Teaching and Educational Methods

Expanding Beyond Case Studies in Postgraduate Agribusiness Teaching to Enhance Experiential Benefits and Student/Teacher Outcomes

Alexandra Peralta[a], Craig Johns[a], and Adam Loch[a]

[a]*University of Adelaide*

Abstract

Experiential teaching of postgraduate agribusiness requires both engagement with course material in the classroom and practical experiences from leading agribusiness companies. Many courses rely on case studies to generate such examples. However, we argue that a wider range of industry experiences may better enable students to learn how agribusinesses innovate, overcome industry/policy challenges, and capitalize on opportunities. We illustrate two examples of wider industry experiences from the Master of Global Food and Agricultural Business at the University of Adelaide, including (i) study tours to local agribusiness companies and (ii) agribusiness internship opportunities. The study tours allow senior company managers to present their business strategy, challenges, and opportunities to students before interactive discussions, while access to competitive industry internships with 52 partner companies (between 2014 and 2022) allows direct interaction on multiple levels and research of a relevant industry topic. We assess how expanded examples of experiential learning beyond case studies adds value to agribusiness teaching with insights for other teachers and program managers.

1 Introduction

Experiential learning is a common pedagogical approach in andragogy linked with business and entrepreneurial programs (Bell and Bell 2020). A key example is the Harvard Business School, which has adopted experiential learning using case studies for more than 100 years to create and deliver interactive classroom experiences with reflective learning objectives (DeLacey and Leonard 2002). Adult students engage with industry case study materials to learn how companies innovate, overcome industry and policy challenges, and capitalize on opportunities. Experiential learning thus enables students to see, touch, and apply topics related to their own workplace or employment aspirations through actual industry practitioners working on real business innovation or development issues. This applies equally to agribusiness teaching programs, and evaluations of the effectiveness of those programs (Cooper, Bottomley, and Gordon 2004).

Effective experiential learning stems from providing students with the capacity to overcome gaps between what they know and what they can do, both personally and professionally (McHann and Frost 2010). In the modern agribusiness sector, employers from companies, government, and non-governmental organizations (NGOs) increasingly value ethical team members and insightful or socially responsible managers (Chong 2020). Therefore, socially responsible managers' education may benefit from wider pedagogical engagement with ideas, techniques, and perspectives from other disciplines to expand student knowledge and appreciation for alternative thinking, topics, methods, and solutions (Bagley et al. 2020). Previous examples include teaching case studies where students use the information learned to guide discussion on how businesses deal with political, ethical, and ecological issues in the environment in which they operate. Recent expanded experiential learning opportunities

have incorporated a wider range of materials beyond case studies to actively engage with topics of interest, student-reflection on what can be done and why, and applying that knowledge or information to complement traditional/theoretical learning approaches (Joshi et al. 2005). Higher-level agribusiness educators can similarly apply experiential approaches to reflect on program outcomes and any improvement needs for effective agribusiness education (Cooper et al. 2004). However, in many Australian Business Schools, the approach to education may remain more theoretical than experiential (McHann and Frost 2010). This may also apply to program or course evaluation, reflection, and change.

It is important that teachers and managers of agribusiness programs apply similar experiential techniques (e.g., case studies, personal interactions, seminars with business leaders, etc.) to identify what is working and what is not with respect to course content and teaching techniques. Yet frameworks for experiential course reflection and improvement remain limited in the literature, together with empirical testing. To overcome this limitation, Bell and Bell (2020) have developed a novel framework for experiential learning based on three common theories from experiential pedagogy. We adapt and apply this framework in the Master of Global Food and Agricultural Business (MGFAB) program to assess two teaching activities that involve wider industry engagement: (i) study tours to local agribusiness companies; and (ii) agribusiness internship opportunities. Our purpose is to reflect upon and connect the Bell and Bell (2020) framework to these two examples of experiential learning to go beyond case study approaches. Assessment of the experiential value of these approaches for teaching agribusiness at the postgraduate level is undertaken through examining critical links to higher course learning objectives, student feedback responses, and ultimate assessment outcomes to provide suggestions on how these strategies can be incorporated into other agribusiness learning and teaching programs.

To achieve this purpose, we begin our paper with a brief overview of experiential theory, the Bell and Bell (2020) framework, and how this structures our analysis. Next, we present the two expanded experiential learning activities, starting with the study tours, followed by the internships. While presenting these expanded experiences, we assess them against the Bell and Bell (2020) framework, before finally discussing insights and implications.

2 Experiential Learning Theory and Evaluation Framework

A foundation for experiential learning theory may be traced back to Kolb (1984). Generally, students create the knowledge needed to assess a topic or develop a solution by transforming the experience of others to help grasp abstract concepts through the active application of concrete examples. Students' engagement with active experiential learning is optimized by following sequential steps: experiencing, reflecting, generalizing, and applying knowledge (Smart and Csapo 2007). For effective experiential learning, students must pass through the entire set of steps which involve opposing experiences (McCarthy 2010); that is, achieving a balance between opposing forces of (i) experience/conceptualization and (ii) reflecting/acting (Kolb and Kolb 2005).

For a recent adaptation of the experiential learning cycle, see Figure 1. This cycle shows that first learners do (they undertake experiential activities) where, at this stage, learners engage in concrete situations when they experience or perform in activities; then they reflect, part of this process includes sharing their results, actions, and observations with others publicly. This can be done via group discussion, oral presentations, and other means, and allows a process of discussion where learners look at the experience and analyze and reflect on it. Then they apply by connecting the experience with real-world examples to generalize the concepts taught as an abstraction from that experience that should firm the learning in their minds. This allows learners to apply their previous experiences and any skills learned to new situations and applications.

Experiential learning is not without its critics (Kayes 2002), and it does not take away opportunities to learn from course and teaching experiences. For example, experiential learning may
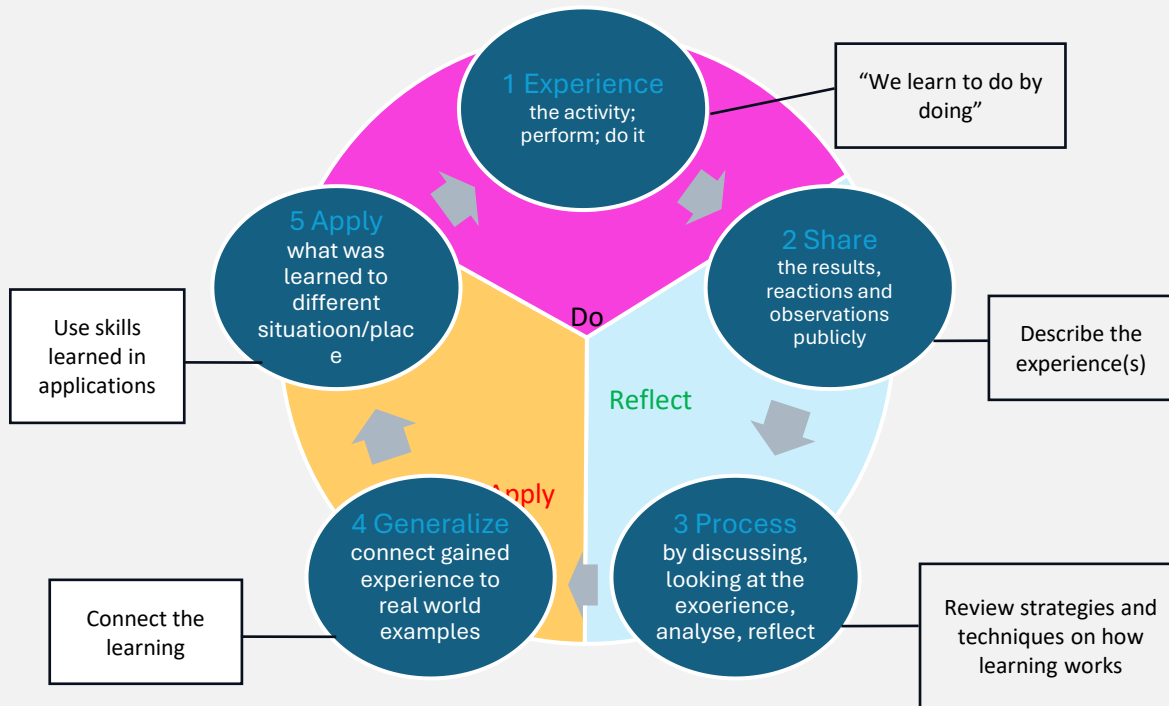
Figure 1: Experiential Learning Model Example.

