

Agricultural and Extension Education
College of Agricultural and Life Sciences
University of Idaho
Spring Semester 2010

Course: Ag. Ed.448/548
Title: Foundations of Extension Education
Credits: 2
Times: 3:00 to 4:50 pm PST
4:00 to 5:50 pm MST
Rooms: Moscow – CALS 104
Twin Falls – Evergreen A21
Meridian High School VC Room
Instructor: Dr. Lou E. Riesenberg
Office: AEEB 117
Phone: (208) 885-7374
Email: lriesenb@uidaho.edu
Teaching Assistant Jessie Kellogg
Office AEEB 115
Phone (208) 885-6359
Email kellogg@uidaho.edu
Teaching Assistant Ashley Reeves
Office AEEB 115
Phone (208) 885-6359
Email areeves@vandals.uidaho.edu

Text

Seevers, B., Graham, D., Gamon, J. and Conklin, N. (2007). *Education Through Cooperative Extension* (Second Edition). ISBN: 1-56502-107-X. Available from: Curriculum Materials Service, 1114 Chambers Road, Columbus, OH 43212-1702. Web-site: cms.osu.edu

Course Description

Philosophy and principles, social and economic significance of extension education in agricultural and life sciences and the examination of behavioral science concepts in organization, development, and management of extension programs.

Course Objectives

Upon completion of this course, the student will be able to:

- describe the Cooperative Extension System as an educational agency,
- discuss the history, philosophy and objectives of the Cooperative Extension System,
- explain how the University of Idaho Cooperative Extension System is organized, administered and funded,
- explain Extension's relationship to other agencies, especially the Land Grant system,

- describe how Extension programs are planned, conducted and evaluated,
- discuss the role of volunteers in the Cooperative Extension System,
- describe extension programs in other countries,
- recognize potential careers in the Cooperative Extension System,
- explain verbally how Cooperative Extension is organized, administered, and financed,
- articulate the mission and philosophy of Extension,
- describe the program planning process from conducting a needs assessment to designing, marketing, evaluating and reporting results of an Extension program,
- utilize a variety of educational delivery methods appropriate for Extension,
- discuss the program areas in Cooperative Extension with another person,
- describe how to effectively manage and reward Extension volunteers,
- describe the influence the Cooperative Extension System has had internationally, and
- discuss the future of Extension.

Course topical outline

<u>Meeting Date</u>	<u>Topic(s)</u>
January 25	Orientation - introductions, course orientation, objectives of the course, required projects of course and grading schema Origins of extension work and structure
February 1	History of the Cooperative Extension System Historical mission and philosophy of the Cooperative Extension System
February 8	Organization, structure and administration for extension programs- national, state and county The teaching-learning process and extension, role of the change agent in the adoption process
February 22	Participant presentation and discussion of state or national issues, policies and/or initiatives concerning the future of Cooperative Extension
March 1	Participant presentation and discussion of state or national issues, policies and/or initiatives concerning the future of Cooperative Extension
March 8	Extension planning and implementation using the logic model
March 22	Identifying and measuring community and clientele needs
March 29	Program development process – Building an extension program – Topic Teams and Plans of Work
April 5	Agriculture and natural resource programming in Cooperative Extension
April 12	Family and Consumer Science programming in Cooperative Extension

April 19	Volunteer program development and management in Cooperative Extension
April 26	Community and/or economic development in Cooperative Extension
May 3	4-H and youth development in Cooperative Extension
May 10	Evaluating extension programs UICES – mission, direction, opportunities and challenges Final Exam due electronically at 5:00 pm PST

Course Requirements*

Assignment	Due Date	Points
Class attendance and participation		140
Reflection paper 1	January 25	50
Future of Cooperative Extension presentation	February 22 March 1	50
News release	March 8	50
Midterm evaluation	March 12	100
Research article critique	April 5	50
Educator interview	April 19	50
Summary of attendance at extension program event	April 26	50
Reflection paper 2	May 3	50
Course end evaluation	May 10	150
Total		740

*Course content, examinations and requirements are subject to change at the discretion of the instructor.

