

COURSE TITLE: Agricultural Communication

COURSE CODE: ARD 401

NUMBER OF CREDITS: 3 Credits

COURSE DURATION: Three hours per week for 10 weeks (30hours)

CONSULTATION HOURS: 8am -10am on Mondays and 4pm – 5pm on Fridays

COURSEWARE DEVELOPED BY:

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- (2) DR. J. M. AWOTUNDE
- (3) DR. T. O. A. BANMEKE
- (4) DR. O. A. LAWAL - ADEBOWALE

LECTURER DETAILS:

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- (4) DR O. A. Lawal – Adebawale – Communication and Linkage Mechanism

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Course Outline:

PART A - DEVELOPED BY: DR (MRS) C. I. SODIYA

- (1) Concept Of Agricultural Communication**
 - i. Meaning of communication
 - ii. The purpose of communication
 - iii. Types of communication
 - iv. Communication effects

- (2) Principles And Processes Of Communication As Applied To Information Dissemination In Agriculture**
 - i. Principles of communication relevant to agriculture
 - ii. Elements of communication
 - iii. Nature of the agricultural extension communication
 - iv. Characteristics of extension messages

- (3) Problems In Communication**
 - i. Barriers to effective communication
 - ii. Requisites to achieving effective communication

PART B - DEVELOPED BY: DR. J. M. AWOTUNDE

- (4) THEORIES AND MODELS OF AGRICULTURAL COMMUNICATION**
 - i. Definition of theory and model of communication
 - ii. Differences between theory and model of communication
 - iii. Uses of theories and models in communication
 - iv. Examples of theories and models of communication
 - a. Individual difference theory
 - b. Social category theory
 - c. Social relations theory
 - d. The Lasswell formula (model)
 - e. Shannon and Weaver's model
 - f. Osgood and Shramms Circular model
 - g. Genoner's general model
 - h. Stimulus – Response model
 - i. Transactional model
 - j. Rogers and Shoemaker's model
 - k. White Gatekeeper model

PART C - DEVELOPED BY: DR. O. A. Lawal - Adebawale

- (5) DEVELOPMENT COMMUNICATION**
 - i. Meaning of development
 - ii. Communication in development
 - iii. Development support communication
 - iv. Importance of communication in agricultural/ rural development

- (6) MEDIA USE**

- (i). Characteristics of selected media
- (ii). Mass media communication
- (iii). The radio
- (iv). Print materials
- (v). Audio visual aids
- (vi). Traditional/Folk Media (Oramedia)
- (vii). Campaigns

(7) AUDIENCE ANALYSIS

- (i) Observation
- (ii) Discussion
- (iii) Surveys
- (iv) Rapid Rural Appraisal

(8) AGRICULTURAL NEWS WRITING

- i. Agricultural news writing
- ii. Script writing in agriculture
- iii. Guidelines for script writing
- iv. Categories of programmes in which agricultural scripts are relevant
- v. Editing

PART D - DEVELOPED BY: DR. T. O. A. Banmeke

(8) DEVELOPMENT OF KNOWLEDGE AND SKILLS IN THE USE OF AUDIO VISUAL HARD AND SOFTWARES

- (i) Operation, Care and Maintenance of selected Audio and Visual Equipment
- (ii) Recording
- (iii) Modern information and communication Appliances

Course Requirements:

Students are expected to participate in all the course activities and have a minimum of 70% attendance to qualify for writing the final examination. Students will be required to submit a term paper on any of the topics treated in this course. This will account for part of the continuous assessment. Students will be expected to write a short class test and submit assignments. All class assignments should be word processed on A4 paper

Method of Grading:

1. Class Assignment	5marks
2. Class Attendance	5marks
3. Class Test	15marks
4. Term paper	5marks
5. Comprehensive Final Examination	70marks
Total	100marks

Course Delivery Strategies:

The course objectives will be achieved by the traditional face to face weekly lecture on designed topics, theoretical materials (lecture notes) provided during the lectures and group exercises. The course delivery strategies will be supported through tutorials and study review at the end of the semester. Students will be encouraged to actively participate during the lecture. Students will also be encouraged and required to read around the topics and follow current communication media and strategies used for agricultural extension teaching around the world in journals and on the web.

Lecture Content

The Meaning of Communication

- Communication the process by which one person or group shares and impacts information to another person or group so that both clearly understands one another. -
- Communication can also be defined as the transfer of information and understanding from one entity (person, institution, extension agent etc) to another entity.
- Communication is the act of making news, opinions, or feelings known.
- Communication has also been defined as a conscious attempt to share information and ideas with others. Another definition of communication sees it as the transfer of information from a source to a receiver through a medium with the intent to change his behaviour.
- Communication is the key that opens the door for a change. It is a part or the myriad of decisions that, taken together constitute social change. There is therefore no other way to understand the process of change without considering communication since, to a large extent; change involves communication with oneself or with others.

