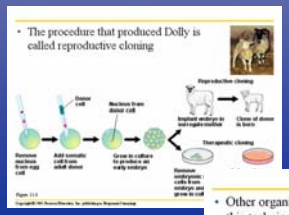
Exposing Non-Majors to Agriculture through a General Education Life Science Course

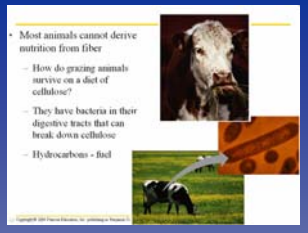
USU 1350 - Integrated Life Science

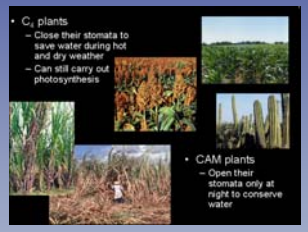
Rhonda L. Miller and Brian K. Warnick
Utah State University

Background

- "Integrated Life Science" can be used to meet the Breadth Life Science requirement of University Studies (General Education) for undergraduates.
- Faculty members from the related life sciences fields (including agriculture) can serve as instructors for the course.
- Affords opportunities to teach biology within the context of agriculture.

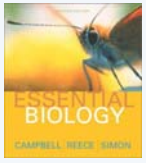






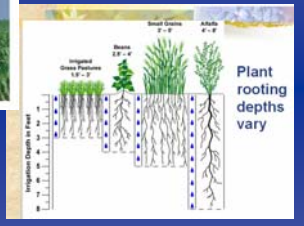
Text and Course Materials

- We use Campbell, Reece and Simon's *Essential Biology* for the course.
- They have incorporated applications from agriculture, medicine and the environment.



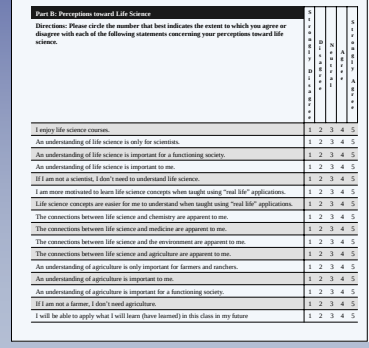
Potential Benefits

- Through the agricultural applications used to teach biological concepts, students are exposed to the food, fiber, and natural resources industry and systems, thus increasing agricultural literacy.
- Anecdotal evidence and prior research suggests improved student attitude and achievement toward biological science as these concepts are taught embedded in real-world contexts.



Future Plans

- Plans are in place to measure attitudinal changes in undergraduates enrolled in this course from the beginning to the end of the semester.



Part B: Perceptions toward Life Science Directions: Please circle the number that best indicates the extent to which you agree or disagree with each of the following statements concerning your perceptions toward life science.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I enjoy life science courses.	1	2	3	4	5
An understanding of life science is only for scientists.	1	2	3	4	5
An understanding of life science is important for a functioning society.	1	2	3	4	5
An understanding of life science is important to me.	1	2	3	4	5
If I am not a scientist, I don't need to understand life science.	1	2	3	4	5
I am more motivated to learn life science concepts when taught using "real life" applications.	1	2	3	4	5
Life science concepts are easier for me to understand when taught using "real life" applications.	1	2	3	4	5
The connections between life science and chemistry are apparent to me.	1	2	3	4	5
The connections between life science and medicine are apparent to me.	1	2	3	4	5
The connections between life science and the environment are apparent to me.	1	2	3	4	5
The connections between life science and agriculture are apparent to me.	1	2	3	4	5
An understanding of agriculture is only important for farmers and ranchers.	1	2	3	4	5
An understanding of agriculture is important to me.	1	2	3	4	5
An understanding of agriculture is important for a functioning society.	1	2	3	4	5
If I am not a farmer, I don't need agriculture.	1	2	3	4	5
I will be able to apply what I will learn (have learned) in this class in my future	1	2	3	4	5