

Project Title: Influenza Education among Youth in Agriculture

Re: Agriculture Educator Survey Summary

A questionnaire was sent to select middle and high school agriculture education teachers in Iowa asking about their classes and teaching methods, as well as the need for biosecurity and zoonotic disease prevention training for their students involved in animal agriculture and animal exhibitions. Answers will be used to help content developers to

- Understand classroom size, structure, and enrollment in Iowa ag classrooms,
- Understand current teaching and delivery methods in middle and high school agriculture classes,
- Assess the perceived need for biosecurity and zoonotic disease prevention curriculum,
- Assess interest in incorporating biosecurity and zoonotic disease prevention curriculum in the classroom,
- Solicit attitudes about the most valuable teacher tools (e.g., length of modules, module format, etc.), and
- Determine the most desired and useful supplemental materials (e.g., PowerPoint, lecture notes, handouts, etc.).

The six respondents taught students aged 13–19 years in grades 8–12. An average of 80 students are enrolled in all agriculture classes taught in their districts. Class size ranged 12–25 students; generally, animal science courses had more students enrolled. Typically, classes are 40–100 minutes in length. Educators use a combination of PowerPoint lectures, hands-on activities, and laboratories. One-to-one technology (one computer or tablet for each student) is used in multiple districts.

The surveyed agriculture educators described the most valuable tools for teaching as short and small sections of information they could incorporate into their full curriculum as needed. PowerPoint slides with lecture notes, quizzes or quiz questions, and suggestions for hands-on activities to use in the classroom were recommended.

Other suggestions for supplemental material included

- Worksheets and lab reports,
- Photos and graphics,
- Interactive online modules,
- Short video clips,
- Case study based games, and
- Links to other resources.

The educators were asked their opinions on the need for biosecurity and zoonotic disease prevention to be taught in the classroom. All teachers surveyed thought there is a need for more education on these topics and were interested in incorporating it into their curriculum. Specific deficiency areas mentioned include

- Animal and human health benefits of biosecurity,
- Zoonotic disease risk and control,
- Cleaning and disinfection,
- Comingling of animals,
- Disease transmission, and
- Case studies.