

Public Abstract

First Name:Laura

Middle Name:Lynn

Last Name:Hasselquist

Adviser's First Name:Tracy

Adviser's Last Name:Kitchel

Co-Adviser's First Name:Anna

Co-Adviser's Last Name:Ball

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Department:Agricultural Education

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Title:The Process of Literacy Integration in Agriculture Classrooms: A Grounded Theory

The purpose of this grounded theory study was to conceptualize how agriculture teachers' beliefs and literacy experiences translate into classroom practices. The emergent theme focused on teacher belief drivers which started the process of literacy integration. Once they felt driven to include literacy, the participants worked through a variety of considerations. At times, the participants felt it was necessary to seek out support structures to enable the integration process. Incorporating literacy was not a free of challenge or struggle, but the participants had sustaining experiences to help them stay motivated. Literacy integration was not limited to the classroom, it could be found across all three components of a school based agricultural education program. A substantive level theory was developed to illustrate the relationships between these themes and the literacy integration process. Future research should explore if typical agriculture teachers follow a similar process and if additional supports help increase integration.