Source: Reproduced with permission from Humber College (2014)

require strong guidance from educators based on personal expertise and experience, which may disadvantage novice staff (Kirschner, Sweller, and Clark 2006). Yet recent disruptive events such as the COVID-19 pandemic have also enabled the development and exploration of digital technology solutions for storytelling, pitching, business planning, and experiential material expansion (Secundo et al. 2021). These examples align closely to calls for increased emphasis on constructivist teaching approaches involving student engagement in active learning from real-world examples, student development of independent thinking based on a wide array of perspectives and approaches, and student framing of their own questions (Mathews 2007). In recent years, these recommendations have been linked with incorporating a wide range of disciplinary views focused on action-oriented experiential learning, problem-solving, and project-based materials for students (Hägg and Gabrielsson 2020). Such changes naturally involve a role for both students and teachers.

In response, Bell and Bell (2020) developed a comprehensive framework underpinning the teaching and learning process. The final framework is based on Kolb's (1984) experiential learning theory, that highlights the opposing experiences discussed above. It is also based on recent advice offered for improvements (Kolb, Boyatzis, and Mainemelis 2014), together with lessons from Schön's (1983) reflection on action concepts and Mezirow's (1997) theory of transformative learning. This combination of theories is argued by some researchers to more closely align educational theory to pedagogical practice (Fayolle, Verzat, and Wapshott 2016), enabling students to participate more actively in processes rather than passively reading or hearing about them (Bell and Bell 2020). Finally, there is increased scope for agribusiness educators and program managers to benefit from this improved theory-pedagogy link to identify potential program, course, syllabus, and teaching improvements using the framework (see Table 1). As shown, the assessment involves both the role of the educator and the student across the program experiential material at (i) early stages (e.g.,

Table 1: Adapted Framework of Teacher/Student Roles in Experiential Learning Processes

	Pre-experience	During the Experience	Post Experience
Role of the Educator	Ensure learners have the required critical thinking skills, which underpins the experience.	Develop a low-risk environment for learners to make mistakes and learn.	Support post experiential learning reflection and feedback (scaffolded as required).
	Ensure learners are willing and able to participate based on previous experienced and cultural and pedagogic backgrounds.	Ensure the experience is as authentic as possible.	Encourage control in critical reflection.
	Ensure constructive alignment between the learning outcomes, taught content, and assessment.	Scaffolding[1] and support as required on a need basis.	Link the experience to real-world practice.
	Ensure learners have adequate understanding of the learning and assessment process.	Facilitation of learning through mentoring, guidance, and provision of feedback.	Assess the learning from the experience.
		Support effective group dynamics and engagement.	
		Support reflection in action.	
Role of the Learner	Develop underpinning knowledge.	Active participation and experimentation.	Willingness to critically reflect.
	Prepared and committed to the process.	Willingness to look to the educator for guidance and support when required.	Engages in reflection.
		Engage with group work.	Openness to link abstract experiences with the real world.
		Willingness to reflect on action.	

Source: Bell and Bell (2020)

introduction to and reflecting on agribusiness theory and concepts), (ii) advanced stages of information processing, generalization, and application (e.g., connecting theory and concepts to the topic and applying their learning), and (iii) post-experience to reflect and assess the value and outcomes of the program or learning module.

As this framework is novel, and hence has enjoyed limited empirical testing and support, we use this as an opportunity to apply it to an agribusiness experiential program to help assess extended learning engagement teaching options, find evidence of success or effective experiential learning, and indicate opportunities for agribusiness materials, teaching, and/or experience improvements. In the next section, we outline the relevant agribusiness program and the evaluated study tour course and internship. Expected benefits of this research include a structured assessment of the role of the educator in applying the principles of experiential learning and the critical role of student feedback for improvements.

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[1] In this context, scaffolding refers to progressively move students toward a stronger understanding of concepts.

3 Agribusiness Program Overview

The MGFAB and the Master of Agribusiness (MAB) programs include core and core elective courses offered specifically in agribusiness, and general elective courses from other disciplines including international trade, finance, wine business management and operations, general economics, and other disciplines. The postgraduate program is taught in an intensive format in trimesters, where some courses are available in two or three trimesters to offer flexibility for students studying full- or part-time. The teaching activities for the program were designed by educators with extensive agribusiness industry knowledge, contacts, and comprehension. This has enabled a careful linking of materials to the principles of active learning (Meyers and Jones 1993).[2]

Industry input to the program structure and content is provided by the University Agribusiness Advisory Board (AAB). The board, which meets three times a year, contains senior managers of agribusinesses in Australia. The overarching aim of the AAB is to provide high-level strategic and practical advice on research and teaching within the university and a key reference point for course offerings and student engagement, particularly relating to networking, internships, scholarships, case studies, and career opportunities.

4 Experiential Learning Activities

Within the program, a range of experiential material allows students to engage closely with senior company managers, where those managers present their business strategy ideas, challenges, and opportunities before allowing interactive discussions and questions from students. Assessments include individual/group presentations summarizing lessons learned and written individual/group assignments focused on business strategies addressing the identified challenges and opportunities. At the advanced stages of both programs, a capstone research project that students undertake during their second year is required. By the end of their program, students present their research to other students and academic/industry staff to receive feedback before submitting an 8,000-word research paper. This may be achieved in concert with an industry partner, with topics based on a real-world problem.

The main objective of the program is for students to engage with and use activities, such as study tours and internships, to gain experience by reflecting on, and applying the business and economic theory they are learning. It also enables students to match increased industry knowledge with experience to address real-world problems and, more generally, to improve the students' networks and employability. At the other end of program participation, agribusiness companies can benefit from a fresh set of eyes on their business and use students' experiences (and sometimes challenging questions) to reflect on their own business strategies.

The remainder of this section presents more detail on two experiential learning activities: study tours and internships. These are the Experience and Insights in Agri-food Systems course (study tours) and the industry internships. In this section, we link these learning activities with the Bell and Bell (2020) theoretical framework, highlighting the "pre-experience" ("do"), "during-experience" ("apply"), and "post-experience" ("reflect") aspects of Kolb's (1984) learning model, where relevant. We focus on the roles of the educator listed in Table 1, to assess the experiential learning approach of the study tour and the internships. We use qualitative data from program documents and students' feedback, as well as quantitative and qualitative data to reflect on the effectiveness of our experiential learning approach.

4.1 Experience and Insights in Agri-Food Systems Course

The basis for our analysis is the course AGRIBUS7059: *Experience and Insights in Agri-Food Systems* (study tours). This course has been taught since 2015 twice a year (trimester one and trimester three)

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[2] Experiential learning is a form of active learning. Overall, the program aims at applying active learning principles, and includes experiential learning activities in learning and teaching.

with a maximum of 20 students in each study tour made up of 15 postgraduate students and five undergraduate students since 2020.[3] The course leverages the programs' close relations with agribusinesses in South Australia, alumni networks, and relations with the Agribusiness Advisory Board composed of CEOs and managers of different agribusiness companies, growers, and agribusiness associations in the state. The course is targeted at students who want to gain practical experience with leading South Australian agribusiness companies.

A list of some of the agribusinesses visited is presented in Table 2, and a detailed program for the course for September 2022 is provided in the tables in Appendix. From Table 2, it is evident that companies vary in the type of product produced and orientation with respect to different markets and clients. There are companies of different sizes, from local artisan cheese producers and local breweries to international corporations producing wine for local and international markets, commercial family farm operations, larger scale produce operations, locally owned retailers, and national supermarket chains.

Table 2: South Australian Companies Visited AGRIBUS7059 Experiences and Insights in Agri-food Systems Course in September 2022 (Study Tours).

Companies Visited	Who They Are	Reason to Visit
Government		
Department of Primary Industries and Regions South Australia (PIRSA)	Economic development agency responsible for the prosperity of primary industries in South Australia.	Introduction on the South Australian food industry and role of government, including data collection for the industry scorecard and policy setting.
Regional Development Australia (RDA)	Peak body responsible for the development of regions in Australia through engagement with local industry and all three levels of government.	Introduction to regions like the Barossa. Role of RDA and regional development boards and contribution to community impacts. Links to economic development, investment, and agritourism.
Supermarket/Food Retail		
Drakes Supermarkets	Largest independent retailer in Australia with 60 stores across South Australia and Queensland.	Introduction to Drakes Supermarkets. "State of the Art" Meat Processing Facility (MPF), robotic dry goods distribution center, and the fresh produce operations.
Retail stores of Coles Woolworths and Foodland Supermarkets in Rundle Mall	Coles and Woolworths are leading Australia retailers, and Foodland is a leading independent South Australian retailer.	Understand the retail categories and identify products of participating companies on shelf and check competing products.
Produce and Processor-Based Company Examples		
SA Produce Markets Limited	Wholesaler market connecting growers to small retail and food service businesses.	Understand the transformation of traditional fruit and vegetable wholesale markets and the impact of larger supermarket distribution centers. Comparisons to the students' home countries.

