

HAPPY NEW YEAR 2021

NEWSLETTER #2 – FEB 2021



We cannot deny that 2020 was a challenging year for everyone. It forced us to innovate so that we could continue with our lives and our educational mission while adopting measures that would ensure the health and well-being of all. For 2021, we expect a similar scenario, at the same time that universities continue the process of educating their students employing the best pedagogy and information technologies to continue with their essential mission of preparing our future leaders. The Transforming Higher Education project will continue its work virtually across multiple devices:

- The Project will continue to offer webinars on the Five Elements of Success, which will be communicated in advance to our entire network of contacts.
- The Project seeks to make our Facebook networking groups more dynamic and relevant to the group member. Each of the three groups has started the year with a survey of its members to learn from them what are the topics and tools that will improve dialogue and learning among group members. Visit www.transforminghigher.education to link to and join the networking groups.
- The new website offers access to past and future activities, relevant project documents, as well as news about the Project's activities.
- Our newsletter will share stories from pilot universities and innovative pedagogy from other GCHERA member universities.

Anyone interested in sharing what their innovative pedagogy please send us a note to transform.higher.education@gmail.com.

“A TRANSFORMATIONAL EXPERIENCE IS AN OPPORTUNITY FOR A STUDENT TO MOVE FORWARD IN THEIR THINKING” – LET’S TALK ABOUT PURDUE’S CATE

The university experience is fundamental in the formative process of a young person. With the goal of creating intentional experiences that enhance the academic process of its students, Purdue University (West Lafayette, Indiana, USA) created the Purdue College of Agriculture Transformational Experiences, also known as CATE.

These include co-curricular activities or high-impact educational practices based on Dr. Corey Seemiller's research: Communication; Intrapersonal Awareness & Development; Interpersonal Skills & Intercultural Knowledge; Ways of Thinking, and the result aims to students capable of determining their place in the environment, making the most of their potential, with humanitarian capacities and intelligent and sensitive enough to solve conflicts. These characteristics align perfectly with the five elements of success of Transforming Higher Education.

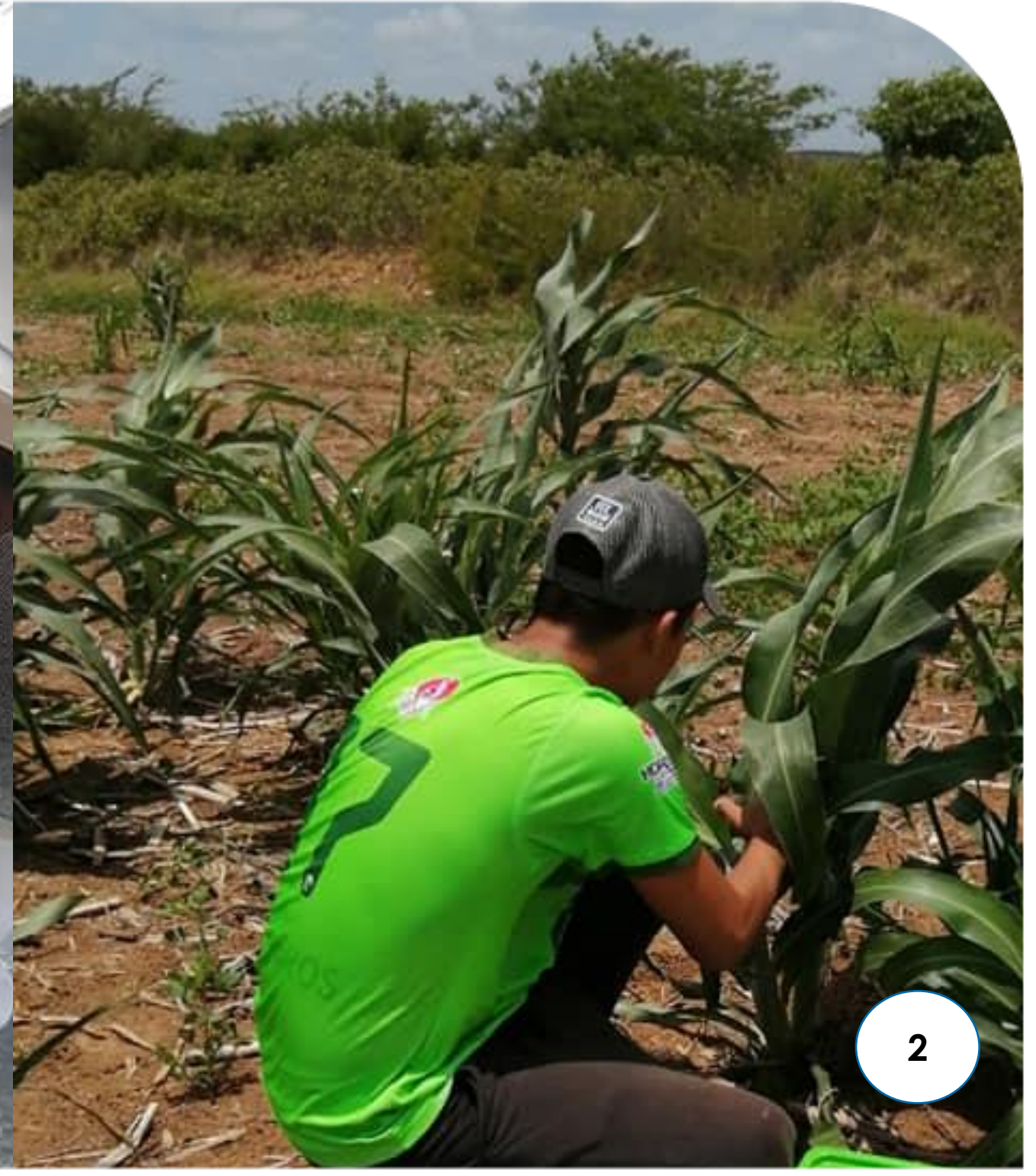
All undergraduate students in the College of Agriculture are expected to engage in at least one meaningful transformational experience during their academic career, and it encompasses 15 defined categories of Transformational Experiences such as Study Abroad & International Engagement, Leadership & Professional Development Initiative, Undergraduate Research, among others.

