**ARI 2301 Supervised Experiential Learning Projects (SELPS II)/ Field Attachment II**

**INTERNSHIP – FIELD ATTACHMENT**

**Lecturers:** All senior academic staff of the Department of Extension and Innovations shall supervise Special Project in their areas of specialization.

**Course Type:** CORE (Bachelor of Agricultural and Rural Innovations)

**Prerequisites:** EEE 3111 Research Methods; EEE 3202 Social Research Methods I; and ARI 1301 Field Attachment I/ SELPs I

**1. COURSE STRUCTURE**

**Course Credits (CU):** 5CU i.e. 75 CONTACT HOURS

**Course Duration:** Equivalent to 30 LH and 90 PH

**COURSE DESCRIPTION:**

At the end of their second year of study, students will undertake a second field attachment for a period of 10 weeks lasting the entire recess term of the University calendar. During this time students will conduct action research by implementing the extension objectives arrived at during their first field attachment and draw lessons for improving extension practice. The students shall be supervised by a field supervisor from the host organization and visited at least twice by the University academic supervisor. Students will write a report of their Field Attachment II experience with guidance of an academic advisor. The report shall focus on the learning objective pursued by the student during the field attachment. The report shall be submitted for examination during the first half of Semester one of their third year at Campus. Students shall be evaluated by supervisors’ reports plus oral presentations and completed field attachment I reports.

**2. COURSE OBJECTIVES**

The overall objective of this course is to equip the students with knowledge and skills needed for conducting and reporting scientific research, in the field of Agricultural and rural development. The course aims at guiding the students to develop local and critical thinking as well as analytical capabilities in action research.

**Specific objectives**

By the end of this course, the students should be able to:

1. Acquire competences in action research, using their field experiences
2. Analyze, critic and synthesize their work in a logical report format
3. Conduct an independent scientific investigation, analyze, interpret and report the results
4. Acquire competences in communicating scientific research results and ideas both in writing and orally, in a logical manner

**Recommended Reading**

1. Johnson, A. P (2005) A short guide to action research. 2nd Edition, Pearson, New York
2. McNiff Jean and Whitehead Jack (2002) Action Research: Principles and practice. 2nd Edition; Routledge, New York
3. Farrington, John and Adrienne Martin (1988) Farmer participation in agricultural research: a review of concepts and practices. Overseas Development Institute (ODI), London

**Course Content and Methods of Instruction**

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| * During their second year of study, each student will undertake a field attachment/ internship for a period of 10 weeks. During this time, they will be supervised by both a field supervisor and an academic supervisor who shall each complete evaluation forms about the student’s performance. * The output of this attachment will be a Supervised Experiential Learning Project II (SELPs II) Report which will be submitted to the School of Agricultural Sciences to be marked by at least two examiners. * Under the guidance of an academic supervisor, each student will write a report of the situation analysis and needs identification exercise conducted during the 10 weeks of field attachment I at an organization or farming community. The report should be developed upon their return to the University in Semester I of their year two of study. * The report will constitute the action research component of the needs assessment exercise that was conducted by students during their first attachment in year I. * The report will also be presented orally to all academic staff in the department of Extension and Innovation Studies (DEI) before final submission to the School of Agricultural Sciences for final examination. * The students shall also prepare learning contracts to be signed by both field and academic supervisors. |

**Course Evaluation**

The course will be evaluated as follows:

1. Learning contract
2. Reflection journal
3. Field and Academic supervisors’ reports
4. Final report