



Quality assessment of practical courses (training, agricultural operations and laboratories) the case of Isfahan University of Technology

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Discussion of quality in agricultural higher education is very important because cost per student of agriculture is more than students of medicine, engineering, sciences or humanities. Interdisciplinary nature of agriculture leads to agricultural education becomes attractive on the one hand and it becomes difficult on the other hand. Educational planners must be proactive in adapting and adjusting to new environments and situations that can increase the effectiveness of future graduates to upgrade programs of agricultural education. By the 1990s, the professionalization of agricultural education followed seriously and stated in annual meetings of the American that the planners must fit the educational programs with situations in the labor market. The purpose of this study is quality assessment of practical courses of agricultural disciplines in the B.Sc. The study is an applicable research and is a descriptive research in terms of data collection, that its data was collected using survey method. Two groups of stakeholders of agricultural higher education, graduates and academics of Isfahan University of Technology, selected as population of this research that conducted a census. Data collection instrument was the questionnaire. The results of this study show that the number of practical and training courses in the B.Sc. is not enough and there is significant difference between the current situations of parameters affecting the quality of agricultural operations course with its favorite situation at 1% level. There is also significant difference between the current situations of parameters affecting the quality of laboratory courses with its favorite situation at 1% level.

Key Words: quality assessment, practical courses, agricultural education.