From the definitions above, it can be concluded that, communication is a process and not an event, a method and not a happening. It involves two parties, the communicator and the audience. The communicator has an idea that he/she wants to share with the receiver (farmers/clientele). The communicator can be an extension agent or teacher who must possess some credibility. His/her credibility will, however depend on the extent to which he/she is perceived as a reliable source by the receivers. He is expected to know his audience, know his subject matter, use terms and language that people will understand and have the interest of the audience at heart. The audience or receiver could be an individual, group, a class or group of farmers listening, watching or reading the message from the source.

The purpose of Communication

The purpose of communication is to generate a response or reaction which may be physical, emotional, expressed or subdued in and from the receiver(s) of the message. Basically the purposes of communication are:

1. To persuade the receiver in his direction or thinking.

2. To inform the receiver about an event, issue or a development or even, a new farm practice/product.
3. To entertain the receiver, and make him relax.
4. To educate the receiver by impacting knowledge to him
5. To sell an idea to him.

The ultimate purpose of communication therefore, is to create the same picture that exists in one individuals mind in the mind of another individual. The principle behind the philosophy of communication is to establish unity (a oneness) between the source(s) of the message and the receiver(s) of the message.

Types of Communication

- (i) Vertical and Horizontal Communication
 - (i) Intrapersonal, interpersonal, and mass communication

The Characteristics of Communication in Agricultural Extension

An extension agent can not teach if he can not communication well. So, it is a well acknowledged fact that most future progress in Agricultural Development in many developing countries like Nigeria will depend on the ability of the communication skill possessed by the change agent. Good communication does not only consist of imparting knowledge, but also help people gain a clear view of the knowledge.

The common characteristics of Extension Communication are:

- (1) Communication in extension is a two way process involving the source and the receiver i.e. information and ideas must flow from the receiver to the sender of message and vice-versa.
- (2) The communicator must communicate ideas; collect facts relative to the subject matter, which are accurate, fast and appropriate.
- (3) Communication must be organized. Materials to be presented must be carefully arranged so as to be cohesive, proceed step by step, and give facts in logical sequence.
- (4) The receiver must cooperate in communication.
- (5) The communicator must maintain a standard of culture that would stimulate communication success.

Communication Effects

As a change agent, there are three main communication effects that you must strive to achieve. Namely;

- (i) change in receivers knowledge
- (ii) (ii)change in receiver's attitude,
- (iii) (iii)change in receivers overt behaviour.

In a number of communication situations, these changes occur in sequence in the sense that, change in knowledge is supposed to induce change in attitude which in turn induces a change in behaviour. As a change agent therefore, you should structure your messages in line with this sequence.

Principles of communication relevant to Agriculture

1. People need to be informed: Information is a necessary input for the proper development of agriculture.

2. Communication should start with the target audience expressing their needs and wishes: The central aim of communication is to achieve a desired change in the target audience. Unless the needs and wishes of the audience are known, it becomes very difficult to achieve any desired change.
3. Message content should be well suited to the needs of the target audience and not the sponsor or source. However, in order to achieve effective communication and make positive contribution to agricultural development, the message content of communication must be suitable to farmers' farm situation and socio-cultural environment as well as meeting their needs and aspiration.
4. A combination of channels should be used to impact knowledge, ideas and information. Different channels appeal to different senses. Human senses often reinforce each other in the acquisition of knowledge, ideas and information. So, when two or more channels are used to impact knowledge, idea or information, the target audience has a greater opportunity to understand the chance of achieving his stated objectives as well as that of his clientele.
5. Target audiences are not usually homogeneous; therefore their required information or message contents and motivation requirements should be expected to differ.

Functions of Mass Communication

- i. Surveillance functions: This is what makes the media society the "Watch Dog". It facilitates the spread of information on political tragedies and it shapes information about events happening around the world.
- ii. Interpretation Functions
The mass media tend to make sense of information and thereby enable target audience benefit.
- iii. Cultural Transmission Functions: This gives further information and clues about the society. It is also used to teach culture and as a means of transmitting social education.
- iv. Entertainment functions: It is a means of creating joy and serves as a outlet for excitement for the audience.
- v. Propaganda functions: It is used for brainwashing and popularization of a specific issue of interest.
- vi. Commercial Functions: It is used for advertisement and income generation for the different media outfits.

