

# MATERIALES DE ENSEÑANZA EN EXTENSION

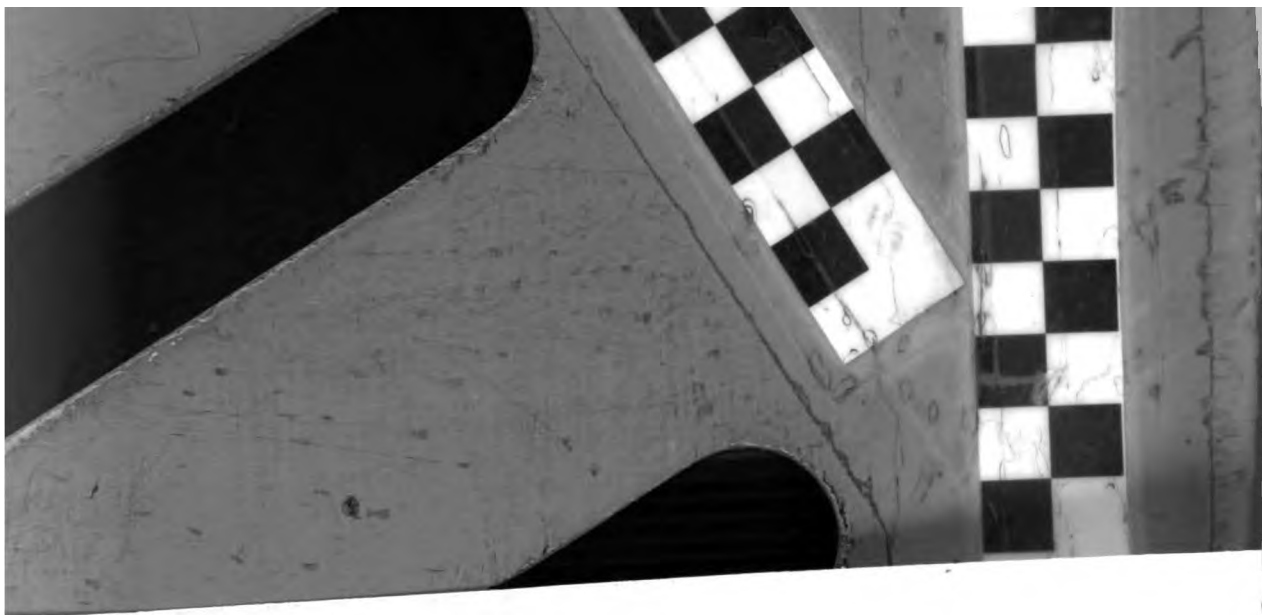
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## EXTENSION METHODS

by

Joseph Di Franco  
Extensionist



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INSTITUTO INTERAMERICANO DE CIENCIAS AGRICOLAS

DE LA OEA - Turrialba, Costa Rica

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Turrialba, Costa Rica  
November, 1966

## EXTENSION METHODS

Joseph Di Franco

Much has been written on the subject of extension methods. Most of such literature makes general classifications and then provides lengthy explanations on the utility, advantages and limitations of extension methods. Although this is very useful, it is not detailed quite enough to clarify the differences between an extension or educational method and a communications medium.

Emphasis is placed on describing the communications media and leaves the readers thinking these are the extension methods, when in reality they are components of the educational activity. The combination of educational activity and communications media is an extension method.

This paper is not a substitute for what has already been written and published in this area, but is presented as a further aid to help extensionists better understand the components and necessary elements involved in extension education.

In an attempt to help diminish the misunderstandings the following brief presentation is offered.

First is presented in outline or graphic form, the elements in relation to each other: extension methods, teaching activities, communications media, program and plan of work. The author's

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The first part of the report deals with the general situation in the country. It is noted that the economy is showing signs of recovery, but that inflation remains a serious problem. The government has taken measures to control prices, but these have had limited success. The report also mentions the political situation, which is described as unstable. There are reports of corruption and a lack of transparency in government operations.

The second part of the report discusses the social and cultural aspects of the country. It is noted that there is a high level of illiteracy, and that the education system is in a state of decline. The report also mentions the prevalence of superstitions and traditional beliefs, which are often used to explain natural events. The social structure is described as hierarchical, with a large gap between the rich and the poor.