Assignment Descriptions

Reflection paper 1

Write a 1-2 page paper on your perspective of the Cooperative Extension System. This is not a research paper, you are to think about and discuss what you think is the role of the County Extension Educator, what do you perceive as the linkages of Extension? Who should they serve and how? Coming into this class, what is your perception of the Cooperative Extension System?

Future of Cooperative Extension presentation

Research, present to the class, and lead a class discussion of an article regarding the future of Cooperative Extension. Guidelines will be provided during our first class meeting.

News release

Write a news release based upon an Extension fact sheet or article. Guidelines will be provided.

Research article critique

Research and review 3 articles from 3 different journals. You will read and critique one of those articles. Critique guidelines and journal listings will be provided.

Educator interview

Interview a County Extension Educator in an area of interest to you (i.e. Agriculture, Family and Consumer Sciences, 4-H and Youth or Resource Development). If you wish, several members of the class may make a visit together. You may visit an agent in your home county.

You are to submit a written report about your interview and your reaction to the interview and information received. The report should be 2-3 pages typed. Submit an overview of what the Educator shared with you and then your reaction to what you learned, were there any “I didn’t know that moments”, where they told you something that you were unaware of?

Please, do not email the questions and submit the responses. Visit the Educator in their office and have a dialogue with them about their job, what advice they would have for a new Educator or student considering a career in Extension. Use this opportunity to ask questions you want to know more about.

Summary of attendance at extension program event

Attend an Extension educational program and submit a brief report on what type of meeting you attended, what was taught, what teaching methods were used and who was involved. This needs to be an educational program, not a club meeting. The point is to observe an educator in action and see what goes into presenting educational programs for the public. This can be done locally or in your home county, bring a program back to include from the class you attended.

Reflection paper 2

Reflect upon what you have learned from the course this semester and how your perception of the Cooperative Extension Service may have changed and what you now understand the role of the county extension educator to be. Paper is to be no longer than 2 pages.

How to critique a journal article

So your assignment is to critique a journal article. This handout will give you a few guidelines to follow as you go. But wait, what kind of a journal article is it: an empirical/research article, or a review of literature? Some of the guidelines offered here will apply to critiques of all kinds of articles, but each type of article may provoke questions that are especially pertinent to that type and no other. Read on.

First of all, for any type of journal article your critique should include some basic information:

- Name(s) of the author(s)
- Title of article
- Title of journal, volume number, date, month and page numbers
- Statement of the problem or issue discussed
- The author’s purpose, approach or methods, hypothesis, and major conclusions.

The bulk of your critique, however, should consist of your qualified opinion of the article. Read the article you are to critique once to get an overview. Then read it again, critically. At this point you may want to make some notes to yourself on your copy (not the department's copy, *please*).

The following are some questions you may want to address in your critique no matter what type of article you are critiquing. (Use your discretion. These points don't have to be discussed in this order, and some may not be pertinent to your particular article.)

- Is the title of the article appropriate and clear?
- Is the abstract specific, representative of the article, and in the correct form?
- Is the purpose of the article made clear in the introduction?
- Do you find errors of fact and interpretation? (This is a good one! You won't believe how often authors misinterpret or misrepresent the work of others. You can check on this by looking up for yourself the references the author cites.)
- Is all of the discussion relevant?
- Has the author cited the pertinent, and only the pertinent, literature? If the author has included inconsequential references, or references that are not pertinent, suggest deleting them.
- Have any ideas been overemphasized or underemphasized? Suggest specific revisions.
- Should some sections of the manuscript be expanded, condensed or omitted?
- Are the author's statements clear? Challenge ambiguous statements. Suggest by examples how clarity can be achieved, but do not merely substitute your style for the author's.
- What underlying assumptions does the author have?
- Has the author been objective in his or her discussion of the topic?

In addition, here are some questions that are more specific to empirical/research articles. (Again, use your discretion.)

