

Virtual Nursery Field Trip (VNFT) Use by Instructors in Nursery Production and Related Courses

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Objective

- Determine effectiveness of VNFT to supplement in-class and field trip portions of a nursery production class.

Problem

- Teaching nursery production requires not only classroom lectures but also viewing actual production systems and operations.
- Funding, logistics, and geography often limit the scope of field trips available to students in nursery production courses.

Justification

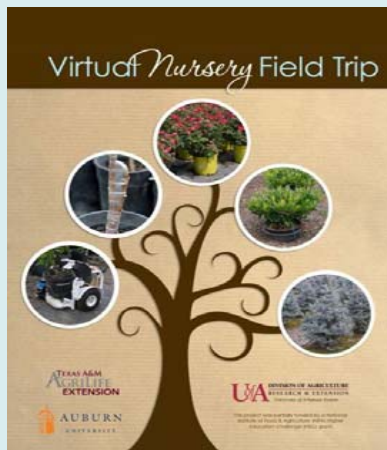
- Nursery production is a nationwide industry that had a wholesale value of over \$9 billion in 2005 (USDA, 2006).
- A national survey of instructors of nursery production indicated a need for multimedia resources to supplement in-class instruction and field trips. (Wright et al., 2010)

VNFT

- Digital HD video footage captured at 42 nursery locations in 22 states.
- Videos arranged by topic for a total of nine "chapters".
- Video segments within each chapter or topic range from a few seconds to several minutes.
- Videos available as a single USB drive containing 444 individual topic videos (total time about 10.75 hours) and 28 company profiles for a finished project size of 29GB.
- USB drives containing videos and company profiles were provided free of charge in Spring 2013 to instructors of horticulture at land grant institutions (1862, 1890, and 1994) who submitted a request form.
- Educators receiving the videos were surveyed in Spring 2014 to determine effectiveness.
- Videos now available to educators online. <http://vnft.ag.auburn.edu>

Results

- 34 respondents indicated they used the VNFT.
- 82% of respondents indicated that VNFT objective of supplementing in-class and field trip portions of nursery production course was achieved.
- Approximately 220 students had viewed videos at completion of survey.
- 56% of respondents indicated VNFT videos were much better than other horticulture educational videos.
- If videos were made available online, instructors would be "very likely" (61%) or "somewhat likely" (24%) to access them online.
- 97% of respondents indicated they plan to use VNFT in the future.



Chapter	Length	# Videos
Container	3 hr 55 min	191
PIP	26:27	11
Field	3 hr 2 min	85
Liner	37:51	16
Propagation	2 hr	85
Facilities/Layout	25:21	44
Labeling/Inventory	4:16	7
Innovation	10:37	4
Marketing	3:33	1

To Request VNFT, Contact:

- Mengmeng Gu mgu@tamu.edu (USB format)
- Amy Wright wrightam@auburn.edu (Online access)

Literature Cited

- USDA Economic Research Service. 2006. Floriculture and Nursery Crops Yearbook.
- Wright, A.N., J.A. Robbins, and M. Gu. 2010. Course Content and Attitudes Toward Instructional Multimedia Use in Nursery Management and Production Courses in the United States. HortTechnology 20:646-651.

Criteria	%
Courses Used	
Nursery Production/Management	53
Plant Propagation	32
Introduction to Horticulture	5
Quality of Videos	
Excellent	62
Good	32
Fair	6
Thoroughness of Videos	
Excellent	62
Good	35
Fair	3
Organization of Videos	
Excellent	68
Good	32
Adequate/Appropriate Narration	
Yes	79
No	21
Ease of Navigation	
Very Easy	39
Easy	61
Ease of Incorporation Into Instruction	
Excellent	47
Good	41
Fair	9
Usefulness of Company Profiles	
Excellent	47
Good	38
Fair	12
Choice of Nurseries	
Excellent	41
Good	59

