.

Externships are "tailor-made" to meet the individual needs of students and are provided through cooperating agricultural businesses, industries, and research organizations, as well as public agencies. The advisor is responsible for working out the details of the externship with the student and for making arrangements with the cooperating agency for placement of the student. An attempt is made to obtain some compensation for the extern in addition to the acquired updating experiences, however, it is not possible to guarantee a grant, fellowship, or honorarium from the cooperating business, industry, research organization, or public agency.

Under the externship agreement the student reports to the pre-selected cooperating agency. It may be a farm machinery production plant for one student or a public golf course, ornamental nursery, florist shop, food processing plant, agricultural supply store, commercial farm of another kind of agency for other students. The extern works the number of hours currently followed by the cooperating agency; and he is obliged to follow the rules and policies of the agency pertinent to his position.

To earn course credit the extern follows a detailed plan of study and works under the direction and immediate supervision of a designated person in the cooperating agency. He is required to keep a daily diary or log of his activities and accomplishments. He reports the practical experience in relation to his teaching responsibilities in a paper at or near the end of the course. The extern is expected to supplement his practical experiences by reading current literature, technical journals, science and technology textbooks, and research reports in his agricultural speciality. It is anticipated that the externship experience should provide the basis for the Master's thesis or project for some of the students.

The externship serves the student, the educational institution, and the cooperating agricultural agency. The student is updated in his technology; expands his personal and professional associations; and makes contacts which will aid him in the placement of students. The educational institution gains by extending its program into the community; by adding invaluable resources to its total program; and by keeping its educators in constant touch with agriculturalists and their ideas. The leadership in the cooperating agricultural agencies is provided an opportunity to become acquainted with the objectives, goals, and aims of agricultural education; and is encouraged to play an important role in developing realistic educational programs which meet the needs of students entering employment in agriculture.

The Internship in Vocational-Technical Education

The internship is a required portion of the doctorate in vocational-technical education which has as its central feature a learning experience in a clinical setting. It provides the doctoral candidate an opportunity to gain additional practical experience under various conditions in his selected area of administration, college teaching, or research. The internship approach allows for substantial diversity of appropriate experiences from one candidate to another. It allows a level of flexibility in which strengths and weaknesses of individuals are considered. Each candidate's assignment is designed around his educational and occupational background and his professional goals.

Objectives of the internship are to provide the candidate an opportunity to: (1) fill voids, supplement, and extend his professional experience (2) obtain first-hand experience related to his expressed interests, and (3) possibly identify a dissertation problem or rich sources from which to gather data.

The internship is designed to learn if the candidate possesses the skills, abilities, and understandings considered essential to practitioners of his particular area of specialization in education. It assures the intern that he is capable of performing with the confidence, skill, and adequacy required of professionals employed in administration, college teaching, and research. The internship is another means of mixing theory and practice. It is a realistic way to make the transition from past employment upward to a future position.

The internship is usually sequenced in the doctoral program following a major portion of the course work but preceding the dissertation study. It should not be scheduled prior to the accumulation of approximately forty-eight semester hours of course work at the graduate level. In this way theory learned in the classroom can be applied to practical problems.

The internship consists of a full-time experience for one semester or sixteen weeks. Pursuing the internship as a matter of convenience on weekends and evenings or during vacations is not an option offered candidates. Reality and perspective can be lost by fragmenting the experience.

Establishing a candidate in an internship is a cooperative effort among at least three parties--the candidate, the advisor, and a representative of the cooperating agency. The candidate and his advisor draft a training program from a previously prepared list of the candidate's needs and interests. Next, the agency or agencies which might meet the training needs of the candidate are identified, surveyed, and approached to cooperate in the endeavor. When all parties have given indication of a desire for an agreement, contractual arrangements are made.

The intern is a professional employee, an observer, and a student. While he may function as a professional "on the firing line" he also will be an observer of methods, techniques, and procedures used to solve pertinent problems. The intern becomes acquainted with the multitude of tasks requiring specialized knowledge which tests his interests and abilities relative to a chosen career. He is expected to read current literature related to his experiences and possibly build a theoretical framework for a dissertation problem.

The primary responsibility for advisement rests with the candidate's advisor. Within the clinical setting, a practicing member of the profession employed by the cooperating agency is designated intern supervisor. Strengthening the candidate academically, technically, socially, and psychologically is contingent upon adequate advisement.

The cooperating agencies, which include businesses and industries, educational institutions, governmental agencies, and research organizations, should be located within commuting distance from the university. The geographic location of the cooperating agencies must be such that interns can come together weekly, or at least periodically, for continued professional dialogue, study, and planning.

Financial arrangements become an important consideration since the internship is a full-time learning experience which extends over a period of one semester. Certainly the intern can and should be an asset to the cooperating agency. On this basis alone, it is fair to bargain with the cooperating agency for a stipend. In addition to a stipend, the intern should be covered by workmen's compensation and possibly other fringe benefits.

Six course credits are given the candidate who satisfactorily completes the internship. Qualitatively, progress is measured in terms of accomplishments of the intern as he fulfills his role in the clinical setting. Quantitatively, the intern keeps a diary or log of his experiences, observations, and accomplishments from which he writes a final report. A copy of the final report is submitted to the intern's advisor for review. The intern and his advisor may wish to submit a copy of the final report to the supervisor and cooperating agency as a matter of record and goodwill.

In summary, practical experience is encouraged at the baccalaureate degree level and required at the M.Ed. and Ed.D. degree levels in vocational education at Rutgers--The State University. Practical experience meets needs of prospective and practicing teachers which cannot be met in the classroom. A program of practical experience is beneficial to the student,

the university staff, and the leadership of the cooperating agency. When vocational educators have had the benefit of related practical experience prior to teaching, and have been updated in technology and pedagogy by means of externships and internships throughout their careers, all of society stands to profit.

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WHAT IS EVALUATION?

by

George W. Wieggers, Jr.
University of Tennessee

The term evaluation has its roots in the words évaluer and valère. The French word évaluer means to estimate, and the Latin word valère means to be strong. From valère comes the word value, meaning the worth or quality of something. Evaluer implies a process whereas valère implies a product. Thus, evaluation is thought of as a process or product of evaluating.

This background helps to explain why definitions of evaluation include concepts of process, estimation and value. To illustrate the use of these concepts a few definitions have been gleaned from educational literature and are presented here:

Evaluation is the process of determining the extent changes in knowledges, interests, understandings, attitudes and skills were accomplished.

Evaluation is the process of assessing the degree to which one is achieving his objectives.

Evaluation is a process of determining the extent to which the educational objectives of a program have been reached at the end of a particular educational activity.

Evaluation is the systematic attempt to gather evidence regarding changes in student behavior that accompany educational experiences.

Evaluation is the process of ascertaining or judging the value or amount of something by careful appraisal.

These definitions of evaluation consider evaluation a process (or attempt) to determine (or ascertain, assess, or judge) the degree (or extent, value or amount) of progress (or change, effectiveness or achievement) toward predetermined objectives (or behaviors or something). Evaluation, then, is an active process of trying to find answers to specific