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[3] When student numbers were lower during COVID-19, the decision was made to allow five undergraduate students into the course. This has worked well, with high demand and positive feedback from both students and companies, highlighting that this approach can provide positive results for both postgraduate and undergraduate students.

Table 2 Continued...

Companies Visited	Who They Are	Reason to Visit
Produce and Processor-Based Company Examples		
Gully Gardens	One of the last surviving traditional dried fruit family operations.	Industry transformation. Succession planning. How they have transformed their business from a raw material supplier to market value-added products directly to consumers through agritourism and online sales.
Monika's Organics	Farm producing certified organic fruits and vegetables for wholesale in South Australia.	Introduction to organic farming and marketing of fresh produce. Learn about certified organic practices and the challenges of competition/dealing with some of Australia's toughest retailers.
P`Petual	One of the largest protected cropping facilities in Australia. Produce can be found all year round at supermarkets and greengrocers.	Protected cropping innovation and systems are taken to a large scale. Specialization and consolidation of distribution/sales channels. Maintaining market competitiveness.
SA Mushrooms	Largest privately owned mushroom farm in South Australia. Primary supplier of mushrooms to major supermarkets, greengrocers, and produce markets in the state.	Learn about the mushroom growing process, fresh product distribution, sales, and category growth.
Costas	Sustainable commercial produce farming. One of the largest publicly listed horticultural enterprises in Australia.	Quality and handling of produce for retail clients with an eye on changing consumer demand. Technology-driven productivity and efficiency along the market channel.
The Barossa Valley Cheese Company	Artisan cheese producer, sourcing milk locally. Production and retail, tastings, and tours.	Innovation in cheese production and marketing.
The Barossa Valley Chocolate Company	Regional branding. Agritourism.	Point of difference marketing strategy diverting from cellar door wineries in the region. Targeting families visiting the region for a day trip.
Jacobs Creek	Winery. Production, processing, retailing, tasting, touring, and wine cellar.	Global wine liquor brand with a multinational corporation vision. Leveraging local regional provenance with tourists.
The Dairyman	Traditional mixed farm, production, processing, and retail. Accommodation and farming experiences.	Visit farm and learn about dairy, pork, and mushrooms. Business activities include production, retail, agritourism, and selling into high-end restaurants based on traditional production methods and provenance.
Prancing Pony Brewery	Craft brewery using traditional recipes in the Adelaide Hills, beer brewing, restaurant, and tourism with brewery tours and tastings. Beer sold in Adelaide Hills and Adelaide locations and a few retailers.	Tour of brewing and bottling operations. Description of the changing beer category and the role of smaller craft breweries.

Table 2 Continued...

Companies Visited	Who They Are	Reason to Visit
Produce and Processor-Based Company Examples		
Bickford's Australia	Premium cordials and other beverages such as juices, waters, and syrups.	Fast-moving consumer goods (beverages). Brand and packaging strategies. Best practice product development/innovation models. Leveraging heritage. Product segmentation. Labor productivity/advanced automation.
Ashton Valley Fresh & Ceravolo Orchards	Integrated business, fruit production in orchard, and production and processing of premium fruit juice.	Value-adding and innovation/diversification. Partnerships with juice and cider entrepreneurs. Succession management. Regional tourism and exports.

Source: University of Adelaide internship records

This course is conducted over one full week, two times per year. One reason for this is to allow students to immerse themselves in the experience and be able to compare business strategies while they are fully engaged over the five days. Consequently, the advice to students is to completely clear their schedule for the week, while the program coordinator ensures there are no clashes with other program core courses or key electives. On the first day, students are introduced to the themes and the course-structure/expectations. The following three days are spent in the field visiting, and interacting with, local agribusiness companies, including presentations from senior company staff. Since the course is taught twice a year, some companies come in and out of the program depending on availability. The final day of the course includes students' presentations and the introduction of a written assignment (see the tables in the appendix for an example of the itinerary in 2022).

During the visits, students spend two hours with each company, where talks are conducted by senior company staff, including the owner, Managing Director, CEO, Marketing or Production Manager, or a combination of these roles. The primary objective is to ensure that the experience is as authentic as possible (Bell and Bell 2020). Throughout the week, course coordinators offer guidance and answer questions, but the main presentations are predominantly delivered by the companies. Academic staff provide the companies with a summary of the course and learning outcomes, offering context on the covered topics and likely questions to be asked.

In addition to a range of different types of business organizations, the visits also include an overview from the predominant government agency, Primary Industries and Regions South Australia (PIRSA), who provide a summary of the food industry by sector and region. PIRSA also discuss how they collect data through their state economic scorecard initiative and how they use and share this information with industry to set relevant government policy. Regional Development Australia (RDA), a key agribusiness resource in the state, are also asked to describe how their organization operates using the economic importance of the Barossa region as an example of involving all levels of government when setting the development strategy of a region. This type of experience allows students to learn about the role of multiple stakeholders in regional development and strategies for branding, provenance, and presence in international markets. They also learn about the different economies of scope that these businesses may benefit from such as becoming producers, processors, retailers, and agritourism operators.

4.1.1 The Course as Experiential Learning
Learners interested in the course have access to the course outline (syllabus) before enrollment, allowing access to information on course learning outcomes (CLOs), course content, and assessment. The formal CLOs include:

1. Identify and interpret the nature of business challenges and opportunities.
2. Communicate research findings in a professionally relevant manner (written and oral).
3. Differentiate the characteristics of different business strategies and the variability associated with agribusiness value chains.[4]

These have been mapped to the learning and teaching activities and to the assessment tasks students undertake during and after the course: Engagement by asking relevant questions during visits (CLO1); group presentations that reflect on the experience (CLO2); and a written assignment about the challenges and opportunities faced by visited companies (CLO2 and CLO3). These will be returned to later in detail as we reflect on the course activities.

The course does not stand alone and assumes that students have taken core courses in global food and agricultural markets, policy analysis, and value chains, allowing them to better understand how to apply theory concepts from those experiences during the visits (*pre-experience*). The program director works together with student support to ensure study plans, including the experience course, taking this assumption into consideration. Our experience is that when students follow this advice, they are better able to take advantage of the course material and experiences than those who do not.

At the early stages of the experiential process (*pre-experience*), students are also introduced to key concepts and background material to prepare for the visits to different agribusinesses. Students are introduced to the concepts of value chain, and the pre-reading includes industry and company reports allowing students to become familiar with the industry context and some background of the companies they will visit. Students are also advised to visit the companies' websites before the visits to make the most out of their time with senior managers and other staff. Overall, the course aims to provide an understanding of value chains, industry networks focusing on end consumers and market requirements, innovation, business to business collaborations, market competition, and an overview of the South Australian food industry. The timing of the course within the program, the concepts taught early in the course, and the background reading all ensure students have the required critical thinking skills underpinning the study tours course.

Before the course starts, and as part of the pre-experience stage of learning, each of the students attending is required to provide a 200-word summary of their previous experience and future career aspirations. This gives the two course coordinators an opportunity to better understand each of the students on the tour and which aspects of the site visits might be the most beneficial to them, ensuring that students are willing and able to participate based on their previous experience, as well as cultural and pedagogical background. Students are also provided a list of "what to look for" during the visits (see bottom of the tables in the Appendix). These points and the assessment tasks are discussed at the beginning of the course. The activities are designed to ensure adequate understanding of the learning and assessment process.

Ahead of the visits to companies (*during the experience*), students are informed that they need to do background reading (including strategic plans and value chain reports for the food industry in South Australia) to prepare for the visits and understand the expectations of their behavior and conduct while on each of the site visits. Companies, particularly those being included on the tours for the first time, are

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[4] For the undergraduate students, the first two CLOs are the same, but the third CLO is "Recognise and articulate the characteristics of different business strategies and the variability associated with agribusiness value chains."

given background on our master's program, the types of students who will be on the tour, the broad course learning outcomes, and the types of questions the students are likely to ask. The course aims to provide an environment where students feel safe to ask questions and participate in visits, and emphasizes prior preparation to provide a sense of confidence. This is a good strategy with students for whom English is a second language and with different cultural backgrounds that may affect students' engagement during visits. Limiting the size of the class to 20 also enables the two course coordinators to support individual students who may need more explanation to grasp the concepts being presented.

