

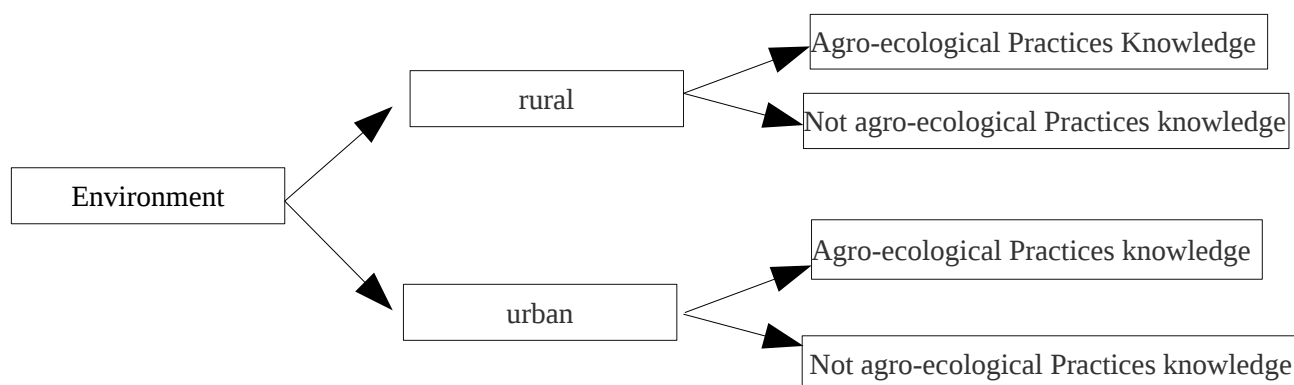
SURVEY METHOD FOR A TRAINER

To develop a survey about agroecological knowledge for a teacher must take into account the following points:

a) Starting situation

1. Environment in which makes teaching.

At this point it is very important to note that the trainer must respond about the characteristics of the training center environment or where the trainer will make the transmission of agroecological knowledge. This knowledge can be transmitted in the following environments:



2. Educational level in which teaching was exercising

It is necessary to differentiate between teaching agroecological knowledge to students in the earliest stages of education or compulsory education and transmitting this knowledge to students of vocational training centers, high school or university

At this point the survey would be placed in a context and with different objectives depending on the student who is directed the transmission of knowledge

3. Matters in which he/her teaches

It is important that the trainer clarify the matters that he teaches to determine the subjects and their relation with agronomy and the relationship of these with agroecological knowledge

4. Student characteristics

It is relevant the provenance or origin of students those who this agroecological knowledge is transmitted. It is therefore interesting that the trainer answers the way to transmit the agroecological knowledge to different students according to whether they are urban, rural or neo-rurals.

b) Development

1. Attitudes of students observed by trainer

In this section will be interesting investigate the preferences of the students, because the trainer will be more or less able to transmit agroecological knowledge depending on acceptance and previous knowledge of the subject by the student.

The survey questions in this section should be aimed how the trainer analyze their students and how he/she discovers his knowledge in agroecological practices in order to transmit them after. The most important points are the professional projects of students and the way they carry them out.

2. How include the agroecological knowledge in programming

It is very important for better transmission of agroecological knowledge including these in the teaching programs of the various training courses in order to reach easier the student.

The teacher will have to answer the questions of how the agro-ecological knowledge is related to the programming of the course and how does the transmission of this knowledge throughout the academic year. It would also be interesting to ask what sequence of activities includes, how develops and what times invests for execution.

3. What mechanisms used to transmit this knowledge

The trainer should explain what type of techniques was used for the transmission of knowledge: the experiments of field, visits to producers with agroecological knowledge, interviews by the students to current and retired producers, videos, conferences, ... , related to agroecological knowledge

4. Where to apply these transmission mechanisms of agroecological knowledge

- places or areas where can be apply the transmission mechanisms of these agroecological knowledge: the classroom, test farms, the farms engaged in agroecological practices or own

- farms or farmland of students. Also the ICTs that will help the teacher to disseminate and implement the transmission of the different knowledge. This requires that the teacher has knowledge in handling these tools and responsive to their level of demand

c) Final Evaluation

1. How to evaluate the transmission of agroecological knowledge by the center?

How the center facilities help to the transmission of agroecological knowledge, how helps the organization of the curriculum and how the coordination with the



courses of other teachers helps to this transmission

2. How to assess this transmission by the teacher?

What mechanisms used by the teacher to determine his ability to transmit this knowledge (attitude, concepts, interest, application of knowledge by students, etc), what effects in short and long term professional future of students and if there is continuity in monitoring activities around agroecological knowledge by the teacher

3. How to assess by student the work and teacher collaboration?

Evaluate the teacher's ability to motivate and encourage students in the practice of agro-ecological knowledge: use of self-assessment techniques and other techniques teacher evaluation by students, which and what results are obtained