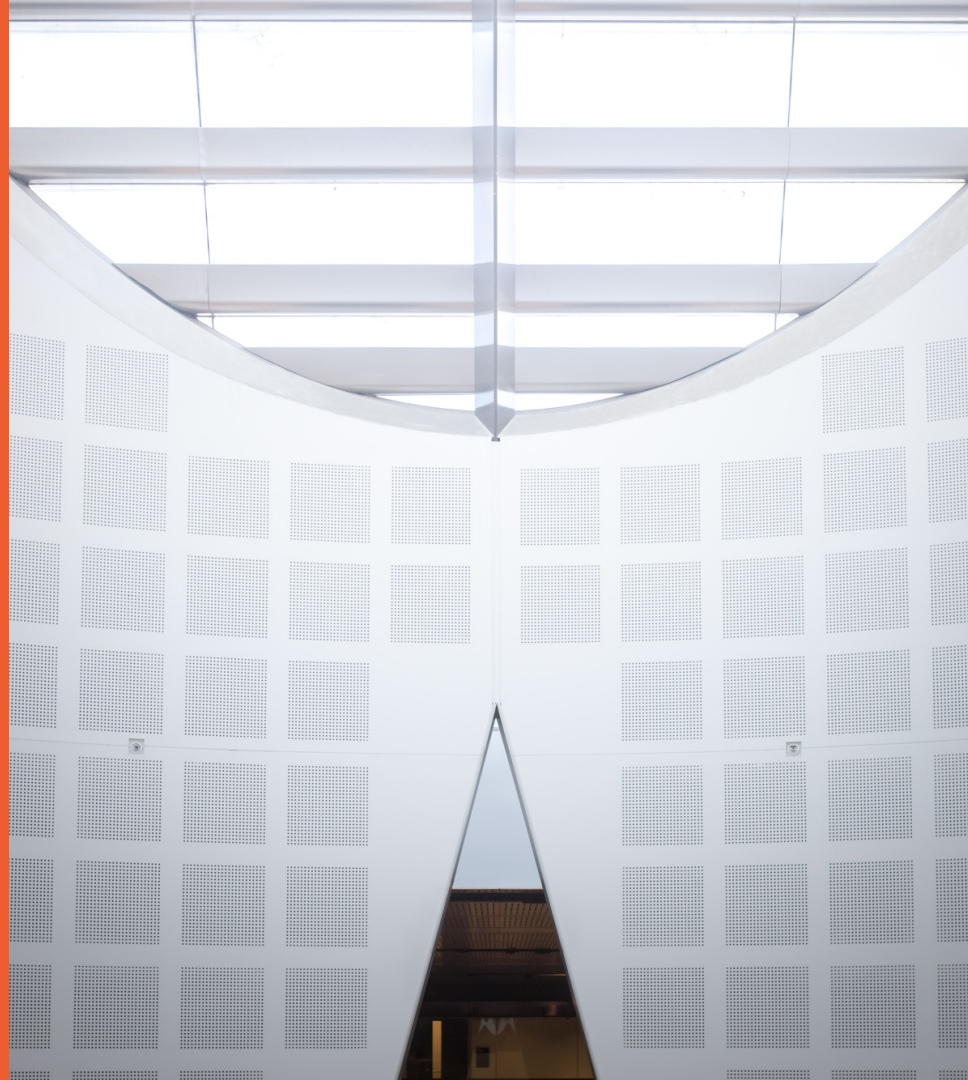


Agroecosystems in Developing Countries

Crossing the disciplines
through an in-country field
school



Damien Field, SOLES



Rationale

2.3 - Understanding how knowledge from different sub-disciplines within agriculture is integrated and applied into practice

National Threshold Learning Outcome – Agriculture

Integration & Application of knowledge

Considerations

Provide a framework in which students can categorically explore development

- in this case use five interrelated themes
- provide supporting science,-economic-social related literature/resources

Task focused

- negotiate daily tasks, where both staff and students report and provide feedback
- incremental cross-disciplinary experiences

Integrated groups

- mixed groups of Laos and Australian students



Practice - Experiential Learning

Reflective

- 'What', 'So What', 'Now What' & groups developed based on 5 relevant themes*
- framework to diarize experiences

Formal Approaches

- 'SWOT' analysis, Sketch Walks, Survey development (translation into Laos)*
- submission of work books for real-time feedback

Negotiated Assessment – (end user focused)

- Concept Note, Stage 1 Proposal, Oral defence
- scientific, social & economic impact



Feedback

Unifying Framework

Approach adopted by other field schools across disciplines – e.g. SSEAC.

National TLO's – Agriculture

Listed as an example of good teaching contributing to Agriculture's TLO 2.3 in the 'Good Practice Guide'

http://www.agltas.edu.au/wp-content/uploads/2013/09/AGL1819-AgLTAS-Good-Practice-Guide_WEB_V4.pdf



New Colombo Plan



Opportunity for students to study within the region