At an advanced stage of information processing, generalization, and application (*during the experience*), the course encourages active participation by students during the visits to address each of the three CLOs. On the study tours, a variety of local agribusiness companies' senior managers present their business strategy, challenges, and opportunities before allowing interactive discussion and questions from the students. Students are instructed to reflect on the companies' position in the industry, within the value chain, their values and culture, market orientation, business challenges, and opportunities to evaluate and compare business strategies (CLO1), ensuring the experience is as authentic as possible. Students are also asked to "*Reflect*" on what they think are the companies' reasons for success. In doing so, students are encouraged to use the concepts learned in the course and reflect on the *pre-experience* material (CLO1) supporting our objective of teaching reflection in action. Class participation emphasizes the quality and relevance of student engagement, rather than how often they engage with the companies' managers and personnel during the visits, facilitating learning through mentoring, guidance, and feedback.

Students are then assigned to groups of five for a presentation to encourage interaction and discussion during the whole course. Evaluation of the presentation is a combination of individual and team grades to encourage participation and teamwork within the group, but also to reward individual achievement. Group membership is assigned by the course coordinator to ensure a mixture of experience, backgrounds, culture, and gender to mimic situations students may be faced with during their future careers. The group presentation supports effective group dynamics and engagement.

At the post-experience stage, students apply their knowledge by connecting their experiences with agribusiness companies during the study tour course. This is achieved through reflection in a group presentation and problem-solving in a written assignment.[5] Assessment includes a collaborative presentation on the last day of the course where students reflect on their experience and receive feedback (CLO2) that supports experiential learning reflection. They work on an individual written assignment that needs to be submitted approximately one month after the visits take place (CLO2 and CLO3). The written assignment consists of questions relating to the student's observations around the challenges and opportunities facing these businesses (CLO1), encouraging critical reflection. Students also analyze the value chain and industry networks of the companies visited, exploring the business strategies utilized by senior management. They delve into how these companies differentiate themselves from competitors and examine their approaches to engaging with and marketing to consumers (CLO3), connecting the experience gained during visits to real-world businesses. The post-experience exercise (assessing the learning from the experience) has demonstrated that students who put more effort into the course, both pre-experience preparation and engagement during the experience, are far more likely to demonstrate a better understanding and application of the concepts and course learning outcomes.

4.1.2 Students' Feedback
The following student feedback corresponds to the anonymous responses to the Student Experiences of Learning and Teaching (SELT) surveys, which correspond to the students' evaluations of the courses collected by the university at the end of every course. These results for AGRIBUS7059 are limited for a

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[5] The differences in the CLOs for undergraduate and postgraduate students implies that the requirements for the written assignment differ for undergraduate and postgraduate students.

few reasons: (i) due to changes in the questionnaire that make comparisons difficult before 2018, (ii) information not being available due to COVID-19 in 2020, and (iii) class sizes that fall below 10 in number, which are not reported. The results presented below correspond to aggregates and anonymous comments, which have been approved for release. Students' feedback also allows us to reflect on the Bell and Bell (2020) framework as illustrated in Table 1.

On average, students' responses are very close to "strongly agree" to the questions: "The course helps me understand key concepts" and "The course is intellectually stimulating" (Table 3), suggesting that the course helps students develop underpinning knowledge. The comments below also confirm that students are interested in visiting a variety of agribusinesses and are keen to interact with business managers and owners. The course coordinators look for a variety of companies (e.g., different products or services in different sectors, different parts of the value chain, different sizes, and different market focus), allowing students to compare these companies during the study tour (i.e., they are different), but also explore some of the similarities that make them successful. Examples of student feedback of what is valued in the course highlight these points:

"The variety of businesses and access to business owners throughout the week to understand their challenges and how they think through problems." [Student, Trimester 1, 2021]

Table 3: Student Experiences of Learning and Teaching for the Experiences and Insights in Agribusiness Course (AGRIBUS7059) (N = 29).

	Student Evaluation Criteria	Trimester 1 2021	Trimester 1 2022	Trimester 3 2022
1	This course helps me to build my understanding of key concepts.	6.9	6.8	6.4
2	Overall, this course is intellectually stimulating.	6.8	6.8	6.6
3	This course includes digital activities and resources that help me learn.	6.4	6	6.2
4	In this course I receive useful and timely feedback on my work.	6.4	6.5	5.9
5	The assessment tasks in this course help me learn.	6.7	6.5	6
6	In this course diverse perspectives are valued, and difference is accommodated.	6.7	6.7	6.6
7	This course is well organized.	6.7	6.9	6.3
8	How much effort have you put into this course?	6.4	6.5	5.9
9	Overall, I am satisfied with the quality of this course.	6.9	6.6	6.1

Source: Students' Experiences of Learning and Teaching Results 2021–2022 for AGRIBUS7059.
Note: Each response corresponds to a Likert scale from 1 to 7, where it is indicated that 7 = strongly agree, 4 = undecided, and 1 = strongly disagree.
Trimester 1, 2021, response rate 9 out of 12; Trimester 1, 2022, response rate 11 out of 14; and Trimester 3, 2022, response rate 9 out of 9.

"Visiting and interacting different companies, knowing their strategies of building business, and challenges they are facing." [Student, Trimester 1, 2022]

"Because of the diversification of visited businesses, this course has the space for each student's interest." [Student, Trimester 3, 2022]

Although students' evaluations take place after the course ends, some students' comments speak to their active participation in the course where they can reflect on *(during the learning)* experience(s) that they do not find elsewhere during their program. This suggests that the experience was considered authentic as per the following examples:

"Opportunity to get behind the scenes in businesses that we would not normally get access to." [Student, Trimester 1, 2022]

"I'm an international student who just came to Adelaide few months ago. This course gives me a great chance to quickly understand the real Agricultural Business concept in South Australia. This helps me to widen knowledge and obtain so much information to compare and consider applying when I go back to my country." [Student, Trimester 3, 2022]

"On-site visits were immensely educational and eye-opening." [Student, Trimester 3, 2022]

"The course provided students with practical experiences and insights about how South Australia's food and agricultural industry operate. The course is very interesting and very different from other courses because students have opportunities to visit different businesses in South Australia. Based on my observations during the trip, I can see how they are doing, how they are operating the businesses, and how they are making plans and expanding their business size. These understandings and insights are very interesting and useful and more supportive for me before I do my research project next trimester." [Student, Trimester 3, 2022]

Further, opportunities to link course experiences with future career opportunities, how to apply course theory and learnings, and better understand how agribusinesses adapt based on their experience, allow students to appreciate real-world applications:

"I thought the exposure to a broad range of agribusinesses was of high value to the outcomes of the course. I think the diversity of visits gave those doing the course a great idea of how many careers and opportunities exist in the agribusiness sector. It's one of the things that I did miss in undergrad and much of my master's degree, real-life exposure, and I like that I was able to apply some of the things I've learnt in the classroom to many of the visits. Of the week the visits I found most beneficial, giving us greater insights into their business were, Ceravolo Orchards, P'Petual, Drakes, Yalumba, and SA Mushrooms. Not to say the others didn't just that these were a few of the visits that were extremely valuable in my opinion." [Student, Trimester 1, 2022]

Finally, the responses leaning toward "strongly agree" and "agree" to the statements: (i) "In this course, I receive useful and timely feedback on my work" and (ii) "The assessment tasks in this course help me learn" (Table 3) suggest that students engaged with reflection. Responses to "How much effort

have you put into this course" may also be used to assess student willingness to reflect critically on their work during the course through a process of self-evaluation.

The feedback presented in this section suggests that the course approach using the principles of experiential learning allows students to apply what they have learned in the program, relate the content to the visits and their own experiences in their jobs and their home countries, on their research project, and on the direction that they would like to take once they finish their master's degree.

4.1.3 Companies Feedback

Course coordinators engage with companies before and after the study tours. This is normally by phone or by email and includes an additional thank you for their time and willingness to be part of the program as well as any general feedback or additional questions from the students. We asked the companies about their experience and whether they are willing to be part of future study tours and internships. The responses are only anecdotal, but they have been very positive, which is highlighted by the company's continual involvement in these activities.

4.2 Internships with Agribusinesses

Although the internships themselves are not part of a specific course, they are conducted under the research methods courses (AGRIBUS7061 and AGRIBUS7062). Students undertake a research project linked to the internship. Students received guidance and feedback from course coordinators in the research course and from their supervisors at the university and at the companies. The CLOs to be achieved by students during their research project, as part of the agribusiness internship, are:

1. Apply an advanced knowledge of research design options, methodologies, and analysis methods (both qualitative and quantitative).
2. Distill a broad business problem or research topic into a succinct set of research objectives and questions.
3. Create a research proposal and a plan for implementation.
4. Recognize the importance of ethics as it relates to undertaking research and its implications for a range of different stakeholders.
5. Identify literature relevant to the subject of investigation.
6. Source, interpret, evaluate, and analyze primary and/or secondary data.
7. Draw and justify conclusions from this analysis.
8. Present research findings and conclusions in an academically appropriate manner.