MAJOR ELEMENTS IN THE AGRICULTURAL EXTENSION COMMUNICATION PROCESS

Communication process is considered as essential element in the extension education process. Hence, there is the need to appreciate its essence and components.

According to Berlo (1960), there are four major elements in the communication process. This is referred to as the S – M – C- R model of communication. The letters in order represents **SOURCE, MESSAGE, CHANNEL AND RECEIVER.**

Source: A source is the originator of information to be communicated. This may be an individual or a group working together or an institution.

Message: the message is the stimulus or idea that the source transmits to the receiver. Message must be clear, useful to the audience, relevant to the environment and timely with respect to their farming activities.

Channel: A channel is the means by which a message travels from the source to the receiver. The human sense of hearing makes up the most common means of exchanging ideas.

Receiver: A receiver is the target of teaching/communication who decodes the message symbols into a meaningful form.

Feed back: Feed back is a response by the receiver to the source's message. Through feed back, the source is viewed as a receiver. Thus, feed back emphasizes the mutuality and success of communication. It is a control device and an important indicator of areas requiring modification and for further scientific inquiry.

THE NATURE OF THE AGRICULTURAL EXTENSION COMMUNICATION PROCESS

Communication process is the process of transmission and reception of information through talk, written material or other medium. In communication, something triggers off the thinking process of the originator of the communication (information, message, suggestion, knowledge, etc). This originator (source) then decides on how he/she will pass on the thought in his/her mind to another individual. He decides the words (spoken or written), gestures, actions, etc that he will use in conveying the message. He even decides how the message will get to the receiver. When the receiver gets the message, a series of thought springs up in his/her mind. This leads to a response. When the response gets to the former source (who is now a receiver), another series of thought springs up and the process continues. The cycle goes on and on as a continuous process with an intrinsically built self propelling inertia. The non static aspects of communication process are the thought, attitudes, behaviour, relaxations and emotions.

BARRIERS TO EFFECTIVE COMMUNICATION

A lot of barriers, problems and obstacles exist in the process of communication. The problems are identified as follows:

Feed Forward

- (i) Homophily/Heterophily Principle
- (ii) Selectivity
- (iii) Cognitive dissonance
- (iv) Noise
- (v) Empathy
- (vi) Wanning Attention
- (vii) Information Overload

- (viii) Credibility
- (ix) Shortage of physical and material inputs

DEVELOPMENT COMMUNICATION AND AUDIENCE ANALYSIS

Course content: Concept of development, communication and audience; communication media, communication methods, extension teaching aids, audience analysis, script writing and editing.

Aim: This section aims at imparting the knowledge of communication principles in educating farmers on agricultural technology applications, improved farm productivity and marketing of farm produce competitively. At end of the lesson the students are expected to be able to understand and make use of different communication media under varying circumstances to reach out to their targeted audience, who must be well understood for the purpose of meeting their needs

Development communication

Development, from a sociological point of view implies empowering members of a social system such that they are able to explore their environment for their socioeconomic wellbeing. It entails having access to functional infrastructural facilities and technical information for manipulation of the environment to satisfy their social and economic well being.

Communication on the other is essential to attainment of economic and social development of a social system. That is, through effective means of communication, useful technical information can be readily communicated to end users for application and transformation of their social and economic well being.

Since extension service has the goal of transforming the socioeconomic well being of their clients and their social system at large, it thus rely heavily on technical information and communication media to achieve the aim of development efforts.

Communication media in extension services

Communication media refers to the means by which information is disseminated to extension clients. This may be by prints, spoken word, and signs and symbols.

- **Prints:** This implies putting extension messages in written form. This could be text on papers, handbills, educational board, fliers etc. This is meant to give comprehensive information on a subject matter which can be read over time by the would-be users.

- **Spoken words:** This entails oral message delivery by extension personnel to extension clients. This entails delivering the message in clear form such that the clients understand the message for application. This calls for use of the language best understood by the extension clients.

- **Signs and symbols:** This entails making use of signals or indicators for dissemination of information to ones client. This is usually devoid of spoken and written words. For understanding the packaged signs and symbols, it implies that what is traditionally understood by members of the social the system must be used by the extension personnel. The extension personnel must however understand the signs and symbols as understood by members of the social system so as to avoid conflicts of meaning.

Channels of communication

A channel of communication refers to the means by which packaged information can be disseminated to the clients. Example of communication channels are television, radio, person to person, paper etc.

- **Radio broadcast:** This entails communication of extension messages through the radio. This makes use of sound mainly.
- **Television broadcast:** This entails the dissemination of extension messages via the television. This makes use of sound and pictures.

