255 There is a difference between presenting and teaching. N. Fuhrman*, Department of Agricultural Leadership, Education, and Communication, University of Georgia, Athens, GA.

As the title suggests, there is a difference between simply “presenting” information and truly teaching it to others. Through this discussion and demonstration, participants will engage in a hands-on experience with active learning theories and will leave thinking differently about their teaching. Constructivist, experiential learning, and Bloom’s taxonomy will be used to help teachers realize that some of the most profound, memorable learning experiences occur through “teachable moments”—even those that are intentionally planted in a lesson. The importance of reflection following active learning will be used to transition into methods of evaluating and documenting student learning following active learning experiences.

Key Words: teaching, active learning

256 Promoting active learning in teaching and assessment. W. J. Warner*, North Carolina State University, Raleigh, NC.

Learning is not a passive pursuit. To engage in meaningful learning, retain key information, and demonstrate important tasks and/or behaviors, individuals need the opportunity to actively participate. Educational researchers have suggested a holistic model of active learning consisting of information and ideas, experience, and reflective dialog. This presentation will provide pedagogical strategies, assignment ideas, and assessment approaches to support this holistic approach to active learning.

257 How active learning can develop intercultural competencies. M. Russell*, Purdue University, West Lafayette, IN.

The objectives of this presentation are to (1) apply experiential learning pedagogy to active learning practice, (2) define and integrate intercultural competencies as learning objectives, and (3) map course goals, objectives, activities to the assessments. A form of experiential learning, active learning has been defined as “any instructional method that engages students in the learning process and requires students to do meaningful learning activities and think about what they are doing” (Prince, 2004; Eison, 2010). Applications of active learning include engaged, team- or student-centered, inquire-based, and even service-learning and are independent of place. Regardless of learning strategy, instructors must strategically select desired learning outcomes and objectives. Most of us are trained to teach and assess agricultural science content, yet increasingly, employers demand affective competencies as well as discipline content learning outcomes (Crawford et al., 2011). Seemiller (2014) and others have identified the ability to work in multicultural and intercultural teams as a critical employability skill. Vande Berg (2016) identified 4 phases of diversity and intercultural effectiveness: self-awareness, awareness of others, managing emotions and thoughts in the face of differences, and shifting frames and behaviors to other cultural contexts. As with any other learning objective, instructors must intentionally map the learning objectives to appropriate interventions (activities) and then to the assessment of outcomes (Moore, 2014; Kyndt et. al., 2016). Examples of course syllabi will emphasize the importance of congruence among learning objectives, specific interventions, and appropriate assessment methods and instruments. As agricultural educators develop courses for students to grow and learn, we must include social science competencies that engage students in deeper learning. By the end of this presentation, we will have increased the participants’ comfort in curriculum design that addresses the intercultural affective domains.

Key Words: affective domain, course design, employability skills

258 Integrating active learning strategies in study abroad programming. E. L. Karcher*, Purdue University, West Lafayette, IN.

Undergraduate students in agriculture must have an appreciation for global issues. Imparting a global perspective on students aims to help those in agricultural disciplines to form a link between production and the consumer. Currently, 37% of undergraduate students in the Purdue College of Agriculture participate in at least one international experience during college. The selection of programs available to students varies substantially in design and academic rigor. International exposure does not necessarily equate to learning, and program leaders may struggle to overcome the “tourist vacation” factor while abroad. Therefore, the objective of this presentation is to discuss the selection and assessment of active learning strategies best used to facilitate learning in study abroad programming. Study abroad participation is considered a high-impact practice. However, program leaders must facilitate student development with carefully planned learning activities to maximize student benefits. Selected activities must align with specific program learning objectives that challenge students to become global learners through a structured framework created by the instructor. Examples of active learning strategies include blogging, group projects, reflection assignments, and journaling. Proper assessment is critical to gaining evidence of each assignment’s effectiveness in developing a global learner. Predefined rubrics, such as those available from the Association of American Colleges & Universities, provide guidance for assessing competencies, such as student’s global world-view development. Developing study abroad programming that facilitates growth in students’ intercultural competence is critical as the world continues to globalize. The ability for undergraduates to participate in well-designed study abroad experiences is a necessary component for the development of future leaders in the global agricultural industries.

Key Words: active learning, high-impact practices, global learning

259 College classrooms as active learning environments. M. A. Wattiaux*, University of Wisconsin-Madison, Madison, WI.

Active learning has been defined as “anything that involves students in doing things and thinking about the things they are doing.” Compared with classrooms in which students are primarily (passive) listeners and instructors are primarily (active) transmitters, active learning environments are characterized by teaching strategies that engage students in pre-planned and structured activities (in and out of class). Such activities have improved learning skills, reduced the achievement gap among students with contrasting levels of preparation (academic and socio-economic backgrounds), and lowered failure rates in large enrollment, introductory, or gateway courses. A recent meta-analysis (n = 158 studies) indicated that traditional lecturing increase failure rates by 55% and student performance on tests and concept inventories increased.
by 0.45 standard deviation in active learning classes. These beneficial effects were proven across science, technology, engineering, and math (STEM) disciplines, course types and levels, and are usually stronger in smaller enrollment courses. Although class activities are sometimes viewed as temporary diversion strategies to maintain students’ engagement in lecture, their impact are likely to increase when designed and implemented with clearly defined objectives and expected learning outcomes. Using classroom time to deliver course content becomes increasingly obsolete. With ubiquitous educational technology, courses can be designed so as to make students accountable for engaging thoughtfully with materials before class. In flipped classrooms (and to a lesser extent in blended classrooms), in-class time privileges individual, pair, small group or large group activities that engage students in higher order of analytical thinking and confront them with diverse and alternative modes of understanding. As such, active learning creates a community of learners who begin to think more like scientists (on a quest for new discoveries). Active learning nudge students toward an understanding that knowledge is neither given nor gotten, but constructed, a greater ability to assess their own beliefs, and the realization that learning is a worthy life-long goal.

**Key Words:** undergraduate education, teaching

260 Impacting student career path ideas and options through industry career centers. T. S. Heady*, Elanco Animal Health, Greenfield, IL.

Elanco Animal Health is a global research-based company that develops and delivers product and services to enhance animal health and production, based in Greenfield, Indiana. We value innovation, both in scientific research and daily operations, and strive to cultivate a collaborative work environment for more than 6,100 employees in more than 70 countries. Founded in 1954, Elanco is a division of Eli Lilly and Company. Our summer intern program offers undergraduate and graduate students an opportunity to learn more about our company, their chosen career path, themselves, and industry in general. Roles are found in areas including research and development, sales, marketing and manufacturing. The 12-wk paid roles include a week’s long orientation and a fun-filled presentation week at our global headquarters, and running from mid-May to mid-August. As a courtesy, we find safe, affordable housing for the interns as well. We look for highly motivated and driven leaders, and those who want to enrich the lives of others through food and companionship. We also seek individuals with integrity, excellence and respect for people, as these are our company values. As a company, we offer a purposeful career, a balance of work and life, a diverse culture and a vibrant community. All eligible interns will be considered for full-time positions based on their performance over the course of their summer internship. Elanco also arranges various intern activities including sporting events, dinners, team lunches, etc. to provide opportunities for socializing, professional development, and learning more about the company.

**Key Words:** intern, career, students