Assessment includes a research proposal (CLO1, CLO2, and CLO3), an oral presentation (CLO8), a research paper (CLO5, CLO6, CLO7, and CLO8), and engagement with supervisors. At the beginning of the research courses, the expectations about the agribusiness internships and the assessment tasks are discussed with students, including conducting research in agribusiness settings and writing of reports for the companies. These pre-experience activities ensure students understand the learning and assessment process.

The internships within the MGFAB and the MAB have been offered since 2014, with a total of 52 internships offered between 2014 and 2022. Participating companies include agribusinesses, NGOs, and governmental organizations. The internships are offered to students earlier in the second year of their master's as part of their capstone research project. Once the list of possible internships is finalized for the year, a session takes place with students starting their research project. Sometimes one organization has offered more than one internship. The list of all the internships offered per year, including the companies and students' projects, can be found in Table A6. Students conduct the internships in the second year of their master's program, since they are expected to apply the concepts learned in their courses. By the

second year of their degree, students are expected to have taken the core courses and some elective courses and have acquired experience in academic writing. This is part of the *pre-experience* stage where students have acquired the critical thinking and skills required to undertake the internship.

The process of the internships starts with approaching companies for their interest in having students work on projects. The process is similar to a job application where the students apply and the company decides who is most suitable. Once the company and student are paired up, academic supervisors are assigned according to the research topic. Students sign formal internship agreements with the companies to allow the exchange of any confidential information required for the research project. At this stage of the *pre-experience* process, the course coordinators ensure that students are willing and able to participate and that students are paired with companies based on their backgrounds and alignment of interests.

Once this process is finalized, students perform a series of activities for the company (*during the experience they "do"*), such as solving a problem or analyzing an issue of interest. These activities include familiarizing themselves with the company, the market, the product they sell, and collecting or analyzing data. Some internships may involve a significant time spent on site, while others may be desktop-based, depending on the company and the research topic. All internships involve regular contact between the student, company, and academic supervisor. These activities and interactions ensure that the experience is as authentic as possible.

Students are then expected to reflect on their experience in different ways during their internship. These include regular discussions with both their academic supervisor and with their supervisor at the company or organization, clarifying the requirements and expectations from both the companies and for their degree. It is common to have the senior manager or person in charge of the internship join meetings between students and supervisors to provide feedback. These meetings usually take place on a fortnightly basis right through the internship and are used to guide the student, ensuring they are on track, and that the objectives of the internship are met while complying with the requirements of the master's program. Therefore, *during the experience,* these interactions aim at developing a risk-free environment for students to make mistakes and learn, and support learning through mentoring, guidance, and the provision of feedback.

As part of their reflection process, students do a 10-minute presentation of their progress to the research project course coordinator, their supervisors, other academics, other students, and the senior manager or person in charge of the internship, all of whom are invited to the session. These presentations are conducted in panels scheduled for two days or more, depending on how many students are finalizing their research project papers. The presentations provide an opportunity for the students to present their work to others who are unfamiliar with their research and receive feedback from academics, students— and from any companies involved—before the written final report assignment is due. The presentations support post-experiential learning reflection and feedback. For all students in the master's program, this is a great opportunity to practice professional communication skills.

Thus, over the period of about eight months, students develop a research proposal, review literature, and identify a theory basis to structure their work on the project for the internship. This also includes a reflection about the research process, including challenges they encountered, their expectations compared to the experience, and any highlights as part of the assessment of learning from the experience. The objective is for students to apply what they have learned during their master's program to solve a problem. The major output of the internship is a written report to the company that includes an analysis or a potential solution to a problem or opportunity they are facing, and a research paper that complies with the research component required in their program, encouraging control over critical reflection. The papers are limited to 8,000 words in total, written in a format that suits the company, but the underlying content needs to satisfy the academic rigor expected from the research project course. The final paper and the process leading to it help students with linking their experiences to real-world practice.

An additional objective of the internships and the capstone research projects is to allow students to use them as a stepping stone to their future careers (to link the experience to real-world practice). This provides them with work experience and networking opportunities, as well as a chance to apply what they have learned in their program to solve problems in a real-world environment. This has been demonstrated to be of value not only for students, but for the companies, by providing a research output that the companies can use to show experience with solving issues or opportunities the companies are facing. A summary of the educator's role in experiential learning (Bell and Bell 2020) applied to the study tour and the internship is provided in Table A7.

4.2.1 Examples of Internships

To further illustrate the points made in section 4.2, we present some examples of internships and their outcomes (see Table 4). These include internships with different types of organizations: one NGO, Conservation International, and three private agri-food businesses: Smart Group, Laucke Flour Mills, and Mexican Express (Mexex). These further illustrate some aspects of the Bell and Bell (2020) framework provided in Table 1.

Example 1: **Conservation International**
Conservation International (CI) is an international NGO working on natural resource conservation. CI implemented development interventions to promote fisheries management practices and livelihood alternatives to floating village dwellers in the Tonle Sap Lake in Cambodia. The interventions included the formation of community groups to help regulate fisheries, the promotion of saving groups to help manage household resources, and business initiatives such as training in improved fish drying practices. Two students worked on the analysis of the saving groups, one student analyzed community fisheries management, and a fourth student analyzed the uptake of fish processing practices, ensuring the experience was as authentic as possible (*during the experience*). During these internships, the manager for CI Cambodia Freshwater met with students over the course of the internships and provided valuable feedback and insights facilitating learning through mentoring, guidance, and the provision of feedback (*during the experience*). For students, it offered a learning opportunity about writing reports for an organization interested in development outcomes, while applying the concepts learned in their program. Some of these students are currently working back in their home countries with international development organizations and have conducted work evaluating interventions by NGOs, linking the learning experience with real-world practice (*post experience*) in a very real sense.

Example 2: Smart Group Farms
The CEO of Smart Group Farms is the Chairman of the Agribusiness Advisory Board, who has often provided mentoring to students undertaking internships at their organization (during the experience, facilitating learning through mentoring, guidance, and feedback). There have been four internships with his business on various topics, including assessing new product and investment opportunities, understanding potential new export markets, developing the company's online engagement strategies, and how the business could better engage with different government departments (during the experience, ensuring the experience is as authentic as possible). The CEO was very engaged with the students and spent considerable time during the farm visit to ensure students understood the business structures and were able to discuss/refine the research outcomes and recommendations.

Example 3: Lauke Flour Mills and Mexex
Another example that takes this value even further is the internships with Laucke Flour Mills and Mexex. Two students were involved in the Mexex internships. The company was looking to expand, one project looked at the market opportunities through a market selection framework, while the other project looked at the

constraints for the supply of raw materials to their factory and whether contract farming was a viable solution for their existing business model. The Laucke internship aimed to exploit the company's strengths by exploring

Table 4: Examples of Research Internships.

Industry Partner	Master Program (MGFAB or MAB)	Research Topic	Year
Conservation International (CI)	MGFAB	Tonle Sap Lake Savings Groups	2020
	MGFAB	Tonle Sap Lake Fisheries	2020
	MGFAB	Tonle Sap Lake Evaluation of Fish Processing Practices	2021
Smart Group	MGFAB	Exploring Efficient Pathways to Asia and Product Attributes for Oaten Hay	2015
	MGFAB	Use of Internet as an Effective Tool for the Marketing and Promotion of Farm Produce	2015
	MGFAB	Finding Funds, Grants, and Concessions Available to Australian Farmers	2017
	MGFAB	Smart Farms Nut Sector Expansion Assessment	2019
Laucke Flour Mills	MGFAB	Challenges for Laucke to Continue to Expand in China	2015
	MGFAB	Discover and Develop Certified Safe Food Australia Products' Commercial Value to Chinese Consumers	2018
Mexican Express (Mexex)	MGFAB	Current Landscape of Contract Farming in Australia: The Role of an Agribusiness Firm	2021
	MGFAB	International Market Selection Framework: An Australian Perspective	2021

Note: Most of the companies in this table are still offering internships in 2023.
MGFAB = Master of Global Food and Agricultural Business. MAB = Master of Agribusiness. Internships are done within the master's capstone research project of both of these programs.

how a certified safe food program could open opportunities into the Chinese market. Two of the students involved in these internships were valued so much by the companies that they chose to employ them full-time after they graduated from the master's program. Therefore, the experience of applying what they have learned, reflecting on it, producing a professional report, and the training received via the interaction with the companies was extremely valuable to both the student and the companies involved (post-experience linking the experience with real-world practice).

5 Discussion and Conclusion

In this paper, we present a reflection on our teaching approaches using the lens of experiential learning theory and an application of the Bell and Bell (2020) framework, which is appropriate for assessing the benefits of approaches other than case studies for teaching agribusiness programs and for designing and

implementing experiential learning activities. We find evidence suggesting that educators adhere to most of the roles suggested in Bell and Bell (2020).

