

NELK Technical

e-Extension for Extension

Professionals



WORKBOOK

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Module 1: e-Extension for Extension Professionals

Pre-assessment

After reading through the preface and introduction, complete the following pre-assessment to determine how comfortable you are with the topic of motivation. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

| | Question | Self-assessment | | | | |
|---|---|-----------------|---|------|---|---|
| | | Low | | High | | |
| 1 | How well can you describe what e-extension is and how it has evolved over time? | 1 | 2 | 3 | 4 | 5 |
| 2 | How confident are you to outline the purpose and major functions of e-extension in Agricultural Innovation Systems? | 1 | 2 | 3 | 4 | 5 |
| 3 | How well can you detail the advantages and disadvantages of e-extension? | 1 | 2 | 3 | 4 | 5 |
| 4 | How confident are you to choose the most appropriate type of e-extension tool for your situation? | 1 | 2 | 3 | 4 | 5 |
| 5 | How well can you compare and contrast the key asynchronous e-extension tools? | 1 | 2 | 3 | 4 | 5 |
| 6 | How able are you to understand several best practice case studies in e-extension? | 1 | 2 | 3 | 4 | 5 |
| 7 | How well can you outline the steps to success with e-extension in the real-world? | 1 | 2 | 3 | 4 | 5 |
| 8 | How confident are you to try a new extension tool that you haven't used before? | 1 | 2 | 3 | 4 | 5 |
| 9 | How well can you describe what e-extension is and how it has evolved over time? | 1 | 2 | 3 | 4 | 5 |

Study Unit 1: Introduction to e-extension

Session 1.1: Context setting and background (COVID-19)

Activity 1.1 Individual activity

1. Briefly describe the impact of COVID-19 on extension practitioners and how it has limited their work. (5)

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2. How can e-extension help the way we operate in an AIS? (5)

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Total: 10 marks

Session 1.2: Definition and evolution of e-extension

Activity 1.2 Individual activity

1. Complete this sentence... e-extension can be defined as: The use of _____ technologies to enhance _____ extension approaches (such as written and _____) so as to enable change. (6)

2. What were some of the earliest uses of e-extension? (4)

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Total: 10 marks

Session 1.3: Purpose and major functions of e-extension

Activity 1.3 Individual activity

1. Put the following activities in their correct order:

- Activities
- Outcome
- Objectives (3)

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2. Why might you need to consider both low- and high-tech solutions for working with farmers? (3)

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3. Provide a low-tech and a high-tech solution to replace the following traditional extension activities.

- a. A one-on-one meeting
- b. Small workshop (with up to 15 farmers) that requires a workbook
- c. Paper-based survey (9)

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Total: 15 marks

Session 1.4: Advantages and disadvantages of e-extension

Activity 1.4 Individual activity

1. List five advantages of e-extension. (5)

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2. List five disadvantages of e-extension. (5)

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3. How can you still meet with your farmers face-to-face while physically distancing? (5)

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Total: 15 marks

Session 2.2: Developing a strategy

Activity 2.2 Individual activity

Add the appropriate words to complete the steps for a simple extension strategy:

1. Define the desired _____;
2. Identify the _____(s) and their characteristics;
3. Define SMART _____ (specific, measurable, achievable, relevant and time-bound);
4. Determine the various _____ required; and
5. Design a _____ and _____ framework. (10 marks)

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4. What equipment do you need for a web meeting? (5 marks)

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5. What are some ways you can engage your audience in a web meeting? (5 marks)

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6. What are some advantages of using online polls? (5 marks)

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Total: 30 marks

Session 2.5: Asynchronous e-extension tools

Activity 2.5 Individual activity

1. Complete this sentence: Social media is a broad group of _____ applications that enable _____ interaction and _____ of content by users. (5 marks)

2. How should you respond to negative, attacking social media posts? (10 marks)

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3. Describe some best practice approaches for using eSurveys. (10 marks)

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4. Outline the advantages and disadvantages of YouTube videos. (10 marks)

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5. What are some best practice guidelines for using eBulletins? (10 marks)

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Total: 45 marks

Summative assessment: Unit 2

Theoretical assessment

Answer the following questions in your own words.

1. What are the five steps to creating a simple extension strategy? (10 marks)

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2. Describe the main way to divide the wide range of electronic communication tools, and provide three examples of each. (10 marks)

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3. Describe the difference between online polling and online surveys. (10 marks)

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4. Provide an example of how YouTube videos and eBulletins can be used together to effectively communicate a message to your audience. (10 marks)

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Total: 40 marks

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Session 3.6. Social Media- WhatsApp, Kerala, India

Activity 3.6 Individual activity

1. Create a WhatsApp group to reach your clientele (farmers) (5 marks)

OR

2. Explain your experiences in participating professional WhatsApp groups? (5 marks)

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Summative assessment: Unit 3

1. What are the e-extension tools used in the 1917iTEAMS project? (5 marks)

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2. What are the solutions offered by the 1917iTEAMS project to farmers? (5 marks)

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3. List the lessons from the 1917iTEAMS project. (5 marks)

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4. How can you make radio programmes interesting to the listeners? (5 marks)

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Post-assessment

The post-assessment is to be done once you have read through the module and completed all the activities. Compare your answers to those in the pre-assessment to identify where knowledge has been gained and where improvements can be made. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

| | Question | Self-assessment | | | | |
|---|---|-----------------|---|---|------|---|
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| 6 | How able are you to describe several best practice case studies in e-extension? | 1 | 2 | 3 | 4 | 5 |
| 7 | How well can you outline the steps to success with e-extension in the real-world? | 1 | 2 | 3 | 4 | 5 |
| 8 | How confident are you to try a new extension tool that you haven't used before? | 1 | 2 | 3 | 4 | 5 |

Global Forum for Rural Advisory Services (GFRAS) is about enhancing the performance of advisory services so that they can better serve farm families and rural producers, thus contributing to improved livelihoods in rural areas and the sustainable reduction of hunger and poverty. Rural advisory services help to empower farmers and better integrate them in systems of agricultural innovations.