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Developing and Delivering Course Content for Dual Enrollment Courses

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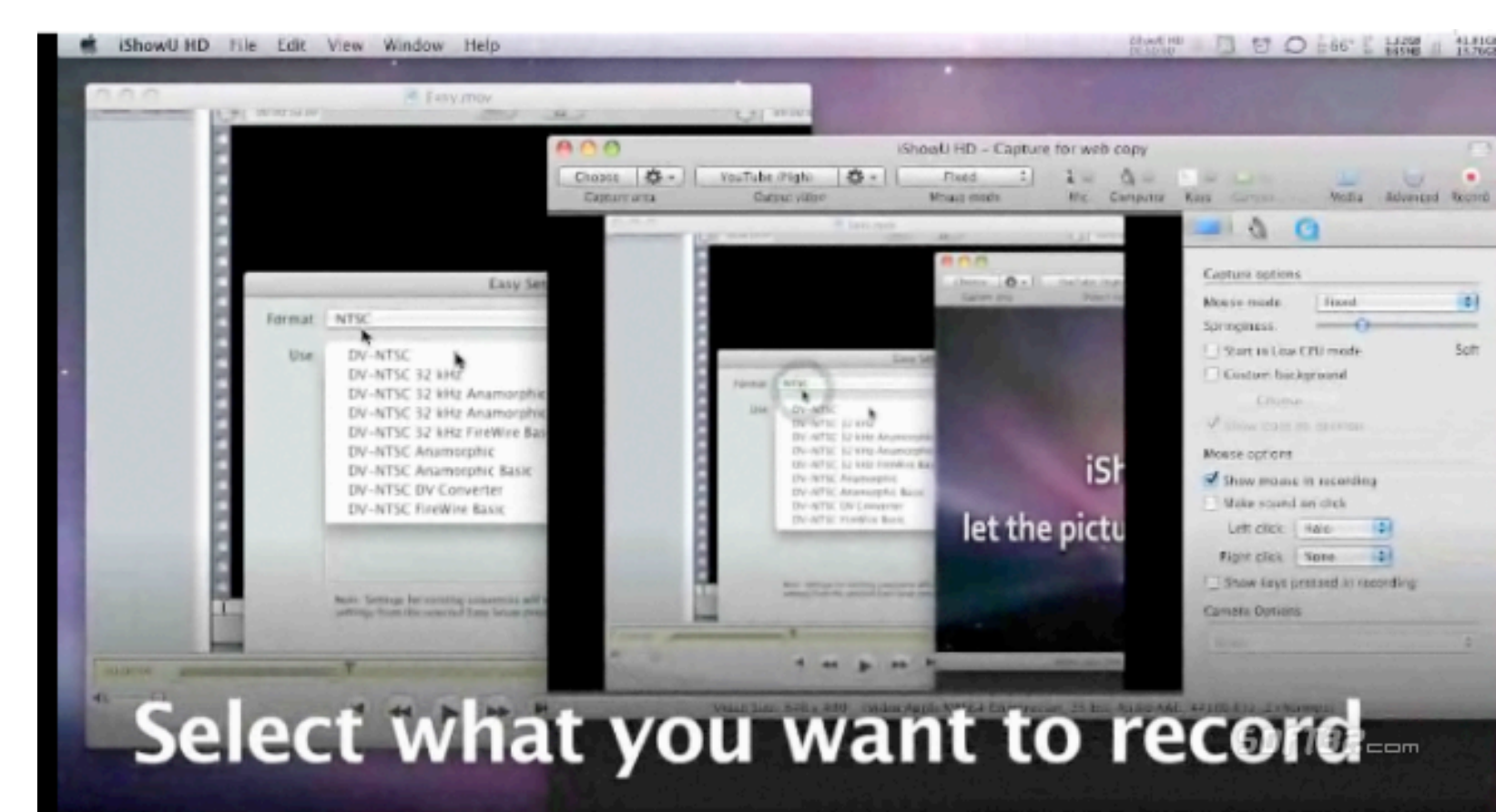
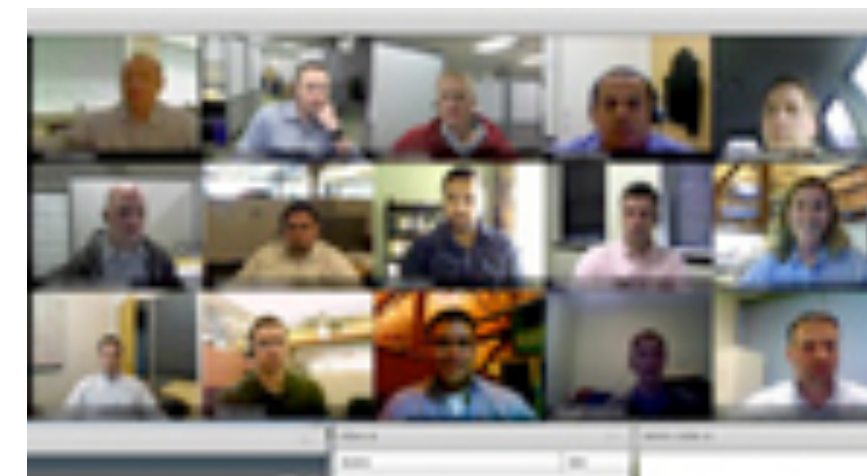
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Objectives