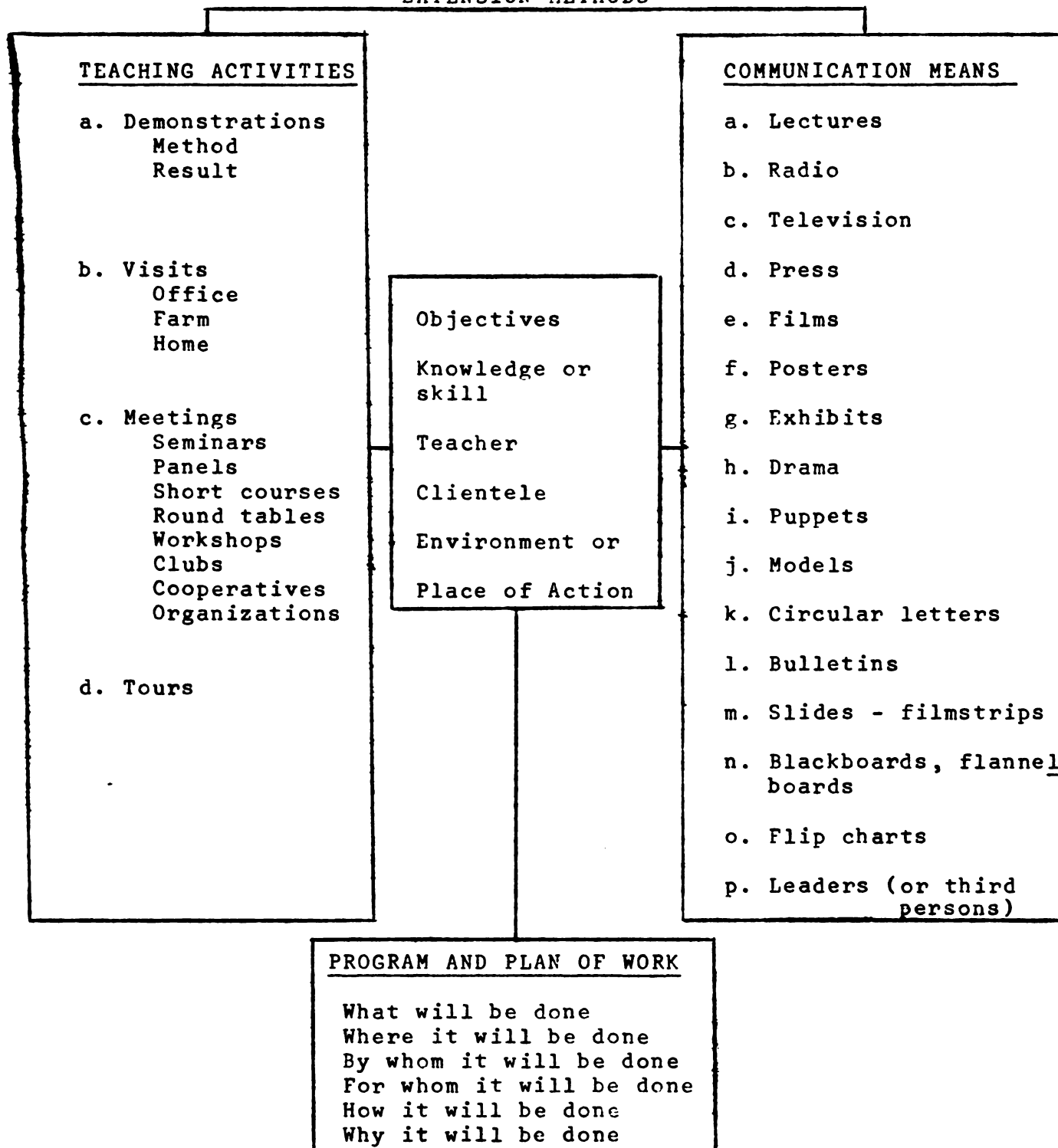
The third part of the report deals with the military and security situation. It is noted that the military is well equipped, but that there is a lack of discipline and loyalty among the troops. The report also mentions the presence of armed groups and the threat of terrorism. The security forces are described as ineffective, and the country is said to be in a state of constant tension.

In conclusion, the report states that the country is in a state of crisis. The economy is in a state of stagnation, the political situation is unstable, and the social and cultural aspects of the country are in a state of decline. It is recommended that the government take urgent measures to address these problems.

The report is based on information obtained from various sources, including interviews with officials and members of the public. It is intended to provide a comprehensive overview of the current situation in the country. The report is classified as confidential, and its contents should not be disclosed to the public.

definitions of the component elements follow the graph.

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Extension methods\*

- Is a systematic plan adopted to utilize in the teaching activity those communication means which will enhance and facilitate the transfer of knowledge.

Teaching Activities

- Are those actions in which instructional material is presented by the teacher.

Communication Means

- Are those media employed by the teacher to facilitate and enhance the transfer of knowledge.

Program and Plan of Work

- Is the total systematic operation designed to use the best educational methods to obtain specific goals. A total systematic extension program includes:  
what knowledge or skill is to be transferred.  
where it will be done.

\*: Educational Method as defined by Webster: "a systematic plan adopted in presenting instructional materials."



When it will be done.

By whom it will be done.

For whom it will be done.

How it will be done.

Why it will be done.

Obviously this requires that good extensionists 1) define their educational objectives, 2) understand thoroughly the skill or knowledge to be transferred, 3) know the clientele (custom, culture, habits, desire, need, etc.), 4) know the environment in which the teaching is to take place (to better determine what communication media will best serve), 5) be well-trained in teaching skills and use of communication media and 6) learn to develop systematic plans.

This is where the professional aspect of the extensionist is demonstrated. His ability to understand and put into practice these factors will determine how capable he is. His level of competence will affect the degree of success his teaching efforts will attain and also determine how successful he will be in reaching the basic extension objectives - to help people improve agricultural production and to help them raise their level of living.

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PREVIOUS PUBLICATIONS

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