

1.0 Course code: ARD301

1.1 Course title: Extension Teaching, Learning Process and Methods

1.2 Credit unit: 2 credits /compulsory

1.3 Course duration: Two hours per week for 12 weeks

2.0 Lecturer Details:

2.1 Professor S. O. Apantaku

Office location: Deans Office, College of Agricultural Management and Rural Development, University of Agriculture, Abeokuta.

2.2 T. O. A. Banmeke, (Ph.D). Agricultural Extension (Ibadan)

Email: tajudeenbanms@yahoo.com

Office location: Department of Agricultural Extension and Rural Development University of Agriculture, Abeokuta.

2.3 P. B. Abdulsalaam-Saghir (Mrs)

Email: petrajib@yahoo.com

Office location: Department of Agricultural Extension and Rural Development University of Agriculture, Abeokuta.

2.4 V. A. Adeyeye (Mrs)

Office location: Department of Agricultural Extension and Rural Development/AMREC University of Agriculture, Abeokuta.

3.0 Course Details:

3.1 Course content:

Extension teaching, learning process and methods will familiarize students of Agriculture with the principles of learning, a simple learning process, some learning theories and theorists, factors affecting learning and elements of communication process. Also, the course will take the students on the rudiments of analysing communication problems in extension and the meaning of the concepts of teaching, learning and motivation.

Furthermore, the students will be taken on the different extension teaching methods used in educating farmers.

3.2 Course justification:

Extension teaching introduces students to the rudiments of extension activities. It takes the students through the essentials of communication and how to effectively teach farmers in an enabling environment to facilitate the adoption of innovation through a change in their knowledge, skills and attitudes.

3.3 Course objective

The broad objective of the course is to enable students acquire the knowledge to effectively communicate and teach farmers to facilitate their taking up of new ideas, improve on their knowledge of agricultural practices and ultimately have a change in their attitudes to enhance agricultural production. At the end of the course the students should be able to:

- Define and discuss the meaning of learning
- Understand and describe some principles of learning
- Distinguish between Stimulus-Response (S-R) theories of contiguity and cognitive theories
- Discuss a simple learning process
- Describe some learning theories and theorists
- Understand and explain factors affecting learning
- Understand and explain the concept of motivation
- Understand some theories of motivation
- Describe and explain the major elements of communication
- Understand the principle of analysing communication problems

- Describe the steps and principles of teaching and learning
- Explain important extension teaching methods
- Prepare and use some teaching materials and aids

3.4 Course requirements:

Students are expected to participate in all the course activities with a minimum attendance of not less than 70% in order to sit for the final examination which will carry a score of 70%. Also, the continuous assessment test will attract a score of 30% and will comprise of class assignments and intermittent test to be conducted during the duration of lectures.

3.5 Course delivery strategy:

The traditional face-to-face contact will be the major delivery strategy that will be largely adopted and audio visual aids such as projectors will be used in delivering lectures. The students will be expected to participate fully in the class by engaging them in discussions during the class sessions and they will also be encouraged to conduct literature searches from the library and internet in addition to the materials that will be provided to them in class. Group assignments will also be given and students will be expected to fully participate in these group activities. In addition students' knowledge of the various concepts taught will be determined by conducting regular class test and a final examination at the end of the semester.

4.0 Lecture content:

Week one: Meaning and definition of learning

Objective: Expose students to the definition of learning and some key definitions of learning which are related to agricultural extension activities.

Description: The meaning of learning in relation to extension activities and types of learning such as motor and affective learning will be taught to the students. Practical examples of what learning entails in extension will be explained to the students so that they may understand when learning has actually occurred in their clientele.

Study questions

1. How will you define learning?
2. What are the different types of learning methods that you are familiar with?

Reading list:

1. Williams, S. K. T., Fenley, J. M. and Williams, C. E. (1984). A manual for Agricultural Extension Workers in Nigeria, Les Shyraden, Ibadan, P.169
2. Swanson, B. E. (1984). *Agricultural Extension: A reference manual*, 2nd Edition, Food and Agriculture Organization, Rome. P259

Week two: General principles of learning

Objective: Expose students to essential principles of learning that are relevant in order to facilitate learning by extension agents' clientele.

Description: Students will be exposed to some of the important principles of learning such as making them realize that learning is affected by individual differences. This will expose them to what learning in extension entails. Practical examples will be used in explaining these principles.

Study questions

1. Discuss some important principles of learning.

2. Explain 2 specific ways in which you can apply each of the principles in agricultural extension.

Reading list:

3. Williams, S. K. T., Fenley, J. M. and Williams, C. E. (1984). A manual for Agricultural Extension Workers in Nigeria, Les Shyraden, Ibadan, P.169
4. Swanson, B. E. (1984). *Agricultural Extension: A reference manual*, 2nd Edition, Food and Agriculture Organization, Rome. P259

Week three: The simple learning process

Objective: Description of what a learning process entails in relation to agricultural extension teaching.

Description: The important elements of a simple learning process will be brought to the fore. This will include elements such as awareness, need, interest, desire, action and satisfaction. This learning process will be related to agricultural situations and how learning takes place in agricultural extension which is expected to be related to the adoption of agricultural innovations.