The objective of this poster is to demonstrate the importance of dual enrollment courses regarding student outcomes and recruitment to agribusiness programs. Specific objectives addressed include: (1) reviewing tools needed to effectively deliver dual enrollment courses through an online environment; (2) faculty perceptions (both at the high school and university levels) concerning the effectiveness of dual enrollment courses and (3) student perceptions regarding the dual enrollment learning experience. Using these results, a guideline is presented to help instructors seeking to develop and deliver dual enrollment or online courses to students at a distance.

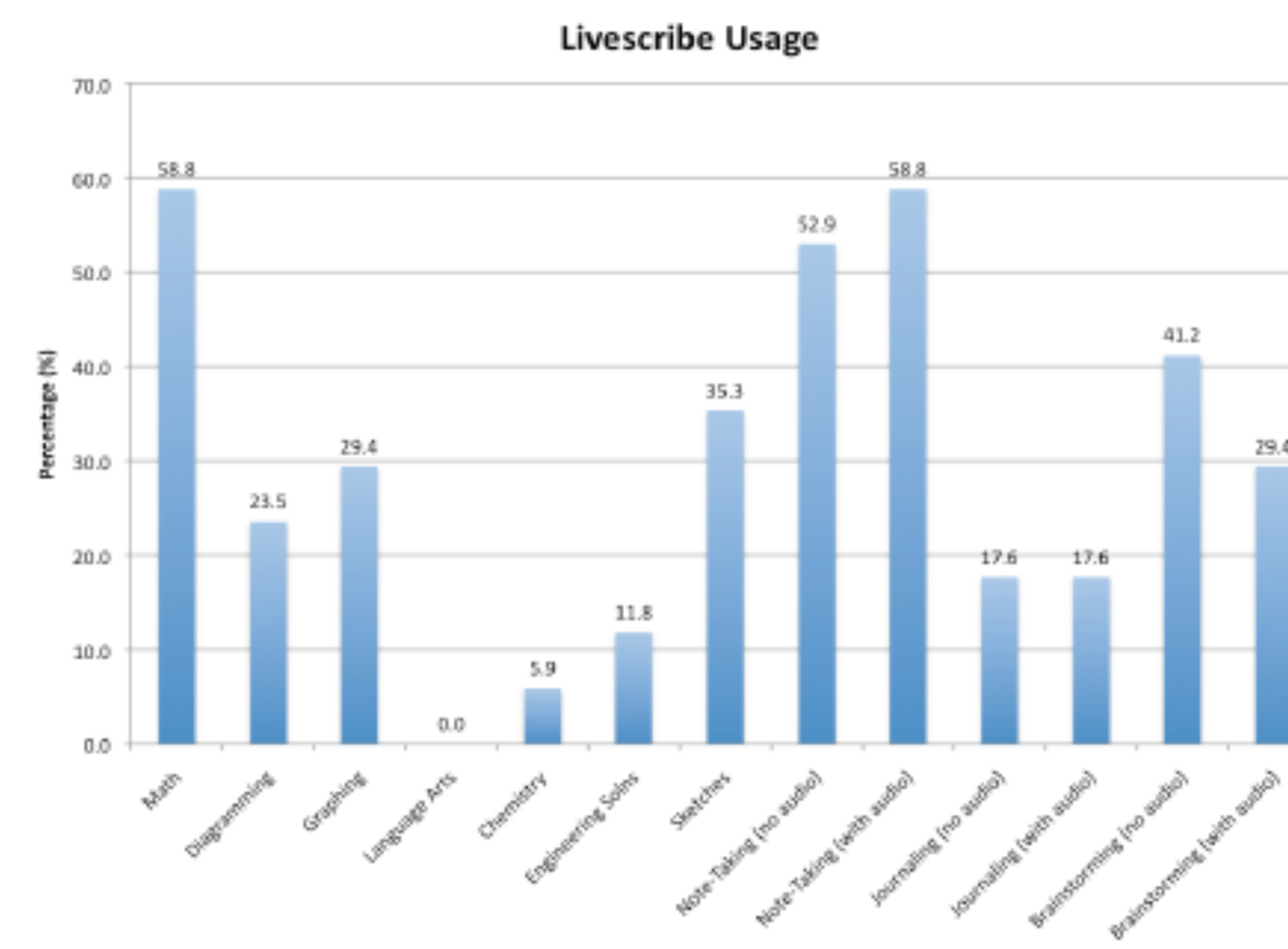
Tools for Online Delivery

The courses are delivered in an asynchronous online environment with a high school instructor serving as the onsite mentor. Faculty have experimented with several technologies including Adobe Connect, ECHO 360, Apple's iShowU and the Livescribe Digital Pen to deliver the course content. Each technology posed advantages and disadvantages for delivery.