Our assessment also illustrates how study tours and internships can improve the way we teach agribusiness for postgraduate students through building the knowledge base, providing unique and authentic opportunities for students to apply and reflect on that knowledge base, and designing assessment tasks that link these two together to meet the course learning outcomes. This is particularly relevant in a field where students can be involved in solving real-world problems. In turn, these activities enhance students' learning and teaching experience by providing unique opportunities for application and reflection, for contextualization, for interactions with managers, and the chance to apply what they have learned within the courses and their future careers. In this sense, the study tours are a good introduction for the students on understanding companies more, and the internships offer an opportunity to dive deeper into a particular challenge or opportunity and engage actively with the company to find a researchable solution.

However, our assessment via the Bell and Bell (2020) framework also shows that to apply experiential learning in agribusiness effectively, some challenges need to be considered. First, setting and aligning of expectations between educators, learners, and companies participating in the learning experience is key. For example, in the case of the internships it is important to clarify to companies the requirements of the academic program, the set timeframe of the courses, and the assessment tasks required within the academic program. Similarly, the students need to be aware of the complexity of delivering a research project for an academic and a private sector audience, including the extra time needed to engage with the company, understand the business, and be aware of the confidentiality needed when dealing with sensitive company information. In the same way, students also need to be aware of the intellectual property and confidentiality of the information being presented to them during the study tour, what they can and cannot share, and the type of questions that the companies may not be willing to answer during the visits.

Importantly, offering a course such as the study tour and internship opportunities to students that are specific to the agribusiness program requires academics with the knowledge, experience, and networks to develop these approaches. These types of course experiences are hard to develop and are not easily repeated from one teaching period to the next, so academics need time and incentives to conduct these activities. Furthermore, it requires the institutional support from schools, departments, and university administrators to organize the study tours and to facilitate covering the costs associated with their delivery. This is not always practical for many institutions—but it does have significant benefits for all involved.

Yet experiential learning activities beyond standard written case studies, such as those described in this paper, can be incorporated into learning and teaching in different ways. Further examples include integrating and supporting experiential lessons via invited external speakers who may share their experience and encourage student discussion of the lessons learned in the lecture sessions. Supporting this, recording industry leaders' experiences through video reduces the number of times they need to repeat themselves and captures content in a form that can be used in different agribusiness courses across the programs. By getting the case study videos timestamped around the questions being asked, course coordinators can direct students straight to the parts of the video that are most relevant to the theory being taught in each of the other courses.

Furthermore, the study tour course and internships can be adjusted to provide experiential learning experiences to both undergraduate and postgraduate students. These require adjusting course learning outcomes and assessment to cater for these different academic levels. Internships, invited speakers, and video recordings can be incorporated to undergraduate teaching. Course coordinators may need to adjust how these are used depending on the student audience (undergraduate, postgraduate, or combined).

Finally, we believe that more research is required to further understand the effectiveness of experiential learning approaches like the ones presented in this paper. For instance, collecting additional

student and company feedback not only about the study tours but also more detailed feedback about the internships would help in shaping future experiential activities. A deeper understanding of student and company needs and expectations may help to improve the additional skills required by students, together with the preparations companies might make before accepting the responsibility of an internship. Also, further exploration is required to better understand students' willingness to participate in these approaches to learning and teaching in agribusiness and their subsequent perceptions about its benefits. Moreover, understanding the effectiveness of these experiential learning approaches (internships, study tours) at the undergraduate level is required to improve teaching and student outcomes in agribusiness programs.

Overall, we conclude that experiential learning is required for agribusiness programs at the postgraduate level. More studies of this type could help better understand the different approaches and the potential benefits to students, industry, and universities.

About the Author:
Alexandra Peralta is a Senior Lecturer in Agricultural and Food Economics at the Centre for Global Food and Resources, School of Economics and Public Policy at the University of Adelaide (Email: alexandra.peralta@adelaide.edu.au)
Craig Johns is an Associate Professor and Associate Director Agribusiness Innovation, Postgraduate Coursework Program Director with the Centre for Global Food and Resources, School of Economics and Public Policy at the University of Adelaide.
Adam Loch is an Associate Professor with the Centre for Global Food and Resources, School of Economics and Public Policy at the University of Adelaide.

Appendix: Experiences and Insights in Agrifood Systems AGRIBUS 7059 19–23 September 2022

Table A1: Day 1 Monday 19 September 2022.

Time	Activity	Instruction	Special notes	Research
8.30 am	Introduction to program managing COVID-19 and overview of the course, bus timetable, dress requirements, structure, pre-reading, etc.	Students need to engage, ask questions, and be on time.	Allocate student groups into smaller groups with a mixture of backgrounds and experience. Wear name tags and vest as instructed.	
9.30 am	PIRSA presentation, SA Industry scorecard.	Pema Wangchuk Scorecard Analyst & Martin Carter PIRSA	Introduction on the South Australian food industry and role of government.	Measuring industry sector value chains.
10.15 am	Group photo session.	Craig Johns & Theo Simos		
10.35 am	Bus departs 10 Pulteney St. 20 min/8 km.			
11.00 am–12.30 pm	Drakes Supermarkets "State of the Art" *Meat* Processing Facility (MPF). 5 Alfred Ave, Beverley SA 5009.	Meet Daryl Rosevear & Jason Smith Tour of meat portioning, packaging & distribution and logistics.	Introduction to Drakes Supermarkets with questions and answer session. Tim Cartwright GM Fresh Foods. Split into 2 groups for the tour (Groups 1 & 3 and 2 & 4).	
12.30 pm	Destination Adelaide Hills region 51 min/40 km	Lunch on the bus.		
1.30 pm	Prancing Pony Brewery 42 Mt Barker Road Totness 5250 SA.	Corinna Steeb (Co-Founders & CEO)	Break into groups for tour of brewing and bottling operations. Group together for final question & answer session in main restaurant.	
3.15 pm	Depart for Adelaide 34 km/35 min.			
	Briefing exercise Theo Simos	Handout group documentation.		
4.00 pm	Retail market intelligence exercise, walk to Rundle Mall, and visit Coles Woolworths and Foodland supermarkets.	Split into groups; retail category identification; and locate and familiarize fresh produce exercise.	Identify products of participating companies on shelf and check competing products.	Program to be handed out on the day and handed in on Tuesday morning.
5.30 pm	End of day 1 program.			

Table A2: Day 2 Tuesday 20 September 2022.

Time	Activity	Instruction	Special notes	Research
6.00 am	Pick up at Nexus Building 10 Pulteney St Travel to Barossa Valley (80 min/90 km).	Be on time or miss the bus.		
7.30 am	Arrive in Angaston Refreshment stop at Wanera Wine Bar 65 Murray Street Angaston Place food orders on arrival.	Welcome & Regional Overview by Mark McNamara, Regional Development Australia, Representing Barossa Gawler Light Adelaide Plains region https://barossa.org.au/	Role and importance of regions and strong vibrant communities in rural South Australia.	Introduction to Barossa region. Role of RDA and regional development boards and contribution to community impacts. Links to economic development, investment & agritourism.
9.30 am	Depart for Gully Gardens on the outskirts of Angaston. Location 175 Gawler Park Road, Angaston (2.6 km/5 min).	One of the last traditional dried fruit growing families. Producing and marketing directly from the farm.	Break into 2 groups for a tour of farm operations. Return for refreshments and questions.	Industry transformation & revival. Specialize in dried fruit, with a small visitor shop and orchards on the surrounding property. Angaston once had a strong stone fruit growing industry but now only a small number of orchards remain.
10.45 am	Depart Gully Gardens (2.6 km/5 min).	Arrive in Angaston Refreshment stop.		
11.00 am	The Barossa Valley Cheese Company 67 Murray St Angaston.	Victoria McClurg (Founder/MD) office	Artisan cheese producer.	Innovation in cheese production and marketing.
12	Refreshment break Angaston.			
1.15 pm	Depart for Rowland Flat (18 km/20 min).			
2.00 pm	Jacobs Creek Visitor Centre Rowland Flat (15 min/10 km).	James Keane A subsidiary of the Pernod Ricard Group.		Global wine liquor brand with a multinational corporation vision Leveraging local regional provenance with tourists.
3.00 pm	Depart Winery for Lyndoch.			
3.15 pm	The Dairyman 346 Tweedies Gully Road Lyndoch South Australia, 5351t.	Host Owner, Michael Wohlstadt	Traditional mixed farm offering limited accommodation and farming experiences.	Barossa Trust Mark Dairy (butter and cream), pork (heritage pork), mushrooms, and much more.
4.00 pm	Return to Pulteney St by 5.30 pm (65 min/60 km).	Students to discuss and record their observations during the day.	Groups to plan Friday's presentations.	

