

AEC 6316
FROM AMERICA TO ZIMBABWE: AN OVERVIEW OF INTERNATIONAL
EXTENSION SYSTEMS
SPRING 2015 – 3 CREDIT HOURS

Wednesdays, Periods 3 - 5; 9:35 a.m. – 12:35 p.m.
409 Rolfs Hall

Instructor: **Amy Harder**
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Office Hours: By appointment

Course Description:

AEC 6316 focuses on a broad range of topic areas in the field of extension education. The primary purpose is to further students' understanding about extension systems throughout the world.

As a graduate course, emphasis will be placed upon research, theory, history and conceptual models of extension for establishing a strong philosophical foundation. The course is structured to provide maximum student participation and interaction. Classes will consist of case study analyses, discussion, student-led instruction, a field trip, guest presentations, and lecture.

A key component of the class will be a weeklong trip to Washington, DC to visit with organizations and agencies actively involved in domestic and international extension education. Possible stops include USDA-NIFA, World Bank, FAO, USAID, FAS, ACDI-VOCA, IICA, Chemonics, and Peace Corps. The visits will include meetings with key individuals and program leaders to better understand their educational development/involvement throughout the world, especially as it relates to extension education.

Course Objectives:

Upon successful completion of this course, learners will be able to:

1. Correctly identify the countries of the world on a map.
2. Describe the evolution of extension as a nonformal educational provider.
3. Differentiate between the various models of extension used throughout the world, including structure, funding, methodologies, effectiveness, organizational missions, goals, and educational program areas.
4. Explain extension's connection with different levels of government and non-governmental organizations (NGOs), including the role of each.
5. Develop a conceptual model illustrating political, social, cultural, economic, and organizational factors influencing the existence of a current issue in extension using relevant literature and interview data.

Required Readings for Class:

There are three text books required for this course; all are available for free online. In addition, there is a collection of readings available on Canvas that you will need for your use in class preparation. Please refer to the course schedule for specific weekly readings.

Swanson, B. E., Bentz, R. P., & Sofranko, A. J. (1997). *Improving agricultural extension: A reference manual*. Rome, Italy: Food and Agriculture Organization of the United Nations. Retrieved from: <http://www.fao.org/docrep/W5830E/w5830e00.htm>

Swanson, B. E., & Rajalathi, R. (2010). *Strengthening agricultural extension and advisory systems: Procedures for assessing, transforming, and evaluating extension systems*. Retrieved from: http://siteresources.worldbank.org/INTARD/Resources/Stren_combined_web.pdf

The World Bank. (2012). *Agricultural innovation systems: An investment sourcebook*. Washington DC: Author. http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/03/01/000356161_20120301005432/Rendered/PDF/672070PUB0EPI0067844B09780821386842.pdf

Also strongly recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Guest Presenters:

Several guest presenters will be involved in this course. Guest presenters have been chosen based upon their backgrounds and experience related to the issues and topics covered in class. This will ensure that the course is as up-to-date, applicable, and relevant as possible. Guest presenters will be focusing on areas such as the history of extension in a particular country or area, the evolution of extension, where extension is today, key extension collaborators, clientele groups, program areas, educational effectiveness, funding, and various organizational issues.

Course Policies:

Attendance:

You will find attending class on a regular basis provides the best opportunity for success in this course. You are expected to complete all assignments within the course during the time frame specified. Assignments are due on the dates listed in the syllabus.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Preparation/Participation in Course Discussion:

This course heavily utilizes discussion as a learning tool. In order for us to have valuable discussions, you must: come prepared by having done the required readings, participate actively in the conversation, and ask insightful questions of guest speakers.

Courtesy:

Basic courtesy is expected from all the members of this course. Use of technology is permitted, as long as it does not become disruptive.

Assignments, Grades, and Dates

Geography Knowledge:

Beginning on January 21, there will be weekly geography quizzes on which you will be expected to identify the countries of the world. Acquiring this knowledge is an important part of building a foundation that leads to credibility and respect within the international extension profession. See assignment handout for more specific information.

Innovative Activity Case Study:

Select an example of innovative work being conducted in international agricultural extension and development to present as a case study example to your classmates. Your case study example needs to connect to the topic for the week in which you've been assigned to present. So, if you are assigned to present during the week on gender issues, you will present a case study on a recent innovation that has been conducted that addresses the issue of gender. Your case studies may be examples of success *or* failure. Present the case study in a brief formal presentation (approximately 10 minutes) and then facilitate discussion with an emphasis on (a) why the activity was innovative/how it differed from the norm, (b) how it met/did not meet the needs of stakeholders, and (c) evidence of its success/failure. Please provide handouts with relevant information for your classmates to keep. It is anticipated that this will take approximately 30 minutes, including presentation and discussion.

Critical Reflection Papers:

Write two papers pertaining to extension systems and issues in extension. The papers will focus on one of the issues discussed in class and in the assigned readings, such as clientele, funding, educational outcomes, evaluation, accountability, gender, organizational structure, program areas, and mission shift.

The paper should be approximately 5-7 double spaced pages. Follow APA 6th ed. for format. The intention of the reflection papers is for you to develop, articulate, and defend an educated opinion on your chosen topic, based upon the concepts covered in AEC 6316 and related courses. Use in-text citations to provide substantiation for your opinions. A reference list is required.

Reflection paper #1: Choose **one** of these topic areas.

- A. Describe how international extension systems have evolved since their inception to where they are today. Possible key areas to investigate are structure, funding, program areas, clientele, delivery methods, linkages and diversity.
- B. Describe the effect of linkages between research, extension, and clientele. How can linkages be facilitated in extension systems where they are currently lacking to more effectively improve the livelihoods of subsistence/small scale farmers and their families?

Reflection paper #2: Choose **one** of these topic areas:

- A. Describe the current roles of public *and* privatized extension on rural and agricultural development. How do you see these roles evolving in the future to more effectively improve the livelihoods of subsistence/small scale farmers and their families?
- B. Describe the theoretical role of extension within an agricultural innovation system. How prepared are today's extension workers for effectively carrying out their responsibilities as outlined in AIS models?

Class Field Trip Reflection:

A key component of this graduate class will be an educational trip to Washington, DC to visit with organizations and agencies involved with extension. This field trip will provide a wealth of applicable and relevant learning experiences as well as strategic links among organizations and agencies. You will gain

significant amounts of first-hand information as well as meet and interact with several key national directors and leaders. This practical experience will compliment the theoretical and research-oriented course discussions and assignments.

Students will cover the associated costs to pay for transportation, rooms, meals, Metro fees and personal expenses. Information about logistics and costs will be discussed early in the semester.

You will be individually assigned an issue to investigate during the field trip. At the conclusion of the field trip, you will discuss your findings with the class. You will then develop and present at the spring AEC seminar a conceptual model illustrating political, social, cultural, economic, and organizational factors influencing the existence of the issue in extension using relevant literature and interview data. Your conceptual model should be presented as a research poster following the guidelines of the American Association for Agricultural Education (<http://aaaeonline.org/posters/index.php>).

Grading:

Assignment	Date Due	Point Value	My Score
Geography Knowledge	Jan. 19 – April 15	100	
Innovative Activity Case Study	As assigned	50	
Reflection Paper 1	February 4	125	
Reflection Paper 2	March 18	125	
Field Trip Reflection	April 17	125	

A = 488-525; A- = 472-487; B+ = 456-471; B = 435-455; B- = 420-434; C+ = 404-419; C = 383-403; C- = 367-382; D+ = 351-366; D = 330-350; D- = 315-329; E = ≤314

Grades and Grade Points:

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Helpful Information

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.