Faculty Perceptions

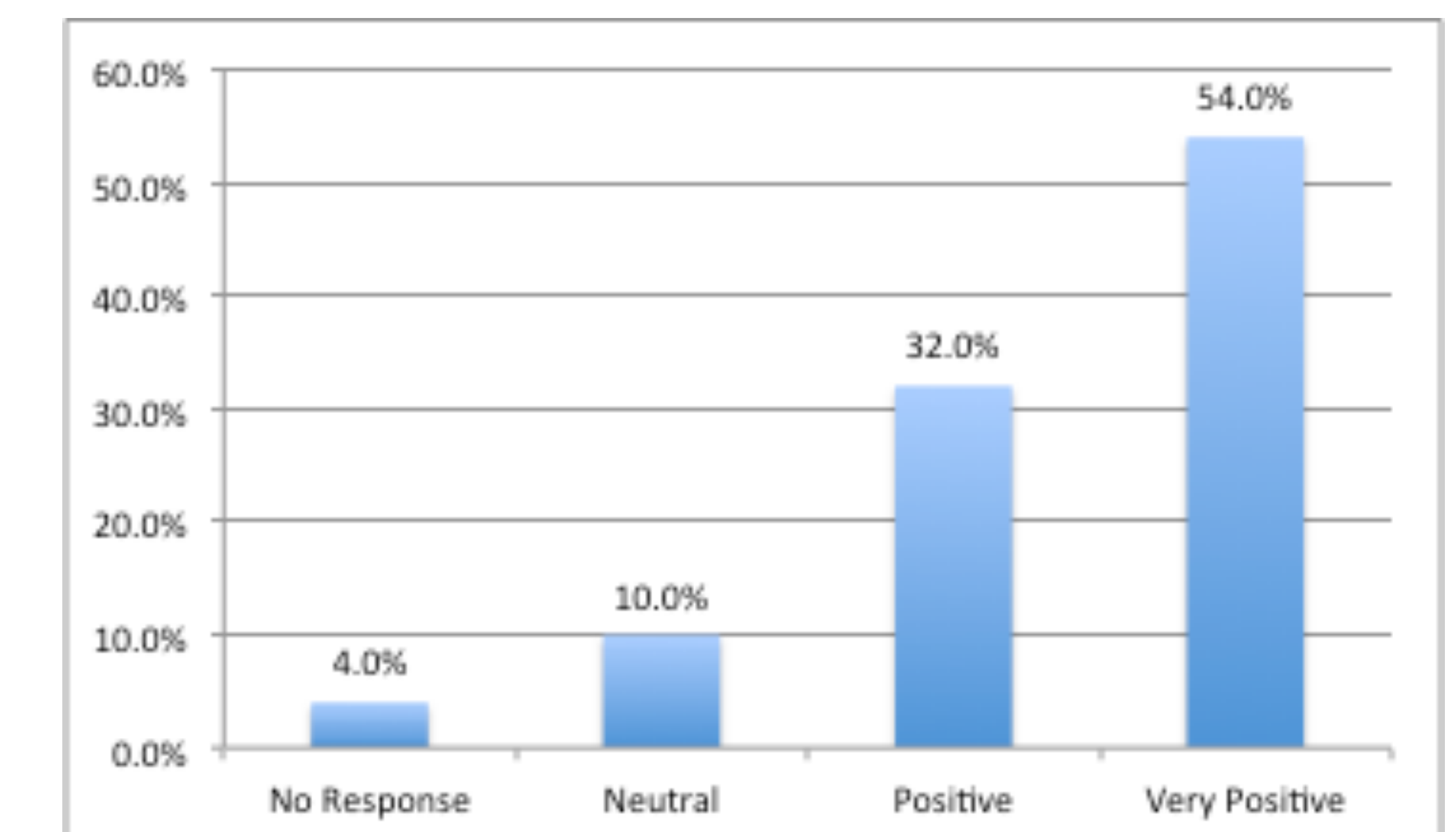
Faculty responded to a technology survey on perceptions of the technology and their likelihood of using technology to deliver online course materials. Some summary findings are presented below.



Student Perceptions

Students who matriculated to the university were surveyed to determine the impact of the dual enrollment course on their college choice and academic development. The student reflections on their experiences with the dual enrollment courses provide insight into the impact on the transition to college. Student evaluations from the dual enrollment sections were also used to measure the effectiveness of the delivery of the course materials.

Feedback from Students Regarding the Livescribe Pen Effectiveness



Summary

The dual enrollment programs have also demonstrated the importance of having an onsite mentor available at the high school to meet with students as needed. It is important to remember that high school students require more contact with the course material and the instructor compared to college students and that high school students have not yet fully developed into independent learners. Results indicate dual enrollment courses help students in their transition to college and provide a great recruiting opportunity for agribusiness programs. In order to be successful with dual enrollment programs, faculty must be willing to move beyond the traditional teaching paradigm.