Table A3: Day 3 Wednesday 21 September 2022

Time	Activity	Instruction	Special notes	Research Themes
6.00 am	Pick up at Nexus Building 10 Pulteney St; travel to wholesale markets (13 km/30 min).	Critical to meet on time—12-hour day on the road.	Group leaders to hand in Monday's retail exercise to T Simos. Ensure appropriate clothing/closed footwear/dress for a cold morning.	
6.30 am	Drakes Its fresh operation at Warehouse J SA Produce Markets Limited Burma road Pooraka.	Meet at the security gate, Don Callisto, Manager.	This facility operates after midnight and closes by 8 am each morning.	Understand transformation of traditional fruit and vegetable markets for growers & organized wholesale distribution centers. Impact of organized retail and food service sectors/consumer purchasing trends/new technologies.
7.15 am	Costas Australia's Largest Fresh Grower distributor Store 25 Diagonal Road Pooraka SA 5095.	Chris Christophedies, State Manager SA www.costagroup.com.au	Follow safety instructions. Stick to the group. Watch forklift & vehicle traffic movements.	Products & seasonal impacts. Competitive growing sourcing & pricing. Quality and handling of produce for retail clients/with an eye on changing consumer demand. Technology-driven productivity and efficiency along the market channel.
8.00 am	Return to SAPM cafeteria.	Restaurant to order and purchase your breakfast before we depart.		Competition in wholesale and retail channel & transformation of fresh produce sector in SA.
8.30 am	Depart SAPM (8 km/20 min).			
9.00 am	Bickfords Australia, 162 Cross Keys Rd, Salisbury South.	Meet Mr. George Kotses and staff, including Debra, Beverley & Nishant Goundar in the boardroom. Diversified alcoholic/non-alcoholic beverage group.	Split into four groups; 10-min intro/history; 30-min tour of the factory; 25-min presentation on branding and marketing; and 20-min questions/answers.	Fast-moving consumer goods (beverages). Brand & packaging strategies. Best practice/innovation models: Leveraging heritage, Product segmentation, and Labor productivity /advanced automation.

Table A3 continued.

Time	Activity	Instruction	Special notes	Research Themes
11.30 am	Depart from Bickfords Salisbury for Golden Grove 20 min/36 km.			
11.50 am	Monika's Organics Lot 2 Strachan Road Golden Grove.	Monika Fiebig	Introduction to organic farming and marketing of fresh produce.	Meet award-winning vegetable grower, Monika Fiebig—a leader in modern organic production and founder of branded Monika's Organics produce. Learn about certified organic practices and the challenges of competition/dealing with some of Australia's toughest retailers.
12.50 pm	Depart Monika's for Buckland Park (33 km/35 min).	Lunch on the bus. Bring your own refreshments.		
1.30 pm	P`Petual 234 Carmelo Road, Buckland Park SA 5120.	P'Petual Holdings Henri (MD & Founder), Andrew Potter (Head Grower).	Protected cropping innovation and systems are taken to a large scale. Lab coats, hairnets, and shoe covers will be provided.	Specialization & consolidation of distribution/sales channels. Maintaining market competitiveness.
3.00 pm	Depart for Waterloo Corner (8 min/6 km).			
3.15 pm	SA Mushrooms 153 Tozer Road Waterloo Corner.	Nick Femia (MD) and Cherie Eldridge (WHS & HR Manager)	Largest privately owned mushroom farm since 1998 in South Australia.	Learn about the mushroom growing process, fresh product distribution, sales, and category growth.
4.30 pm	Depart for 10 Pulteney St, back by 5.15pm (33 km/35 min).	Debriefing session on the bus.		

Table A4: Day 4 Thursday 22 September 2022 (PUBLIC HOLIDAY)

Table A5: Day 5 Friday 23 September 2022.

Time	Activity	Instruction	Special notes	Observe
8.15 am	Meet at Pulteney street bus to Adelaide hills region.	Be on time.		
8.30 am	Bus departs for Adelaide Hills.	Ceravolo Family; Tony (MD), Sandra, Joseph & Joyce Ceravolo.		
9.00 am–12	Ashton Valley Fresh & Ceravolo Farms 376 Main Lobethal Rd, Ashton Adelaide Hills (30 min/16.3 km).	https://www.facebook.com/CeravoloOrchards/ Also check #bravoapples.	Break into 2 groups for a tour of fruit grading, processing, packaging, and orchards operations.	Look for fresh produce. Value-adding & innovation/diversification. Succession management. Regional tourism/exports.
12.30–1.30 pm	Return to Pulteney St (30 min/16.3 km).	Lunch break.		
1.30–5.00 pm	Barr Smith South 2051	Student feedback and debrief. Groups prepare and finalize presentations.	Oversight groups Criteria for	
	Break into 4 groups.	25-min presentation/10 min of questions. Hand out assignment.	presentation. Marking of presentations.	

What to look out for during the site visits:

- Structure
    - Value chain from producers to consumers for each company
    - Position in the industry
    - Values and culture.
- Reasons for Success
    - Consumer focus
    - Product range
    - Target markets
    - Marketing strategy
    - Social media strategy.
- Business Challenges and Opportunities
    - How have they got where they are?
    - How have they managed growth?
    - How they are tackling the future?
    - Corporate and social responsibility (adoption and integration of social, ecological, and environmental concerns in business operations).
- Evaluate and Compare Business Strategies
    - Sustainability and competitiveness
    - Why are they working
    - How, and where could they be improved?

Table A6: Internships Offered to MGFAB and MAB Students Between 2014 and 2022 by Company.			
Year	Master's Program (MGFAB or MAB)	Industry Partner	Research Topic
2014	MGFAB	Harvest Moon	Explore a Guideline for Implementing Lean Production System for Vegetable Industries
2014	MGFAB	Almondco	Assessment of the Almond Industry from the Perspective of Existing and Prospective Australian Growers
2014	MGFAB	Feast Fine Foods	Assessing Opportunities and the Demand for Mutton in Adelaide Restaurants
2014	MGFAB	Elders	Export Opportunities for Australian Beef to Vietnam: A Case Study of Elders Ltd.
2014	MGFAB	ACIAR	Commercial Proposition for Mango Value Chain Enhancement in Jamesabad (Multan), Punjab
2015	MGFAB	SARDI	Estimating the Value of Food Losses and Waste in Australia
2015	MGFAB	Feast Fine Foods	Assessing the Opportunities for Value-Added Meat Products in Food Service Operations and Retail Markets in Adelaide—A Study for Richard Gunners' Fine Meats Ltd.
2015	MGFAB	Smart Group	Exploring Efficient Pathways to Asia and Product Attributes for Oaten Hay
2015	MGFAB	NASAA Organic Cert	Organic Oat Farming in Australia: Challenges and Opportunities of Certification
2015	MGFAB	Laucke Flour Mills	Challenges for Laucke to Continue to Expand in China
2016	MGFAB	Ausagave/FreeEyre	Analysis of Key Drivers in the Alternative Sweetener Market: Identifying Opportunities for Agave Sugars
2016	MGFAB	Smart Group	Use of Internet as an Effective Tool for the Marketing and Promotion of Farm Produce
2017	MGFAB	Careme Pastry	Analyzing the Frozen Pastry Market and Exploring Growth Markets and Trends in the Foodservice Sector—A Study for Careme Pastry
2017	MGFAB	Natural Food Barn	A Commercial Plan for Natural Food Barn Developing International Retail Business in China
2017	MGFAB	SA Lobster industry	Supply of SA Rock Lobster to China Following the China-Australia Free Trade Agreement
2017	MGFAB	Smart Group	Finding Funds, Grants, and Concessions Available to Australian Farmers—The Smart Group Internship

Table A6 continued.

Year	Master's Program (MGFAB or MAB)	Industry Partner	Research Topic
2017	MGFAB	Careme Pastry	Understanding Customer Needs and Value Adding Opportunities for Pastry in the Food Service Market—A Study for Careme Pastry
2017	MGFAB	CPH Accounting	Impact of Utilizing P2P to Build Consumer Trust on the Brand Value of Australian Baby Formula Imported into China
2018	MGFAB	SA Lobster industry	SA Rock Lobster Market Environment under FTA in China
2018	MGFAB	Grain Producers SA	Determining the Policy Challenges and Opportunities in Managing Land Use Conflict Between Farming and Mining and What Role Can Compensation Play
2018	MGFAB	Grain Producers SA	Finding and Analyzing Reasons for the Shortage of 20-Foot Export Containers in South Australia—Grain Industry Perspective
2018	MGFAB	Laucke Flour Mills	Discover and Develop Certified Safe Food Australia Products' Commercial Value to Chinese Consumers
2018	MGFAB	Honey and Fox	An Integrated Interactive Diagnostic Tool to Support Tailored Seafood Export Growth Planning
2018	MGFAB	Fonterra (China)	
2018	MAB	Availer	Business Case for Commercialization of New Wine Industry Innovations
2019	MAB	Fabal Group	Investigation of the Potential for a Wine/Chocolate Agritourism Venture in the Barossa Valley
2019	MAB	PIRSA	Expansion of the PIRSA Scorecard to Capture the Rapid Changes in Craft Brewing Sector and Explore How These Insights Can Be Better Shared with the Private Sector
2019	MGFAB	Rabobank	Wine Industry Analysis
2019	MGFAB	ANZ	Profit per Hectare Modelling Mixed Farming: Integration of Sheep and Crops in South Australia
2019	MAB	PIRSA	Expansion of the PIRSA Scorecard to Capture the Rapid Changes in Different Sectors

Table A6 Continued.