However, Purdue's work doesn't stop there, and developed an online CATE Tracking Database which allows them to verify and track the Transformational Experiences of undergraduate students in the College of Agriculture individually, by graduating cohort, by category of transformational experiences, and by department, among others, ensuring the traceability of the program.

Learn more about CATE in the knowledge exchange section of www.transforminghigher.education or at www.ag.purdue.edu/oap/cate.



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GOOD PRACTICES FOR MONITORING COMMUNITY PROJECTS THANKS TO THE TECHNOLOGICAL INSTITUTE OF HIGHER EDUCATION OF HOPELCHEN

Recently, the W.K. Kellogg Foundation announced that it will provide support to the community work of the Technological Institute of Higher Education of Hopelchén through the Program for *Strengthening the Professional, Human and Entrepreneurial Competencies of ITS Hopelchén Students*, an initiative that seeks to strengthen the professional, human and entrepreneurial competencies of students, in addition to promoting experiential learning, through the application of their knowledge and feedback with local producers.

The execution of the program has five specific objectives. To better understand them, we had the opportunity to talk with Hiram Aranda, general director of the Technological Institute of Higher Education of Hopelchén, who explains how the incorporation of this project adds to the successful community work that the institute had been working on and which was reinforced by the pandemic.

"Since we had to suspend work, we have tried to manage to continue working with the students and continue to guarantee and verify their academic achievement," says Aranda. For this reason, the ITSH has implemented a system of visits to the communities, to monitor the projects. "Our area of influence is within a 170km radius of the institute. We have students from about 45 locations, and we have visited all of them at least 3 times".

Secondly, the project wants to promote a participatory connection, in both directions, between the included communities and the ITSH. For this, the institution has been promoting the creation of productive projects that integrate all students -regardless of their semester and the degree they're studying into four areas: institutional, educational, student and community.

"Logically, each one will have to apply it according to their professional career. This is now going forward and has been very well accepted, which allowed us to which allowed us to renew the student's enthusiasm and attitude for learning. We are betting on an experiential learning that goes much further than just promoting a practice. It is not only the know-how, but the know-why, the know-or and the know-who".

Other goals are closely related to the creation of community leaders, seizing and enhancing the qualities of the students, as well as generating spaces that promote research and practice of what has been learned at the university in the reality of where they live.

Finally, one of the most important objectives of this community program is the application of theoretical knowledge in real situations of production and development of social enterprises in the region.

"We currently have about 25 projects on paper, of which we have to see which ones go beyond this phase and are formally constituted. The support of the Kellogg Foundation will help us significantly, for example, to acquire required elements such as wire mesh, irrigation hoses, other wires and tools to reinforce these initiatives".

"Among some of the projects we have is the rescue of apiaries, where students receive queen bees from our own campus, in addition to all our advice. There are others who are planting lemon, pitaya, we also have a group that is rescuing a fruit called lec and there are grazing-type projects with sheep that they have in their homes or lands. Another valuable addition has been alumnus works that are now in the hands of current students, for example, corn flour products such as pinole, roasted corn and other products. Also, the cultivation of yucca and derivatives of the pich tree, whose fruits are dehydrated and ground to make flour. It has a lot of potential not only as an animal food supplement, but also for human consumption".



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"The most valuable thing," says Hiram, "is that it does not represent an additional investment for the students, but rather they are inputs that they have because they are derived from their parents, or the community where they live, and this represents an opportunity for progress in the future".

In the end, the desired result for the ITSH is that the students manage to organize and formalize their ideas so that they will become visible in a market network in which they can sell their products without intermediaries or to more formal collection centers. of implementation. These results can be divided

Photos:

1. Promotion of domestic apiaries with the contribution of queen bees by the university.
2. Promotion of corn crops with monitoring of biological control (Coccinellids and entomopathogenic fungi).
3. Preparation of grafts for citrus crops.
4. Visit of the team to Chunchintok.