**Internationalizing our Classrooms: Drawing on our Discipline and Pedagogical Experiences**

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**Abstract:**  
There are deliberate, recognized methods to internationalize our campuses which include the number of international students, faculty research and visiting scholar exchanges, and courses on international topics within a discipline (e.g., ‘international agriculture’) (Allen, 2008; Mok, 2007). Rating scales have even been developed to measure the ‘internationalization’ of post-secondary educational institutions (Green, 2005). What about the subtle internationalizing our classrooms that occurs because of our individual opportunities to study at, or collaborate with, colleagues around the world? How are the examples we use in our content-focused classrooms and our on-topic storytelling influenced by our international experiences? Have the teaching methods we have seen and experienced had an impact on our own evolving teaching styles? The purpose of this poster is to identify and critically reflect on our individual practices with a goal of suggesting ‘successful practices’ we have discovered that can inform the teaching or extension practice of colleagues and help further internationalize their classrooms.

Each of the authors will individually identify and reflect on how the agricultural examples used in our classrooms as well as how our teaching methodologies have been influenced. We will use the Stephen Brookfield model of critical reflection and, where possible, will triangulate the interpretation of the success of our in-class examples by drawing on student and colleague responses. A comparative analysis of the types of experiences we have each had and how those did (or did not) translate into our classrooms will be presented.

Since this is a form of action research where we ourselves could be considered the participants it seems relevant to characterize the authors. We are all faculty members at our respective agricultural universities and are: i) a Canadian immersed in agriculture from childhood who has travelled and collaborated with agricultural universities in eight developing countries, ii) an agriculturalist who is a native of Uruguay with extensive experience studying and working in other countries in the Americas, and iii) an Ethiopian-born horticulturalist who has pursued graduate training in two European countries and short term trainings in several other countries. Quite aside, but intricately linked, is a common expertise (or interest) in gender and agriculture that all three authors share.
The poster will detail in words and photos, some of the beneficial impacts and changes arising from our international experiences. The type, variety and depth of examples will be examined with suggestions for how we have each found meaning for our students in our own international experiences. For example, the study of water-based chemical reactions now includes a brief anecdote about the first-hand challenge of carrying water for personal use (and the re-use of water as it becomes ‘grey’). With respect to teaching practices, seeing and experiencing alternate methods of classroom interaction and assessment has lead to implementation of discussion and enhanced assessment of group-based learning environments. Our own experience of the broader world has substantially impacted our own careers, our personal paradigms and the person we are in our classrooms.

Keywords: Internationalizing classroom, benefits and changes from international experience