Year	Master's Program (MGFAB or MAB)	Industry Partner	Research Topic
2019	MGFAB	PNG Canarium Project	
2019	MGFAB	ACIAR	Risk Management in the Pacific
2019	MGFAB	Foodbank/Daitum	Optimizing Foodbank's Product Logistics
2019	MGFAB	Honey and Fox	A Training Needs Analysis of South Australian Food Businesses—Food Loss and Food Waste
2020	MAB	Grain Producers SA	Investigation of Net Value Derived by Quality Assurance in Bulk Handling Grain
2020	MGFAB	RAID	
2020	MGFAB	Sundrop	Had to cancel due to COVID-19 travel restrictions.
2020	MGFAB	Smart Group	Smart Farms Nut Sector Expansion Assessment
2020	MGFAB	Urban Food Garden	Urban Food Gardens NT Assessment
2020	MGFAB	Conservation International	Tonle Sap Lake Savings Groups
2020	MGFAB	Conservation International	Tonle Sap Lake Savings Groups
2020	MGFAB	Conservation International	Tonle Sap Lake Fisheries
2020	MGFAB	Ceravolo	Had to cancel due to COVID-19 travel restrictions.
2020	MGFAB	Foodbank / Daitum	Analytical Study of Expansion of Network and Efficiency Enhancement in Logistics and Operations in Food Bank (with Daitum)
2020	MGFAB	Availer / T Provenance	CBA on Implementation and Utilization of Supply-Chain Traceability System for Table Grapes and Almonds: Australia into China and Europe
2021	MGFAB	Conservation International	Tonle Sap Lake Evaluation of Fish Processing Practices
2021	MGFAB	Mexex	Current Landscape of Contract Farming in Australia: The Role of an Agribusiness Firm
2021	MGFAB	Mexex	International Market Selection Framework: An Australian Perspective
2022	University of Adelaide	Rabobank (Uni wide)	Ag Carbon Assessment Tools for the Banking Sector
2022	MGFAB	FIAL	Measuring Export and Market Readiness of Australian Health and Wellness Manufacturing Companies

Table A6 Continued.

Year	Master's Program (MGFAB or MAB)	Industry Partner	Research Topic
2022	MGFAB	NASAA Organic Cert	Assessing the Capacity of NASAA Organic to Increase Youth Engagement in the Organics Industry
2022	MGFAB	Something Wild	A Review of Leading Global Indigenous Food Companies to Provide Insights for South Australia's Indigenous-Based Company Something Wild

Table A7: The Role of the Educator in the Experiential Learning Process Applied to the Study Tour and the Internship.

Pre-experience	Study Tour	Internship
Ensure learners have the required critical thinking skills that underpins the experience.	Study plans advise learners to take the study tour after courses in global food and agricultural markets, policy analysis, and value chains. Students are introduced to key concepts of value chains, and provided with background material, including industry and company reports, for reading before company visits.	Students conduct the internships in the second year of their master's program, since they are expected to apply the concepts learned in their courses. By the second year of their degree, students are expected to have taken the core courses and some elective courses and have acquired experience in academic writing.
Ensure learners are willing and able to participate based on previous experience and cultural and pedagogic backgrounds.	Students provide a 200-word summary of previous experience and future career aspirations, which is used to understand students' needs.	Students are given the opportunity to apply for internships that align with their interests. Once the company and student are paired up, academic supervisors are assigned according to the research topic. Students sign formal internship agreements with the companies to allow the exchange of any confidential information required for the research project.
Ensure constructive alignment between the course learning outcomes (CLOs), taught content, and assessment.	Assignments alignment with CLOs: Students ask relevant questions during visits (CLO1). Groups present and reflect on the experience (CLO2). Learners write about the challenges and opportunities faced by visited companies (CLO2 and CLO3).	Assessment includes a research proposal (CLO1, CLO2, and CLO3), an oral presentation (CLO8), a final 8,000-word research paper (CLO5, CLO6, CLO7, and CLO8), and engagement with supervisors.
Ensure learners have an adequate understanding of the learning and assessment process.	Before the visits to the companies, students are also provided a list of "what to look for" during the visits. Assessment tasks are explained in the course outline (available before enrolling) on the first day and revisited during the study tour.	At the beginning of the research courses, expectations about the research project and the assessment tasks are discussed with students, including conducting research in agribusiness settings and writing reports for the companies.

Table A7 continued.

During the Experience	Study Tour	Internship
Develop a low-risk environment for learners to make mistakes and learn.	Emphasis on preparation prior to visits to develop a sense of confidence. Limit the class size to 20 students, allowing for more interaction with course coordinators and company managers.	Fortnightly meetings are used to guide the student, ensuring they are on track, and that the objectives of the internship are met while complying with the requirements of the master program.
Ensure the experience is as authentic as possible.	Visits to agribusiness companies where students can observe day-to-day operations and interact with business managers.	Students perform a series of activities for the company, such as solving a problem or analyzing an issue of interest. Internships may involve a significant time spent on site. All internships involve regular contact between the student, company, and academic supervisor.
Scaffolding[1] and support as required on a needs basis.	Builds from concepts from courses and examples from the companies visited.	Builds from courses in the program to help students apply what they have learned to a real-world problem.
Facilitation of learning through mentoring, guidance, and provision of feedback.	During visits, students are encouraged to actively participate, and course coordinators ensure that the questions during the visits cover the CLOs. The quality of the engagement is emphasized over the number of questions asked during the visits. Feedback is provided between visits and during group presentations.	Regular discussions with the academic supervisor and supervisor at the company or organization. Clarifying the requirements and expectations from both the companies and their degree. It is common to have the senior manager or person in charge of the internship join meetings between students and supervisors to provide feedback.
Support effective group dynamics and engagement.	Students are assigned to groups of five for a presentation to encourage interaction and discussion during the whole course. Group membership is assigned to ensure a mixture of experience, backgrounds, culture, and gender.	Students give a 10-minute presentation of their progress to the research project course coordinator, their supervisors, other academics, other students, and the senior manager or person in charge of the internship, promoting interactions and feedback from peers.
Support reflection in action.	Encouragement of engagement that is meaningful. Student preparation and reflection about the companies' position in the industry and market orientation.	Regular meetings with supervisors and the company manager provide opportunities for feedback and reflection.

Table A7 continued.

Post Experience.	Study Tour	Internship
Support post experiential learning reflection and feedback (scaffolded as required).	Students conduct a group presentation where they discuss their reflections from the study course. This provides an opportunity to discuss and reflect among peers (other students listening) and with the course coordinators.	A 10-minute presentation of their progress to the research project course coordinator, their supervisors, other academics, other students, and the senior manager or person in charge of the internship, draft report feedback by supervisor.
Encourage control in critical reflection.	Students write an assignment using their observations around the challenges and opportunities facing the businesses they visited.	The major output of the internship is a written report to the company that includes an analysis or a potential solution to a problem or opportunity.
Link the experience to real-world practice.	Students connect the written assignment with their observations about the value chain and industry networks, the business strategies utilized by senior management, how companies are differentiating themselves from the competition, and how they are engaging with and marketing themselves to consumers.	The internships and the capstone research projects aim at allowing students to use them as a stepping stone to their future careers. The goal is for them to apply what they learned in other similar situations.
Assess the learning from the experience.	The post-experience exercise has demonstrated that students who put more effort into the course, both pre-experience preparation, and participate more in observations and engagement during the experience, are far more likely to demonstrate a better understanding and application of the concepts and course learning outcomes.	The assessment is not just about the output, but also about the process. The proposal, the presentation, the engagement with the supervisors, and the final report, are part of the internship assessment. The research paper includes a student's reflection on the research process as part of the final report assessment.

Source: Bell and Bell (2020) and authors' analysis.
[1] In this context, scaffolding refers to progressively move students toward a stronger understanding of concepts.

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