

AG IN THE LIBERAL ARTS: THE LOUISE WAY



A decorative wavy line in yellow and white on the left side of the cover.A solid yellow vertical bar on the right edge of the cover.

ALASKA PACIFIC UNIVERSITY SPRING CREEK FARM

A BRIEF HISTORY

APU KELLOGG CAMPUS, PALMER, AK

800 ACRES TRUSTED TO APU BY LOUISE KELLOGG



- Purpose and mission: To honor Louise Kellogg's legacy by providing place-based and experiential educational opportunities in the environment, outdoors and agriculture.

THE KELLOGG CAMPUS IS HOME TO:



- Masters in Science of Outdoor and Environmental Education program (MSOEE)
- FIELD School: (Home school enrichment program)
- APU Spring Creek Farm: a 6 acre working and educational vegetable farm.

WHY A FARM?



HOW CAN A FARM SUPPORT A LIBERAL ARTS CURRICULUM?

APU CORE COMPETENCIES:

1. Effective Communication - Graduates demonstrate the ability to get one's point across in writing, presentations, and organizations in order to share information, teach others, and foster collaboration.
2. Critical Thinking - Graduates demonstrate the ability to compute, analyze, make sense of information or data, and reach reasoned conclusions cognizant of possible bias or fallacies.
3. Cultural & Historical Perspective - Graduates demonstrate the ability to effectively consider tradition and heritage in relation to decision-making in a world shaped by diverse cultures and abiding histories.
4. Scientific Inquiry - Graduates demonstrate the ability to reach verifiable conclusions based on documented observations, findings, and recognized methods in order to know how things work in our world.
5. Ethical Engagement - Graduates demonstrate ability to raise needed questions and apply ethical and effective problem-framing and problem-solving to make things better.

HOW CAN A FARM SUPPORT A LIBERAL ARTS CURRICULUM?

APU CORE COMPETENCIES:

1. Effective Communication - Graduates demonstrate the ability to get one's point across in writing, presentations, and organizations in order to share information, teach others, and foster collaboration.
2. Critical Thinking - Graduates demonstrate the ability to compute, analyze, make sense of information or data, and reach reasoned conclusions cognizant of possible bias or fallacies.
3. Cultural & Historical Perspective - Graduates demonstrate the ability to effectively consider tradition and heritage in relation to decision-making in a world shaped by diverse cultures and abiding histories.
4. Scientific Inquiry - Graduates demonstrate the ability to reach verifiable conclusions based on documented observations, findings, and recognized methods in order to know how things work in our world.
5. Ethical Engagement - Graduates demonstrate ability to raise needed questions and apply ethical and effective problem-framing and problem-solving to make things better.

HOW CAN A FARM SUPPORT A LIBERAL ARTS CURRICULUM?

2. Critical Thinking - Graduates demonstrate the ability to compute, analyze, make sense of information or data, and reach reasoned conclusions cognizant of possible bias or fallacies.

4. Scientific Inquiry - Graduates demonstrate the ability to reach verifiable conclusions based on documented observations, findings, and recognized methods in order to know how things work in our world.



CRITICAL THINKING AND FARMING

WHY IS CRITICAL THINKING IMPORTANT?

Developing strong sustainable agriculture systems

Critical Reviews in Plant Sciences, 30:226–237, 2011
Copyright © Taylor & Francis Group, LLC
ISSN: 0735-2689 print / 1549-7836 online
DOI: 10.1080/07352689.2011.554497



Innovative Education in Agroecology: Experiential Learning for a Sustainable Agriculture

C. A. Francis,¹ N. Jordan,² P. Porter,² T. A. Breland,³ G. Lieblein,³
L. Salomonsson,⁴ N. Sriskandarajah,⁴ M. Wiedenhoeft,⁵ R. DeHaan,⁶
I. Braden,⁷ V. Langer⁸

“With looming constraints to productivity due to limited resources and an imperative to feed a growing human population, agricultural and food systems scientists are looking at larger systems issues as well as alternative research methods and strategies that will contribute to solutions in the context of resource scarcity. Likewise, students will be faced with challenges full of uncertainty and increased complexity, needing a multi-perspective approach to seek solutions.”

