EEE 1102 **INTRODUCTION TO COMMUNICATION AND EXTENSION METHODS**

2.COURSE CODE:

3. COURSE INSTRUCTOR: Dr. Christopher Bukenya-PhD, WageningenUniversity and Research; MSc. Agric. Extension and Education, (MUK); BSc. Agric/Extension, MUK

4.COURSE TYPE: Core course for Year 4 BSc. Agriculture (Extension Option)

5. COURSE STRUCTURE AND LOCATION

3 Course Units (CU) i.e. i.e. 45 contact hours per Semester: 30 Lecture Hours; 20Tutorial hrs and 20 Field practical hrs= 45 Total Contact Hours. The course is offered at the Faculty of Agriculture, Department of Agricultural Extension/ Education

6. COURSE DESCRIPTION:

Introduces students to (human) communication theories and communication models and analyses the communication process; including audience analysis, and message design. Examines extension/communication methods; nature and classification and selection and use of appropriate methods in implementing extension programmes. Overview of (audio-) visual aids their role and use in extension work, including practical training on producing good visual aids.

7. COURSE OBJECTIVES

Overall objective:

To enable students understand communication and education as essential dimensions of extension work and build their capacity to facilitate extension teaching/learning events in different extension situations

Specific objectives:

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

* Understand the concept of (human) communication and the communication process
* Understand the link between communication and education (teaching/learning) as fundamental and interlinked dimensions of extension work
* Design and deliver effective extension messages to relevant extension audiences
* Apply relevant knowledge, skills and attitudes in selecting and using appropriate extension/ communication methods and/ or techniques and devices.
* Understand the role of visual aids in extension teaching/learning situations

8. RECOMMENDED REFERENCES/READING LIST

1. Blackburn, D, J. (1994) Extension Hand Book. Processes and Practices. Thompson Educational Publishing, Inc., Toronto
2. Burford J.A & Bedeian A.G. (1988). Management in Extension. Second Edition. Chapter 13. Effective Communication.
3. Leeuwis, C., with contributions from A.van den Ban (2004). Communication for Rural Innovation: Rethinking Agricultural Extension. Third Edition. Blackwell Science, Oxford, UK. (Chapters: 1, 2, 4, 13, 14 & 15)
4. Lovell R. B (1979) Adult Learning; Routledge, London/ New York.
5. Malconm P (1990). Improving your communication skills. KOGAN PAGE
6. McMillion M.B. (1980). A Dozen Ways To Teach Adults in Groups. Agricultural EducationServiceVirginiaDepartment of Education.
7. Newcomb L.H., McCracken J.D., Warmbrod J.R. & Whittington M.S. (1998). Methods of Teaching Agriculture. Third Edition
8. Perrot, E. (1995). Effective Teaching: A Practical Guide to Improving Your Teaching. 15th impression, Longman, England
9. Ruben B.D. (1988) Communication and Human Behaviour. Second Edition. Macmillan Publishing Company. New York
10. Sandhu, A. S (n.d). Textbook on Agricultural Communication: Process and Methods. Oxford & Publishing CO.PVT LTD. New Delhi.
11. Whale W.B. (1988). Chapter 13. Technology Transfer Revisited. In Blackburn, D.J (Ed.) Foundations and Changing Practices in Extension. Chapter