Information and Communication Technology (ICT): This refers to any electronic device that facilitates the collection, processing, storage, retrieval, flow and exchange of information between a source and the receiver.

This makes it possible for quick exchange of information and feedback or interaction in TV and radio broadcast.

Audience Analysis

Extension audience refers to a set of people targeted for extension message delivery. This may be men's club, women groups, youth associations etc. Extension audience is however made up of different categories of people and this may be in terms age group, sex, occupation - crop, livestock and agro-processing, educational background etc.

In view of the differences in members of a social system or groups, it implies that make up of a group differs in composition and such calls for analysis of the audience for effective packaging of agricultural extension messages.

Therefore group analysis can be done through the following methods:

- **Observation:** This entails taken a careful and critical look at the members of a group so as to know and understand their make-up and what they do as means of livelihood. This calls for living with community for sometimes and interacting with the members
- **Discussion:** This can be done either by having meaningful and in-depth discussion on specific purpose with a key informant, informal groups or formal groups in a social system
- **Survey:** This is a scientific approach to studying and analysing the make-up of a group. This could be conducted by employing sampling techniques such as random, systematic, quota, purposive sampling. Thereafter, data collecting and analysis, based on which conclusion will be drawn.
- **Rapid Rural Appraisal:** This entails interaction with the audience for quick data collection or information generation about the make-up of the group.

News Writing and Editing

News refers to newly generated information that will be of value to the audience. Such information either stimulates the audience to action or have them informed on the issue of concern.

Writing implies scripting or putting a piece of information down in writing. Writing style may however take different forms. It could be in narrative, descriptive, expository, persuasive, argumentative forms. The employed style of writing depends on purpose or what one wants to accomplish.

Editing simply refers to taking a careful look at a write-up with a view to ensuring that errors are corrected for clarity.

Agricultural programmes

Broadcast programmes entail different dimension or ways by which agricultural activities can be packaged and presented in both print and electronic media. Programmes may the form of talks, magazines, documentary, features etc

DEVELOPMENT OF KNOWLEDGE AND SKILLS IN THE USE OF AUDIO VISUAL HARD AND SOFTWARES

Meaning of audio-visual aids: These are devices that are used by a speaker in order to assist learners to easily understand and remember the information and knowledge that he/she is trying to pass across to the audience. It helps to make teaching and learning more effective by engaging more than one sense at a time.

Some reasons why audio-visual aids are used include:

1. It aids capture audience attention
2. They can highlight the main points of the talk clearly
3. People often remember messages perceived with several senses better than those perceived with a single sense.
4. The possibility of misinterpreting concepts is reduced
5. Some aids help us to structure our messages in a systematic way

However, regardless of the benefits of audio-visual aids they will be of little use if operators do not know how to incorporate them effectively into a presentation. Introducing audio-visual aids at the wrong time or using them incorrectly can disrupt the flow of a presentation and thereby forgetting vital or essential information intended for the listeners. There are therefore certain techniques and principles that have to be put in mind in order to effectively and smoothly incorporate audio-visuals into your presentation.

Techniques and principles of incorporating audio-visuals in presentations

1. Select the aids in accordance with:
 - (a) The educational and instructional objectives of embarking on the activity
 - (b) Composition and size of the audience (For example, how educated are they? Is it a large or small audience? etc)
 - (c) The nature of the extension message (It should be noted that abstract concepts are difficult to convey visually)
 - (d) The available audio-visual aids.
2. It is necessary to display audio-visual aids where they are visible to everyone. Audio materials that cannot be heard or letterings or visuals that cannot be seen will make the audience become restless and inattentive.
3. When using an audiovisual aid you should position the aid away from your body e.g. when discussing something on a chart, graph or slide, you should use a pointer such as a ruler, since this allows the presenter stand further away from the aid.
4. Talk to the audience and not to the audio-visual aid. Although you will need to glance at the aid occasionally and the audience's attention will naturally be focused upon it. It is still important to maintain eye contact with the audience.

Therefore when pointing out something about the aid, you should use the arm nearest to the aid. This positioning will enable you to continue facing your audience. However, using the opposing arm would necessitate turning your back and losing eye contact.

5. Display audio-visual aids only while discussing them. When it is no longer the focus of attention, remove it or turn it off. Whenever an audio-visual aid is in sight, some listeners will be focused upon it and not on the presenter.
6. Explain audio-visual aids clearly and concisely. The presenter should use it to reinforce message, complement and supplement spoken words, refer to subject matter content, explain them and ask questions about them. In using the audio-visual aids do not assume that the audience knows the purpose of presenting the aids.
7. Practice or preview the aids before hand, particularly when using projected aids.

