

AEC 6316
FROM AMERICA TO ZIMBABWE: AN OVERVIEW OF INTERNATIONAL
EXTENSION SYSTEMS
SPRING 2019 – 3 CREDIT HOURS

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

307 Rolfs Hall

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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, guest presentations, and lecture. A key component of the class will be a capstone project that takes an in-depth look at a critical topic impacting international extension.

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, 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. Compare and contrast current and best practices 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., & Rajalahti, 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. 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, if it does not become disruptive.

Assignments, Grades, and Dates

Geography Knowledge:

Beginning on January 16, 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.

Major Players in Agricultural Extension and Development:

Select a major organization conducting work 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, your presentation should highlight that organization's gender-related activities. Present the case study in a brief formal presentation (approximately 10-15 minutes) with an emphasis on (a) the organization's purpose, (b) major programming/interventions/functions, and (c) evidence of its success/failure. Please provide handouts with relevant information for your classmates to keep.

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.

Each paper should be approximately 5-7 double spaced pages. Students in the Department of Agricultural Education and Communication must follow APA 6th ed. for format and style; students in other departments should follow their profession's preferred style. You do **not** need a cover page for your papers. 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. Including literature beyond the assigned readings is recommended. 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?

Capstone Project:

A key component of this graduate class will be the capstone project, which focuses on engaging with individuals, organizations, and agencies involved with extension. The capstone project 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 and international directors and leaders. This practical experience will complement the theoretical and research-oriented course discussions and assignments.

You will be assigned a topic to investigate for the capstone project; we will work together as a class to brainstorm a list of appropriate topics. For example, your topic may be the challenges associated with the monitoring and evaluation of international development projects. It will be your job to gather information related to your topic through your engagement in one of three experiences. You will then compare what

you learn about current practices in agricultural extension and international development and contrast them with what you have learned about best practices from the readings and speakers in this course. Your comparative analysis should be presented as a research poster following the guidelines of the American Association for Agricultural Education (<http://aaaeonline.org/posters/index.php>).

Option 1: Women and Gender Conference: Out of the Theory and into the Field

This two-day conference will be held at The Inn at Virginia Tech, in Blacksburg, VA. Women and Gender in International Development at the Center for International Research, Education, and Development (CIRED) of Virginia Tech invites students, faculty, practitioners, and interested individuals to an intensive learning and networking opportunity engaging renowned experts in international development, with particular emphasis on gender. Keynote speakers and panelists will address gender equality, empowerment, masculinity, and intersectionality; agriculture, nutrition, and One Health; and access to resources including land, capital, and technology. This conference will be particularly beneficial to students and faculty preparing for fieldwork or considering future opportunities in development, but all who are interested are welcome to register and submit abstracts for the poster session. See [website](#) for registration and more. Early bird registration deadline is January 21, 2019.

Students are responsible for the associated costs to pay for transportation, rooms, meals, and personal expenses.

Option 2: Linking, Innovating, Motivating, and Engaging for Resilient Agricultural Systems

This four-day conference will be held at the Hyatt Regency, in Port-of-Spain, Trinidad and Tobago. The conference theme of “Linking, Innovating, Motivating, and Engaging for Resilient Agricultural Systems” speaks to the importance of agricultural and extension education in the development of agricultural systems that can withstand pressures from climate variability, changing economic conditions, and consumer trends. The AIAEE conference is the perfect place to develop and strengthen connections that will best position you to lead efforts resulting in strong positive impacts in the communities and organizations in which you work. See [website](#) for registration and more. Early bird registration deadline is February 1, 2019.

Students are responsible for the associated costs to pay for transportation, rooms, meals, and personal expenses.

Option 3: Build Your Own Adventure

Student who choose this option will work with the course instructor to design an on-campus experience that provides engagement with faculty and staff currently engaged with projects in international extension contexts. For example, UF is a partner in a USAID Livestock Innovation Lab conducting work in Feed the Future countries. Meetings will need to be scheduled for April 1-4, 2019.

Grading:

Assignment	Date Due	Point Value	My Score
Geography Knowledge	Jan. 16 – March 27	100	
Major Players Case Study	As assigned	50	
Reflection Paper 1	February 1	125	
Reflection Paper 2	March 20	125	
Capstone Project	April 17 or 24	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:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources:

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

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.