Study question

1. When can learning said to have said occurred in an individual?
2. Discuss the elements of learning.

Reading list:

1. Williams, S. K. T., Fenley, J. M. and Williams, C. E. (1984). A manual for Agricultural Extension Workers in Nigeria, Les Shyraden, Ibadan, P.169
2. Swanson, B. E. (1984). *Agricultural Extension: A reference manual*, 2nd Edition, Food and Agriculture Organization, Rome. P259

Week four: Learning theories and theorists

Objective: Explanation of learning theories such as the Stimulus-Response and cognitive theories with relevant theorists.

Description: Attempts will be directed at introducing students to major theorists such as Thorndike, Pavlov and Skinner in relation to the different theories and laws that were propounded by each one of them. This will be related to agricultural situations.

Study question:

1. Discuss Thorndike's laws of learning in relation to learning in agricultural extension.

Reading list:

1. Williams, S. K. T., Fenley, J. M. and Williams, C. E. (1984). A manual for Agricultural Extension Workers in Nigeria, Les Shyraden, Ibadan, P.169

Week five: The concept of motivation

Objective: Students will grasp the meaning of the concept of motivation in relation to learning and how it can be applied to agricultural extension work.

Description: Students will be taught the meaning of motivation and the different forms of motivation such as social, physiological and psychological motivation. Furthermore, students will be exposed to different theories of motivation such as the Maslow's hierarchy of need theory and different types of motivation such as social, economic and psychological motivation.

Study question:

1. With the use of practical examples discuss in detail the concept of motivation.
2. Explain psychological motivation in relation to teaching farmers about an innovation.

Reading list:

1. Van de Barn and Hawkins H. S. (1996). *Agricultural Extension* 2nd Edition Blackwell publishers

Week six: Nature of communication process.

Objective: Students will understand the important elements in any communication process.

Description: The students will be exposed to what communication basically entails and the communication process in relation to extension teaching and learning. Some definitions of communication will be considered. In addition, some essential characteristics of communication in extension will be considered and described to the students.

Study question:

1. How will you define communication?
2. Can you differentiate between information and communication?
3. What are some of the characteristics of communication in extension?

Reading list:

1. Swanson, B. E. (1984). *Agricultural Extension: A reference manual*, 2nd Edition, Food and Agriculture Organization, Rome. P259
2. Adebayo, K. (1997): *Communication in agriculture*, Greenlinks International, Abeokuta, pp 102.
3. Van de Barn and Hawkins H. S. (1996). *Agricultural Extension* 2nd Edition Blackwell publishers

Week seven: Major elements of the communication process

Objective: Students will be taught and made to understand the elements of communication.

Description: The major elements of a communication process such as the sender, message, channel, receiver, effects, noise, encoding and decoding will be explained to the students citing and using relevant examples in extension.

Study question:

1. Discuss some of the major elements of communication process.
2. Enumerate practical examples of the elements of communication in relation to extension.
3. Give a practical example of a communication process in extension using the major elements of the communication process.

Reading list:

1. Swanson, B. E. (1984). *Agricultural Extension: A reference manual*, 2nd Edition, Food and Agriculture Organization, Rome. P259
2. Adebayo, K. (1997): *Communication in agriculture*, Greenlinks International, Abeokuta, pp 102.
3. Van de Barn and Hawkins H. S. (1996). *Agricultural Extension* 2nd Edition Blackwell publishers

Week eight: Principles of analysing communication problems in extension

Objective: Students should be able to understand and identify problems in the communication process in addition to how to avoid such problems.

Description: The different type of problems that may emanate in any extension communication process is highlighted. In addition to this, the students will be taken on

how to avoid these problems by avoiding unintended messages that are passed across through non-verbal communication.

Study questions:

1. How can communication problems be identified in an extension communication process.
2. Enumerate some communication problems that commonly occur in an extension communication process.

Reading list:

1. Adebayo, K. (1997): *Communication in agriculture*, Greenlinks International, Abeokuta, pp 102.
2. Van de Barn and Hawkins H. S. (1996). *Agricultural Extension 2nd Edition* Blackwell publishers

Week nine: Extension teaching methods

Objective: Students will understand the different teaching methods used by extension personnel to teach their clients.

Description:

Students will be exposed to some of the extension teaching methods that an extension agent can use in disseminating information to his or her client. The three main classifications of teaching methods based on the number of people reached which are: individual, group and mass media will be explained to the students in addition to the pros and cons of each method. Furthermore, the different examples of each teaching method will be brought to the fore.

Study question:

1. Explain farm and home visits as forms of individual teaching methods.
2. Discuss the use of radio in dissemination information to farmers in rural areas.

Reading list:

1. Williams, S. K. T., Fenley, J. M. and Williams, C. E. (1984). A manual for Agricultural Extension Workers in Nigeria, Les Shyraden, Ibadan, P.169

Week eleven: Extension plan of work

Objective: Students should be able to draw-up a calendar of work on any extension activity.

Description:

The plan of work is the primary tool for the extension worker. It indicates what message the extension worker has for his/her client, specific action needed to be taken, by who, where, when and how. A vivid explanation of what a calendar of work is will be taught to the students and practical examples will be given.

Study question:

1. Design a plan of work on any named topic you wish to teach a set of farmers

Reading list:

1. Williams, S. K. T., Fenley, J. M. and Williams, C. E. (1984). A manual for Agricultural Extension Workers in Nigeria, Les Shyraden, Ibadan, P.169

Week twelve: General revision and final continuous assessment test.