Types of audio-visual aids used in extension

- Blackboard or white board
- Flannel boards
- Flip charts
- Projectors (Power point projector, slide, overhead)
- Television
- Video, DVD, VCD
- Photographs
- Drawings

Operation, care and maintenance of selected audio and visual equipment

- **Chalkboard:** The materials required include white and coloured chalks, duster and pointer. The board should be dark and large enough for the purpose.
- **Whiteboard:** Different colours of white board maker, cleaner
- **Flipchart:** The materials required in effectively using the flipchart are tripod stand, paper pads and writing pens. It is important to have the prepared pages securely attached to the pad and writing pens in different colours should be handy.
- **Flannel boards:** Materials required to effectively use a flannel board are tripod or wall and previously prepared appliqué. It is necessary that these prepared appliqué are arranged in the order that they are needed and that they stick well.
- **Slide projectors:** In using a slide projector you require prepared transparencies, screen and pens.

Modern information and communication appliances

Contemporary discoveries, inventions and developments in electronics has given birth to a new generation of electronic audio-visual aids. Some of these are not only computers and television sets themselves, but computer and television based. Some important appliances include: computers, GPS units, GSM amongst many others. The development of computers and improvement in telecommunications offer farmers many new opportunities to obtain technical and economic information quickly and use it effectively for their decision-making. Modern information technology can give the farmers rapid access to a large amount of information, help them select from this exactly the information they need for their decision-making and with the assistance of decision-making models,, guide their decision-making. It also affords the extension

agent the opportunity to provide advice custom tailored for each farm and farmer without visiting the farm personally.

Some ways of using modern information technologies in extension

1. Electronic data base access and search systems

Data bases that contain information on characteristics of plant varieties, plant and animal diseases and possible control methods, market prices of inputs and products in various markets, weather forecasts can be accessed online.

2. Feedback systems

Modern technologies make possible much faster and more effective feedback

3. Advisory systems

This can include decision support systems and expert system. Simulation models are rapidly gaining importance in research on plant and animal production. Linear programming and similar techniques also are now important in economic research.

4. Networks

Modern information technology to some extent allows widely separated farmers to maintain contact irrespective of distance. This allows people to place information on the network, ask questions from other groups, send electronic mails to each other and also gain access to international data bases through the internet.

Class Test

Student will be tested on what has been learnt in the course in the past ten weeks.

Study Questions:

- 1a. Are there any differences and relationship between **THEORY** and **MODEL** of agricultural communication? Explain briefly your own position and support your answer with examples.
- b. Enumerate **TEN (10) MODELS OF COMMUNICATION** that you are familiar with.

Write extensively on:
 - c. Feed forward mechanism in agricultural extension communication process.
 - d. Mass extension method
- 2a. Attempt a definition for communication
- b. Why is communication considered an important tool for agricultural and rural development?
- C. Differentiate between:
 - i. Sign language and object language.
 - ii. Interpersonal and mass communication.

- 3a. Describe in detail, using an annotated diagram, the following communication models:
- i. Harold Lasswell Model
 - ii. Shannon & Weaver Model
 - iii. Osgood and Schramm's Circular Model
- 4a. What is an agricultural Script?
- b. Succinctly discuss any **FIVE** media programmes that require the use of scripts.
- 5a. What do you understand by the term "Script editing"?
- b. What are the reasons for editing of scripts in electronic and print media productions?
- 6a. Knowledge of the characteristics of the audience is important in agricultural news production and Information dissemination. Explain in detail, stating the necessary parameters, the methodology you will use in analysing your target audience.
- b. Briefly justify the importance of the above exercise in script writing for print and broadcast media.

Reading List:

1. Adams M. E. (1984). Agricultural Extension in Developing Countries, Second Edition. Longman Group Ltd., Essex, UK, pp23-50.
2. Benor, D and Harrison, J. Q. (1984). Agricultural Extension: The Training and Visit System. World Bank Publication, Washinton D. C.
3. Agbamu, J. U. (2006). Essentials of Agricultural Communication in Nigeria. Malthouse Press Limited, Lagos, Nigeria.
4. Oakley, P. and Garforth, C. (1985). Guide to Extension T raining. FAO, Rome.
5. Onuoha, E. R. and F. N. Nnadi (1998). Fundamentals of Agricultural Extension and Rural Sociology. Sibon Books Ltd, Ibadan, Nigeria.

Key for the Reading List:

1. Available in the University Library
2. Available in Bookshops
3. Available on the internet.
4. Personal collections
5. Departmental Library