- Is the objective of the experiment or of the observations important for the field?
- Are the experimental methods described adequately?
- Are the study design and methods appropriate for the purposes of the study?
- Have the procedures been presented in enough detail to enable a reader to duplicate them? (Another good one! You'd be surprised at the respectable researchers who cut corners in their writing on this point.)
- Scan and spot-check calculations. Are the statistical methods appropriate?
- Do you find any content repeated or duplicated? A common fault is repetition in the text of data in tables or figures. Suggest that tabular data be interpreted or summarized, not merely repeated, in the text.

A word about *your* style: let your presentation be well-reasoned and objective. If you passionately disagree (or agree) with the author, let your passion inspire you to new heights of thorough research and reasoned argument.

Research in agricultural and extension education

Every profession has journals in which research in the field is reported. Most practitioners out-in-the-trenches” rarely read or are even aware of these journals. The purpose of this assignment is to acquaint you with the professional literature in the field.

Journal of Extension <http://www.joe.org>. You should become familiar with the *Journal of Extension*. If you want to find a specific topic, the search engine works well. They currently also maintain job listings within Extension and land grant institutions.

Journal of Agricultural Education <http://pubs.aged.tamu.edu/jae/> is not an on-line journal like the *Journal of Extension*. However, past issues are on-line. While many people might assume the articles are related to formal teaching of agriculture, many of the articles are about extension, agricultural literacy and more.

The Journal of Agricultural Education and Extension <http://www.bib.wau.nl/ejae/> is an international journal that focuses on agricultural and extension education globally. This international journal focuses on changes in agricultural knowledge and action systems.

Another journal with an international focus is the **Journal of International Agricultural and Extension Education**. This is the official journal of the Association for International Agriculture and Extension Education.

A third journal in the field with an international focus is **The Journal of Extension Systems** <http://www.jesonline.org/> it is published in India. The *Journal* is a bi-annual international journal dedicated to the cause of advancing understanding of Extension Systems through empirical investigations, theoretical analyses, and practical experiences

The premier research journal in vocational education is The **Journal of Vocational Education Research (JVER)** <http://scholar.lib.vt.edu/ejournals/JVER/> This journal spans the whole field of vocational education. It is an official publication of the American Vocational Education Research Association (AVERA). AVERA was organized in 1966 and strives to (a) stimulate research and development activities related to vocational education, (b) stimulate the development of training programs designed to prepare persons for responsibilities in vocational education research, (c) foster a cooperative effort in research and development activities with the total program of vocational education, other areas of education and other disciplines, and (d) facilitate the dissemination of research findings and diffusion of knowledge.

The **Journal of Natural Resources and Life Sciences Education (JNRLSE)** <http://www.jnrlse.org/> is an international journal. It started life as an agronomy journal and is still published by the American Society of Agronomy. However, during the past several years, they have changed the name and are trying to broaden the scope to focus more on education. The current year is not on-line, but past years are. You may want to look here for the latest teaching ideas in the life sciences, natural resources, and agriculture. Written by and for educators, the journal is peer reviewed. Educators in extension, universities, industry, administration, and grades K-16, share teaching techniques, concepts, and ideas. A special section of the journal emphasizes K-16 science education.

Academic integrity

Both faculty and students at the University of Idaho have a responsibility to maintain academic integrity. Scholarly activity is marked by honesty, fairness and rigor. A scholar does not take credit for the work of others, does not take unfair advantage of others, and does not perform acts which frustrate the scholarly efforts of others. The violation of any of these principles is academic dishonesty. Academic dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements.

Disability Support Services Reasonable Accommodations Statement:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course:

- 885-6307
- email at dss@uidaho.edu
- website at www.access.uidaho.edu

Students should present a completed and signed Accommodation Checklist for the current semester, from our office when requesting accommodations. Students should not present the checklist before or after class, if they do, request that they see you during your office hours. If they do not have a current checklist both completed and signed, please refer them to the Disability Support Services office (Idaho Commons, Room 306) to obtain one. If you have any questions regarding a student(s) with a disability(s), or how to best work with a particular student in class, please contact our office.