9. COURSE CONTENT, INSTRUCTIONAL METHODS, TOOLS/EQUIPMENT

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| **Topic** | **Content** | **Instructional methods** | **Tools /Equipment** |
| 1. Understanding (human)communication and the communication process   (Week 1) | * Meaning of (human) communication: a variety of meanings * Evolution of (human) communication: overview of the different communication models * Analysis of the different models of communication concerning the evolution of the concept of communication   Group discussion and presentation assignments: Students come up with their own ‘hybrid’ communication model with a reason (s) as to why they consider such a model most appropriate for explaining the idea of communication (\*To be graded to contribute to continuous assessment) | Interactive lecture(involvingbrainstorming & question and answer ‘episodes’) (2 hrs)  Tutorial (2hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| (Week 2) | * The traditional (linear) view and convergence (cyclic) view of communication and related communication concepts:   -One-way communication  -Two-way communication  -The processual nature communication  -The systemic nature of communication  In-depth analysis of the different communication (above) concepts based on practical /real life experiences | Interactive lecture(2 hrs)  Tutorial (2hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| (Week 3) | * Understanding the communication process and context:   -Core elements of a (comprehensive) communication model and their characteristics  -Steps in the communication  process  -Feedback and its relevance in  (extension) communication  -Effective communication and  overcoming potential barriers to  effective communication   * In-depth analysis of potential barriers to effective communication in relation to the core elements of the communication process   **Individual assignment**: Student draws a ‘communication map’, showing people, groups and organizations you usually communicate with your in daily life (or professional work). Put yourself in the middle of the map and show the communication links by using arrows. For each link, indicate (either in words or symbols):  -the importance of this communication link in your daily life/ professional work  -the content of the communication (i.e. what is the subject matter, the purpose of the communication?)  -what are the positive features of the communication through that link  -what are the main constraints and/or challenges to communicating through each communication link(\*To be graded to contribute to continuous assessment) | Interactive lecture(2 hrs)  Tutorial (2hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| (Week 4) | * Designing and delivering an effective message:   -role of audience analysis  -tailoring messages to audiences and  (communication) goals  -selecting an appropriate channel   * In-depth examination of audience analysis and tailoring messages to particular extension audiences * (In appropriate groups) students conducting audience analysis within a selected nearby community (\*To be graded to contribute to continuous assessment) | Interactive lecture(2 hrs)  Tutorial (2hrs)  Field practical exercise (10 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins  Flip charts/Markers / Camera |
| 2. Extension methods  (Week 5) | * Meaning: method, techniques, devices/aids * Overview of adult learning principles: implications for selection of extension teaching methods * Nature and classification of extension methods, according to:   -form in which message/material is  presented: verbal vs. non-verbal forms  -how extension clientele /target group is  Organized and/or approached for  involvement in extension (teaching/  learning) activities: individual, group,  mass (link with interpersonal vs. mass  media channels)  -Purpose of to be achieved: the three  domains of learning: cognitive  (knowledge), psychomotor (skills),  affective (attitude) etc.  Individual reading assignment: Students read about these and other purposes for which certain extension methods are used | Interactive lecture(2 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| 3. Individual extension methods  (Week 6 &7) | * General purposes and limitations of individual extension methods * Examples and relevant features of the respective individual extension methods:   + Home and Farm visits   + Office calls/ inquiries   + Personal letters   + Telephone calls   + Model/contact farmer   + Informal contacts * Assess students’ familiarity with the various methods; discuss status of their use in field practice (in Uganda) and related challenges. | Interactive lecture(4 hrs)  Tutorial (4 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| 4. Group extension methods  (Week 8&9) | * General purposes and limitations of group extension methods * Examples and relevant features of the respective group extension methods:   a) The traditional, demonstration-based methods:   * + Method demonstration   + Result demonstration   + Field trip/tour   + Field day   + Contests   b) Informational meetings:   * + Lecture/talk   + Panel discussion   + symposium   + Seminar   + Workshop   c) Innovative meetings:   * + Group meetings, Group discussion   + Discussion group   + Informal discussion   + Brain storming   + Buzz-session   + Listening team   d) Simulation techniques   * + Simulation Games   + Role Playing   + Critical Incidence   e)Media-based group methods   * + (Farm) Media Forums   Assess students’ familiarity with the various methods; discuss status of their use in field practice (in Uganda) and related challenges. | Interactive lecture(4 hrs)  Tutorial (4 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| 5. Mass extension methods  (Week 10 &11) | * General purposes and limitations of mass extension methods * Examples and relevant features of the respective mass extension methods:   Broad (conventional) categories of mass media methods  a) Written/Print media   * + Newspapers   + wall news papers   + blackboard news   + Newsletters   + Magazines   + Listening team   + Folders   + Leaflets and pamphlets   + Fact sheets   b) Audio-visual/Electronic media   * + Radio   + Television   + Projected visuals   + Motion pictures   + Slides and film strips   + Overhead transparencies   + ICTs (computers, tele-centres satellites etc.)   c)Static media   * + Posters   + Exhibits/displays   + flip charts   + wall charts   + maps   + blackboards   + magnetic boards   - flannel boards   * Commonly used mass extension methods:   -Extension campaigns,  -Exhibitions and displays  -Agricultural/farmer fairs/shows   * Assess students’ familiarity with the various methods; discuss status of their use in field practice (in Uganda) and related challenges. | Interactive lecture(4 hrs)  Tutorial (4 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| 6. Choosing an appropriate extension method  (Week 12) | * Key points/factors to consider * In-depth analysis of the relationship between stage of the adoption process and method selection | Interactive lecture(2 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| 7. Role and use of (audio-) visual aids in extension  (Week 13) | * Definition (including differentiation   /relationship between a method and a  visual aid   * Relevance of (audio-) visual aids with specific reference to rural audiences * Types of (audio-) visual aids   Group discussion assignment: Students read and discuss the various types of visual aids assess their (potential for) application field extension situations (\*To be graded to contribute to continuous assessment) | Interactive lecture(2 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins |
| (Week 14&15) | * Characteristics of a good (audio-) visual aid * Producing good (audio-) visual aids * Students learn and practice production of good visual aids (e.g. photographs, brochures, leaflets, fact sheets) * Subsequently, individually, students will take good photographs from (simulated) field situation and put captions describing what the photo is about (\*To be graded to contribute to continuous assessment) | Interactive lecture (4hrs)  Tutorial (4hrs)  Field practical exercise (10 hrs) | LCD Projector/ Chalk board /Chalk//Cards/pins  Camera/flip charts/cards/markers/sole tape |

10. SUMMARY OF TIME (CONTACT HOURS) NEEDED

* Lecture hours =30hrs
* Tutorials =20hrs
* Field practical =20hrs

11. OVERALL COURSE EVALUATION

* Continuous Assessment (individual assignments, group discussion assignment/presentation, tests/quizzes): 25
* Participation in field-based activities and contributing to outputs: 15
* Final written Exam: 60%