WHY IS CRITICAL THINKING IMPORTANT?

Solving Environmental and Societal Issues:

HEALTH EDUCATION RESEARCH
Theory & Practice

Vol.12 no.4 1997
Pages 429-436

Critical thinking: a central element in developing action competence in health and environmental education

Finn Mogensen

- Action competence: “an individual's capacity of critically selecting and conducting possible **actions** that may solve societal problems through democratic mechanisms”

WHY IS CRITICAL THINKING IMPORTANT?

Employability!

According to a 2006 Conference Board Report:

- “More than half of the employer respondents (57.5 percent) indicate that Critical Thinking/Problem Solving abilities are “very important” to successful performance on the job”
- “69.6 percent of employer respondents report high school graduate entrants as ‘deficient.’” in critical thinking.

NEED FOR CRITICAL THINKING EDUCATION

Deficient Critical Thinking Skills among College Graduates: Implications for leadership

KEVIN L. FLORES, GINA S. MATKIN, MARK E. BURBACH,
COURTNEY E. QUINN & HEATH HARDING
University of Nebraska-Lincoln

Educational Philosophy and Theory, Vol. 44, No. 2, 2012

U.S. | EDUCATION

Exclusive Test Data: Many Colleges Fail to Improve Critical-Thinking Skills

Results of a standardized measure of reasoning ability show many students fail to improve over four years—even at some flagship schools, according to a Wall Street Journal analysis of nonpublic results

Wall Street Journal, 2017

Study: Nearly Half of Millennials Get an 'F' In Critical Thinking

www.goodcall.com

EXPERIENTIAL ED = CRITICAL THINKING



Kolb's Theory of Experiential Learning: <https://www.simplypsychology.org/>

WORKING FARMS PROVIDE EDUCATIONAL OPPORTUNITIES IN CRITICAL THINKING



WORKING FARMS PROVIDE EDUCATIONAL OPPORTUNITIES IN CRITICAL THINKING



- Analysis
- Evaluation
- Inference (identifying what we need to know)
- Problem-solving
- Curiosity
- Application
- Scientific Inquiry
- Complexity
- Experiential

EXPERIENTIAL EDUCATION AT WORK



EXPERIENTIAL EDUCATION AT WORK



EXPERIENTIAL EDUCATION AT WORK



“Let there be no doubt about it. My aim is to protect the land for use by private educational institutions, for without the serenity of the fields and woods, animals and friendly birds in their natural setting, a private educational institution can only offer book learning, not a real education.” — Louise Kellogg



COMMUNITY SUPPORTED AGRICULTURE

- Customers pay in advance for produce from an individual farm (CSA)
- Donations support agricultural easements
- Increased awareness of buying local
- Shopping at Farmer's Markets
- Supporting legislation that makes preserving farmland and providing farmer assistance a priority



COMMUNITY SUPPORT-*ING* AGRICULTURE

EDUCATION

RESEARCH

**HONORING AND
LEARNING FROM
TRADITIONAL
KNOWLEDGE**

COMMUNITY GATHERINGS

COLLEGE PREPAREDNESS

**JOB OPPORTUNITIES AND
TRAINING**

SOCIAL JUSTICE

FOOD SECURITY

FRESH FOOD

**ECOLOGY AND
CONSERVATION**

WAYS TO GET INVOLVED AT APU SPRING CREEK FARM

- Join our CSA program for the 2020 season
- Find our produce at APU or ANTHC farm stands, Wednesday afternoons, mid June to late September
- Enroll in an academic program: MSOEE program or FIELD School
- Educational and Community Partnerships – contact us
- Community Days
- Coming soon: Workshops



THANK YOU!

A photograph of a red corrugated metal greenhouse. A green sign with the word "GREENHOUSE" in black capital letters is attached to the side. The greenhouse has large white-framed windows. The background shows a clear blue sky and some bare trees.

GREENHOUSE

To learn more:

Ben Swimm, Farm Manager

bswimm@alaskapacific.edu

[https://www.alaskapacific.edu/
kellogg-campus/](https://www.alaskapacific.edu/kellogg-campus/)